

PUBLIC & PRIVATE POSTSECONDARY CONVENING

CREDIT MOBILITY & TRANSFER CONVENING

▶ April 27-28, 2026
MTSU Student Union



Opening Plenary

Meena Naik

Senior Director
in Education Practice
Jobs For the Future



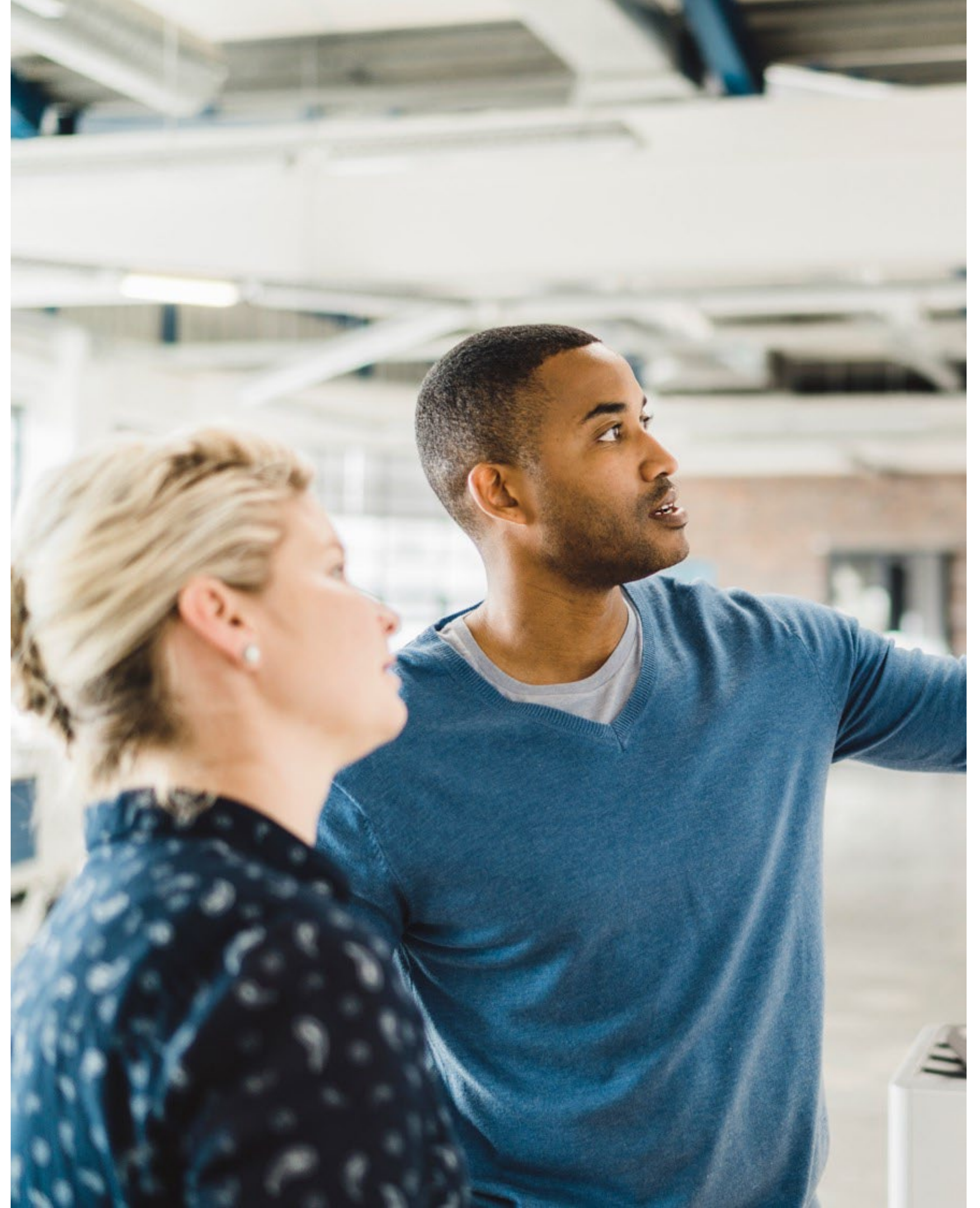
Designing Beyond Predictability: Revising Assumptions and Defining a New Future

Postsecondary education systems have existed through 10 generations. How can we design education for the next 10 generations?

Meena Naik, Jobs for the Future

About JFF

JFF is building a future that works—for everyone. We transform U.S. education and workforce systems to drive economic success for people, businesses, and communities.





