Tennessee Higher Education Commission

Articulation and Transfer in Tennessee Higher Education

Annual Report

2013-14 Academic Year

October 1, 2014

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2014 – 2015 COMMISSION MEMBERS

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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).
- Over 47 percent of out-of-state transfers came from just nine states (sending more than 400 students each): Mississippi, Georgia, Kentucky, Alabama, Virginia, North Carolina, Florida, California, and Texas (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 75 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 formula[1]. 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 accordingly[1]. 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

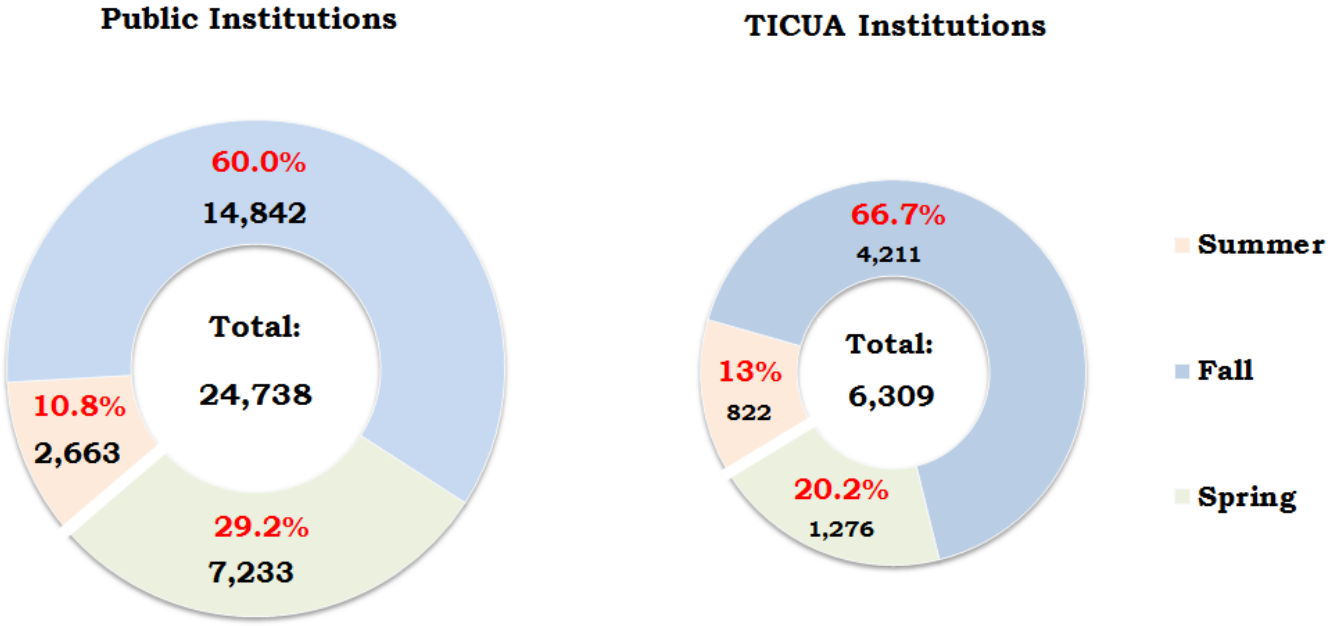
This section examines patterns in Tennessee student transfers in the 2013-14 academic year and, when appropriate, trends over time. The analysis of student transfer activity is conducted and presented at the following levels: (1) statewide transfer activity, (2) transfers within public higher education, (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 pubic 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.

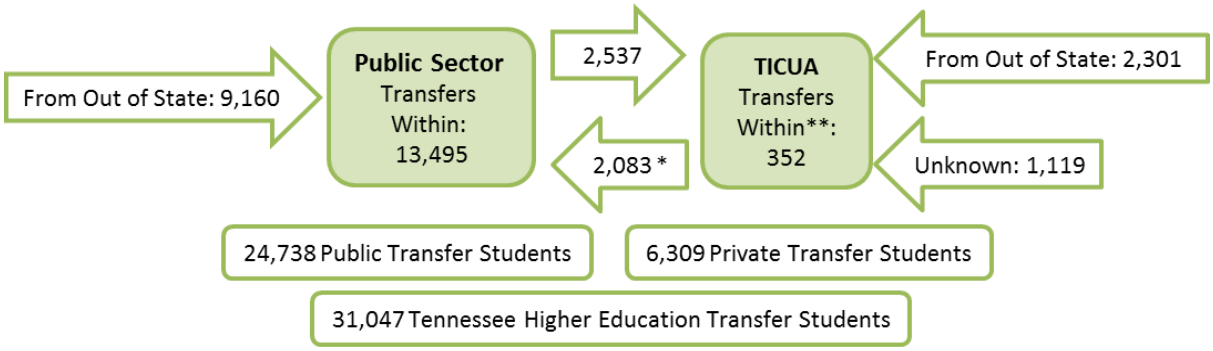
Figure 1. Student Transfer by Receiving Sector and Semester, AY 2013-14 *



* 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 publics 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

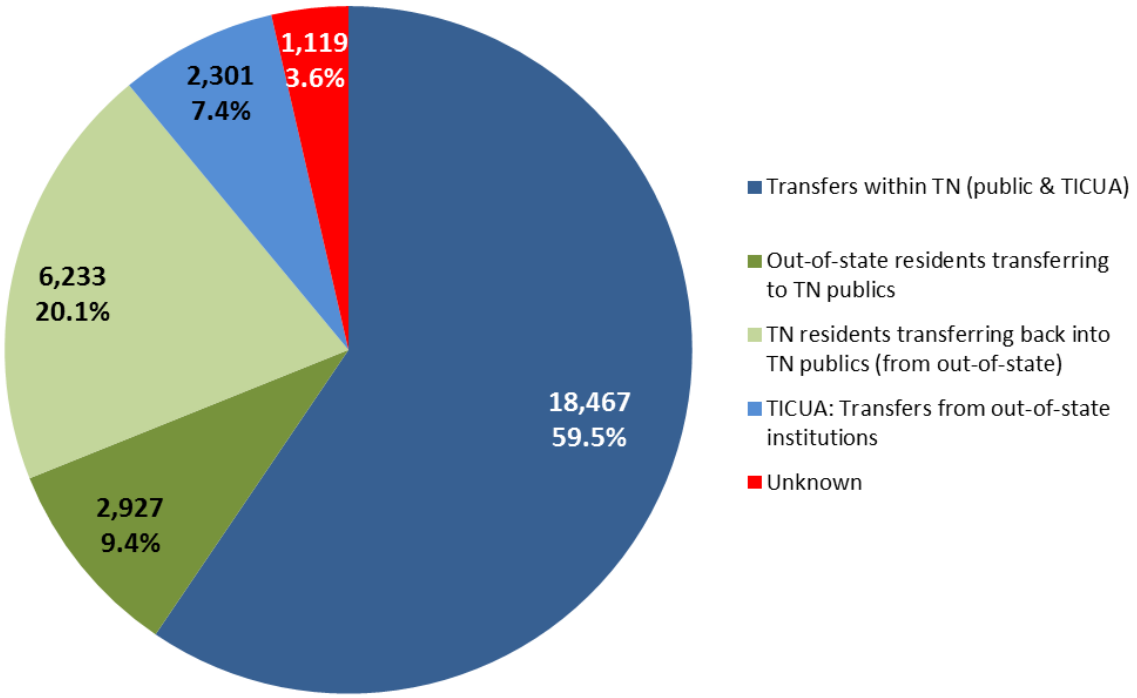
RECEIVING SECTOR	TRANSFERS BY SECTOR OF ORIGIN				Total Transfers	Overall Enrollment
	Tennessee Public	Tennessee Independent	Out-of-State	Unknown		
Public University Total	8,157	1,031	4,909		**14,097**	254,121
Community College Total	5,338	1,052	4,251		**10,641**	202,074
PUBLIC HIGHER ED. TOTAL	13,495	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 46.6 percent of all out-of-state transfers. These states included six neighboring states: Mississippi (7.9 percent), Georgia (6.6 percent), Kentucky (6.1 percent), Alabama (5.1 percent), Virginia (5 percent), and North Carolina (3.7 percent). This group also included three traditionally large providers of transfer students: Florida (4.9 percent), California (3.6 percent), and Texas (3.6 percent).

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

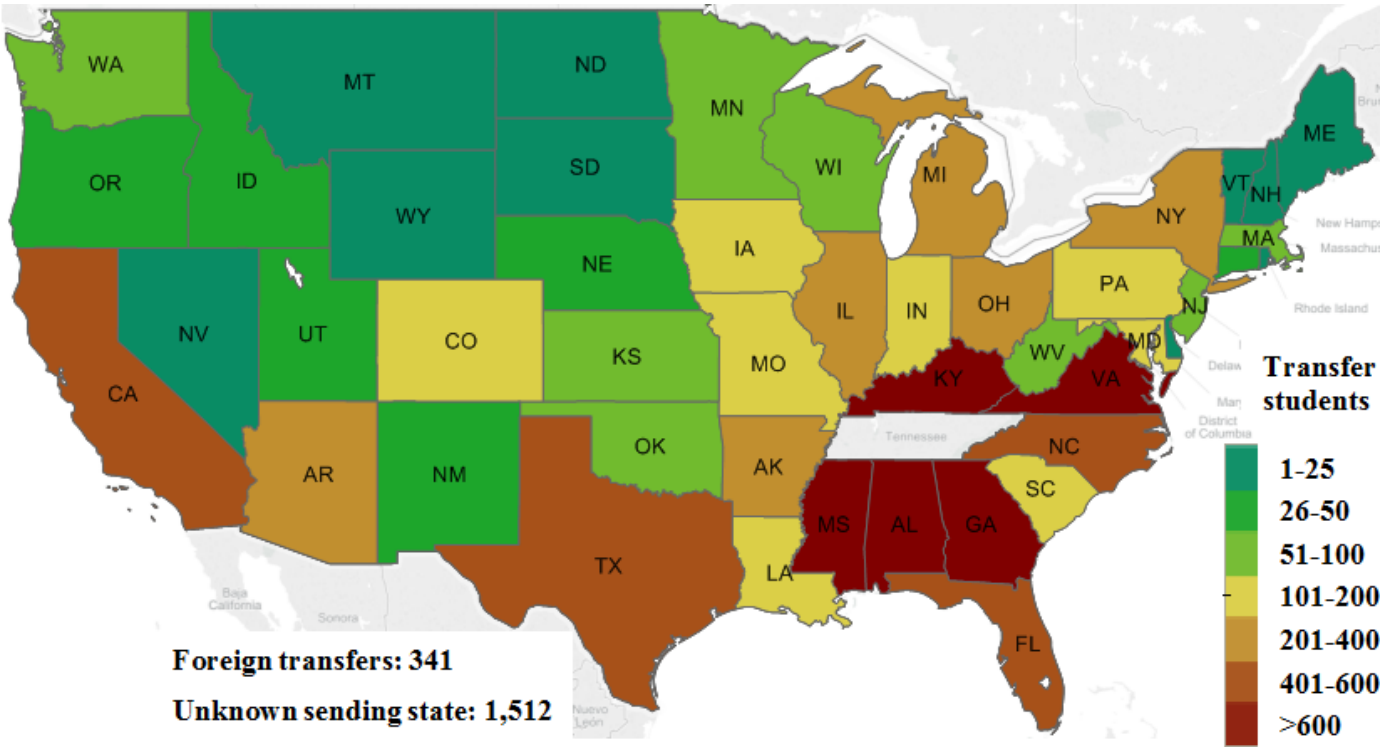


Table 2 presents this information by state, semester, and sector.

[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**

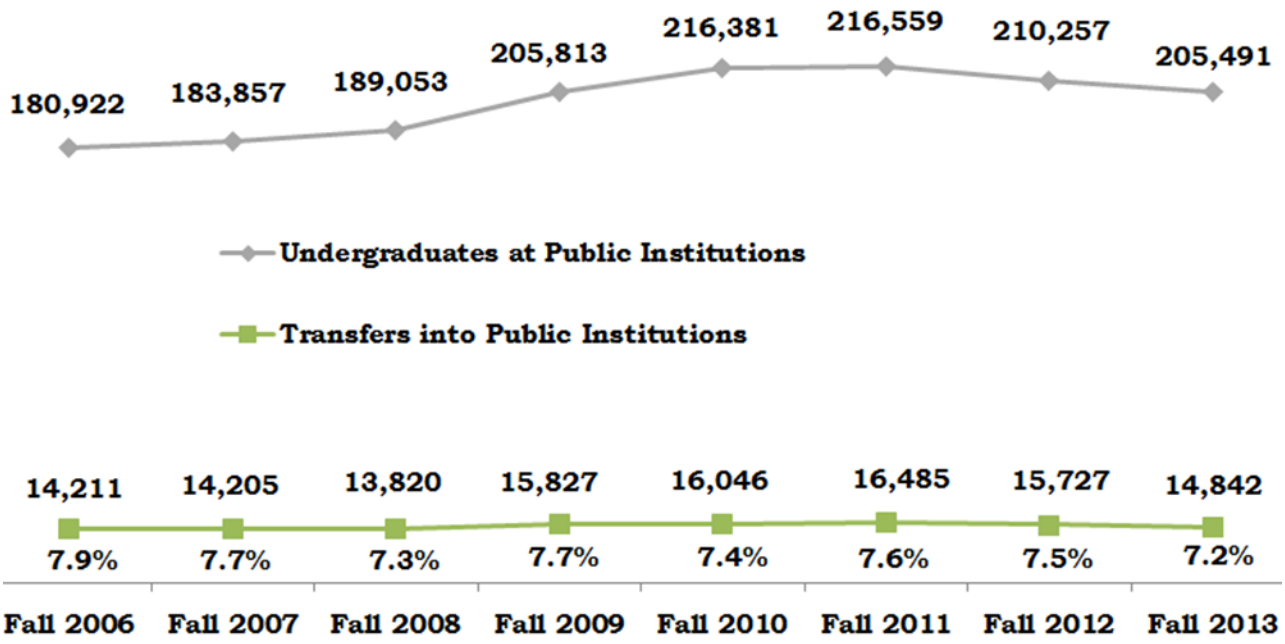
* In this case, cells with values below six are not suppressed because students are not segregated by characteristic or institution. Therefore, student identities are safeguarded.

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

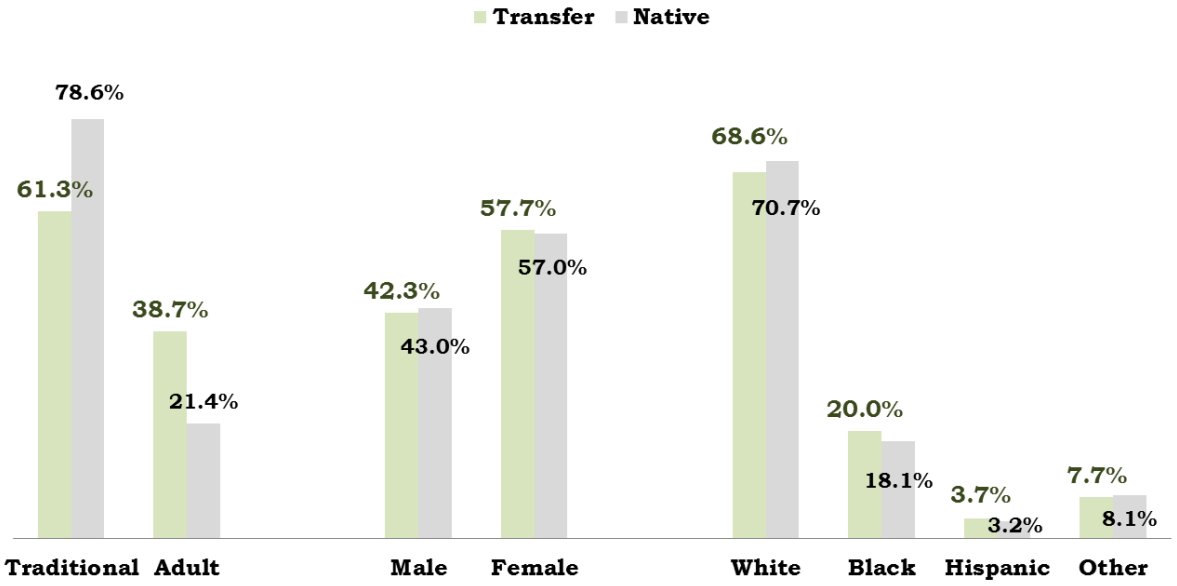
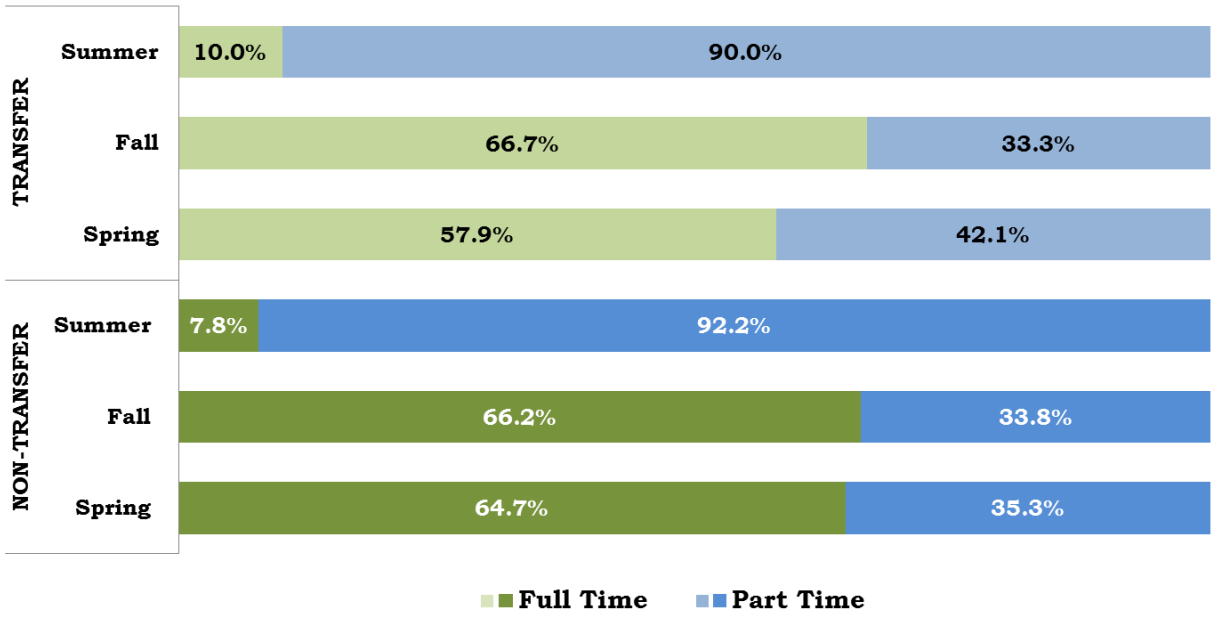


Figure 7 compares full-time and part-time enrollment of transfer and non-transfer students by semester. As defined in the **Background** section, *non-transfer students* include individuals who did not transfer in the term of interest; however, they include students who transferred in their prior academic 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



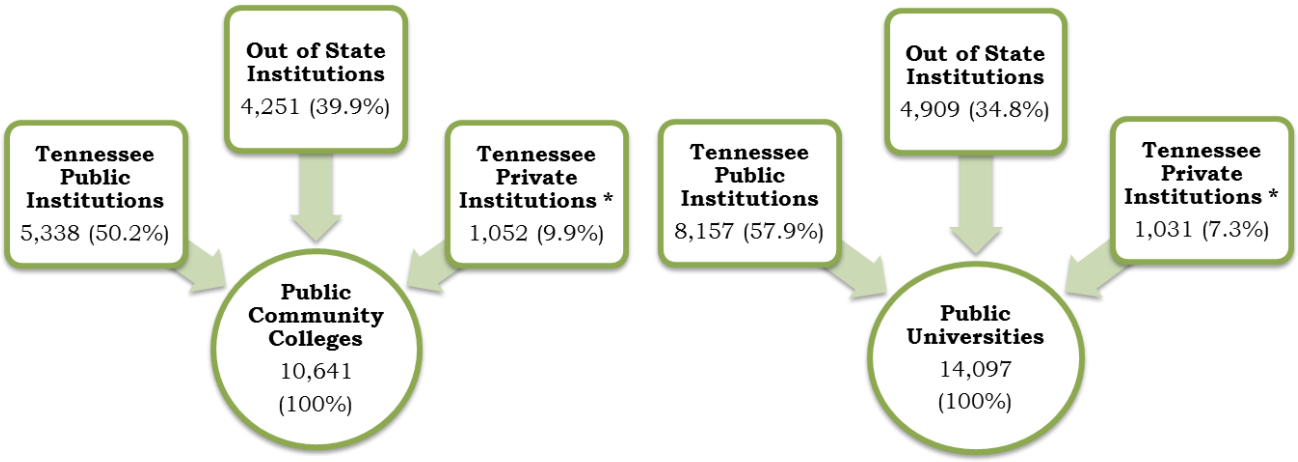
Public Transfer Activity

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

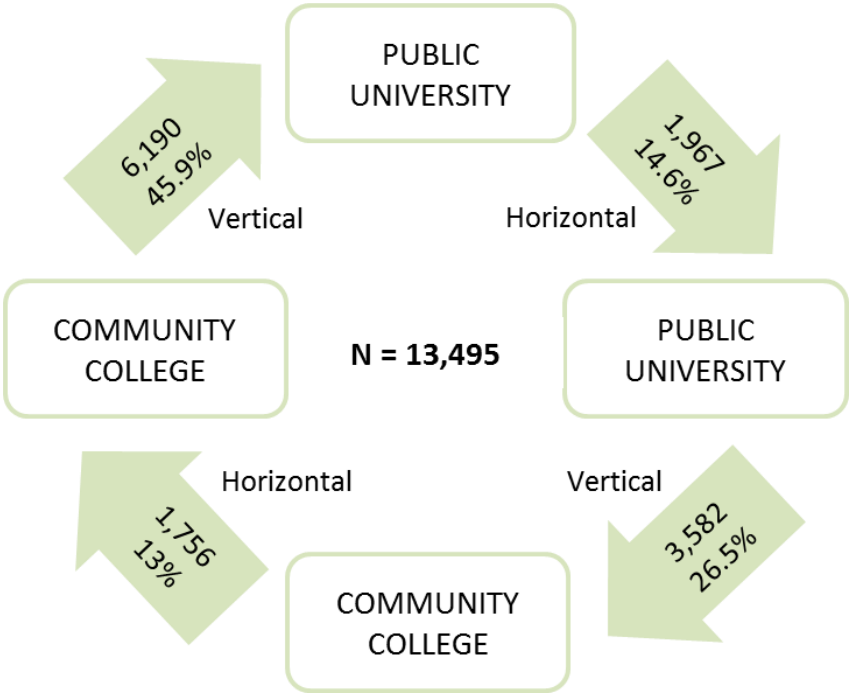


* Includes TICUA, non-TICUA, and private for-profit institutions.

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).

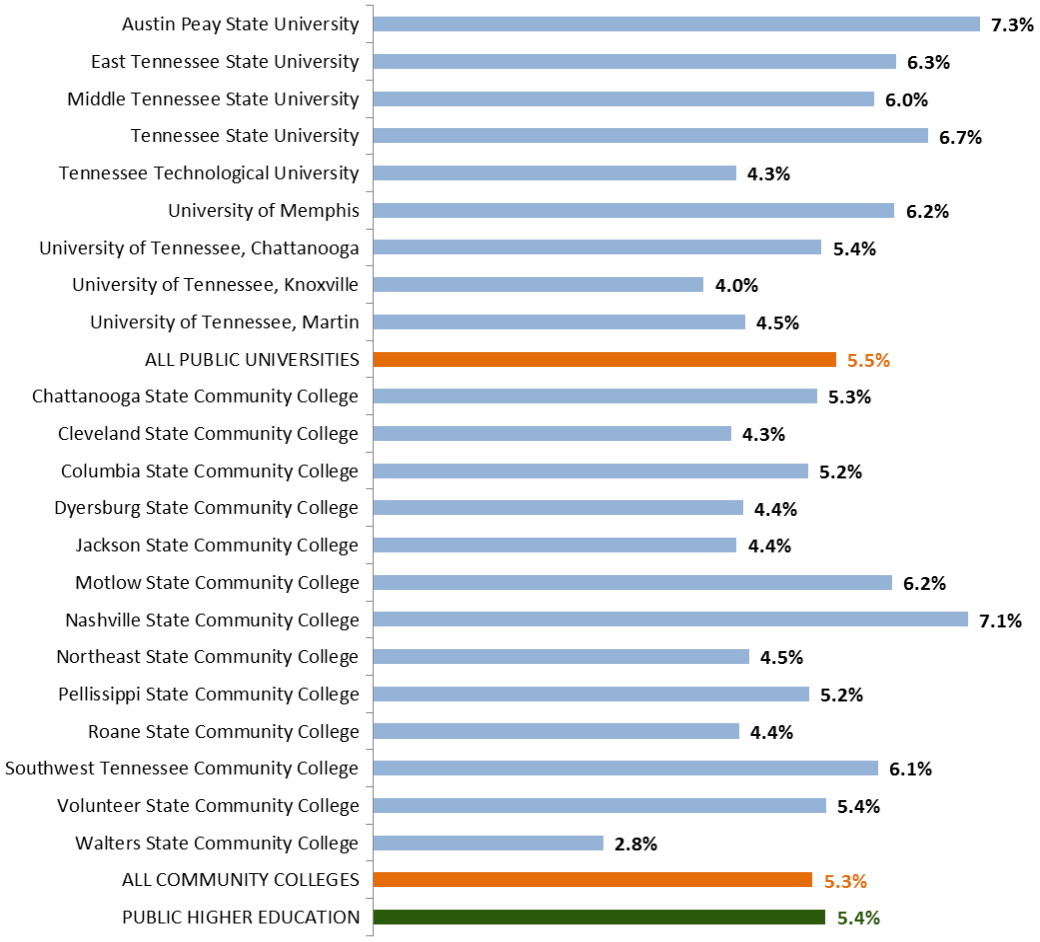
C. Student Transfer Activity by Public Institution

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

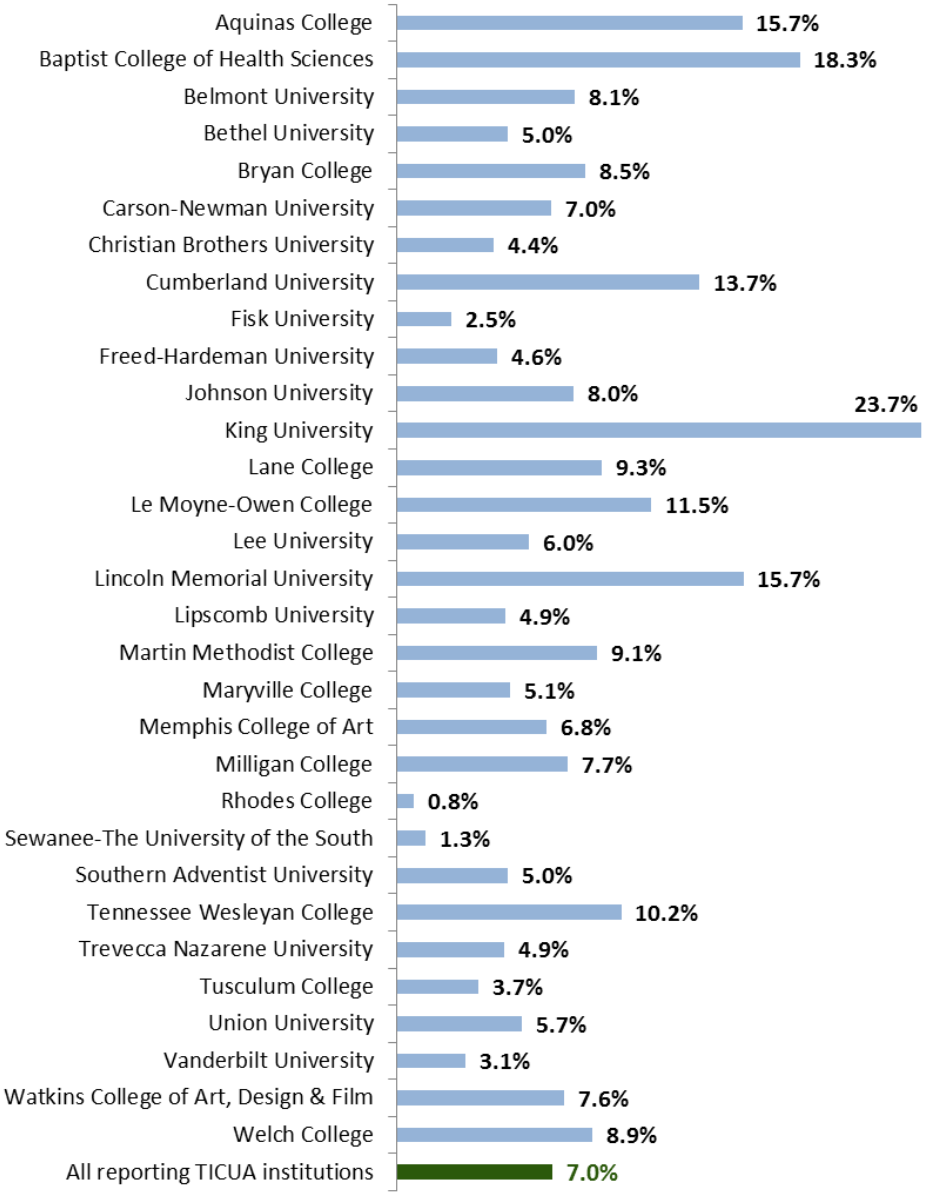


Table 5 presents a summary of transfers as a percent of undergraduate enrollment by sector and semester.

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%**

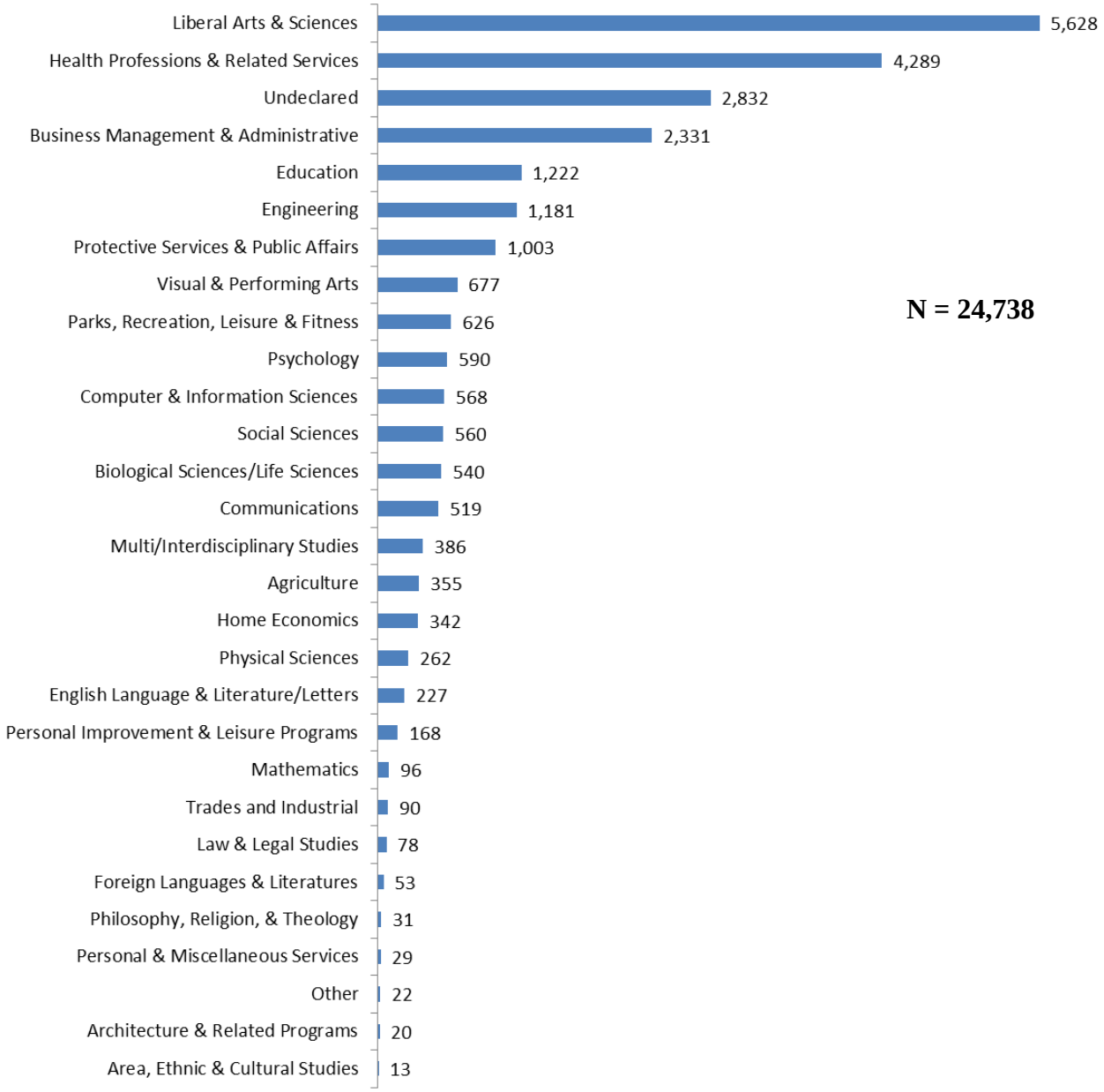
* Percent of the total transfers by category (Sent or Received)

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

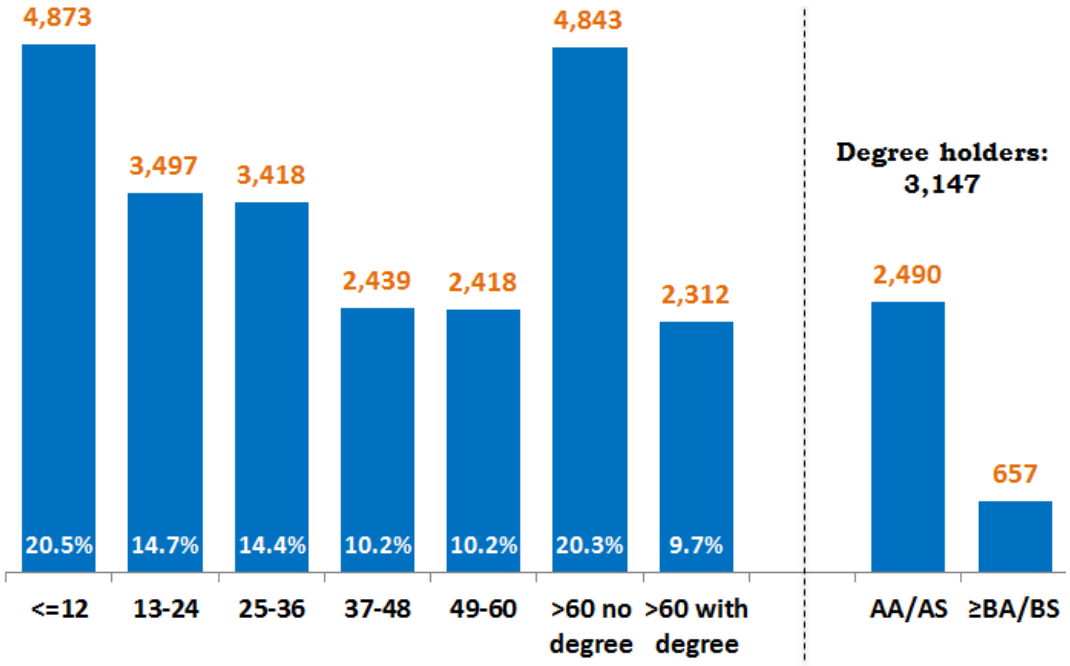
Students transfer in the public sector at various points in their academic careers. During the academic year 2013-14, over 20 percent of public students transferred before they earned more than 12 credit hours, and nearly 60 percent before they earned over 48 credits (**Figure 13**).

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.

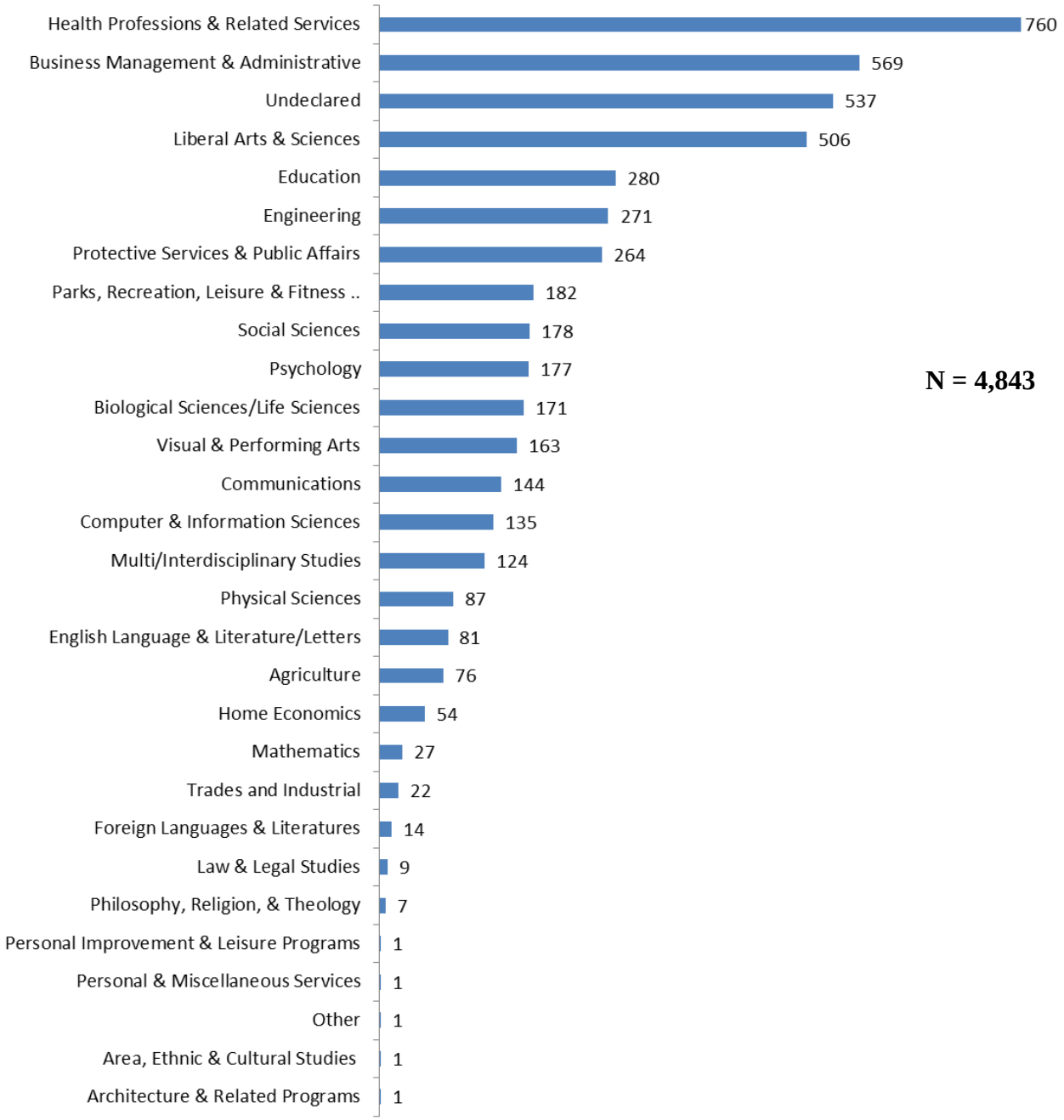
Figure 13. New Transfer Students by Credits and Degrees Transferred In, AY 2013-14



* 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

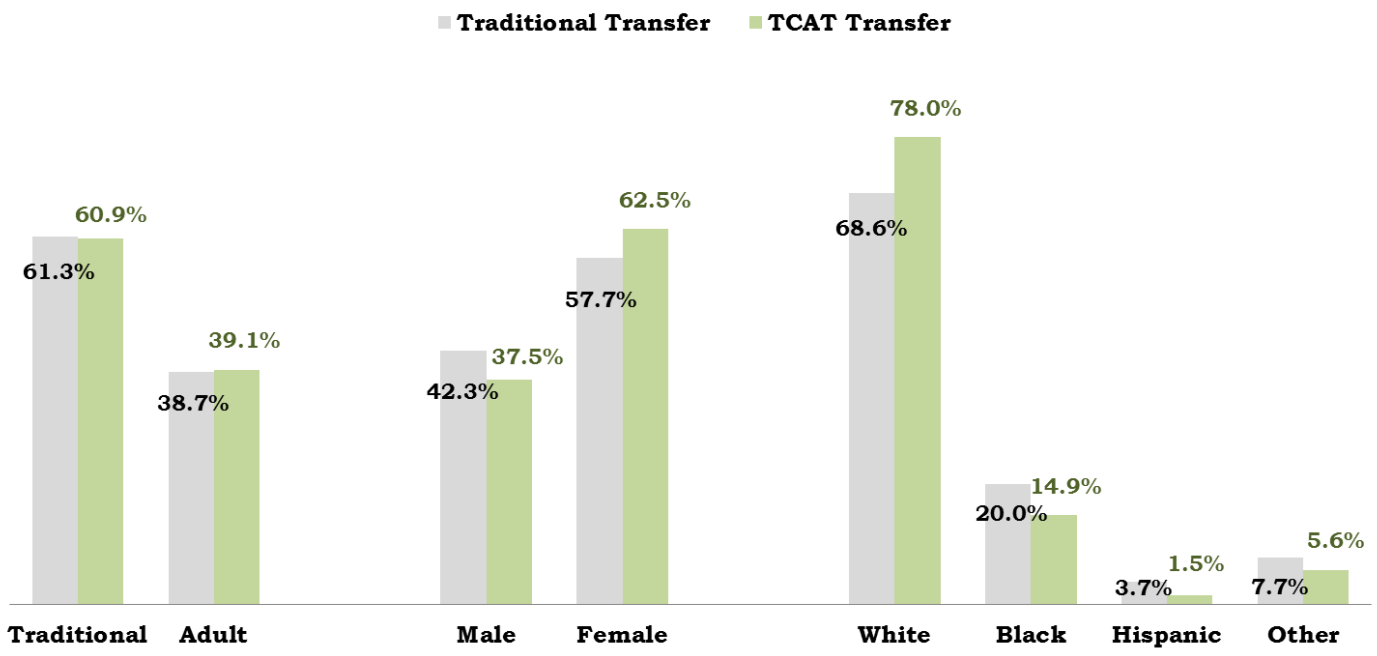


Table 9 clearly shows why TCAT transfers do not fall under the traditional definition of transfer students and, as a rule, are not coded as such by institutions. During the 2013-14 academic year, 430 students (about 55 percent) moving from TCATs into Tennessee public institutions were either *returning 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 experience[1]. 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, 72.1 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, 604 students (76.7 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%
Unknown	32	4.1%	32	4.1%
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%
Did not change major			181	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 Undergad. 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 SENT **	RECEIVING INSTITUTION *								
		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	*
Reported as transferring from the same institution	**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.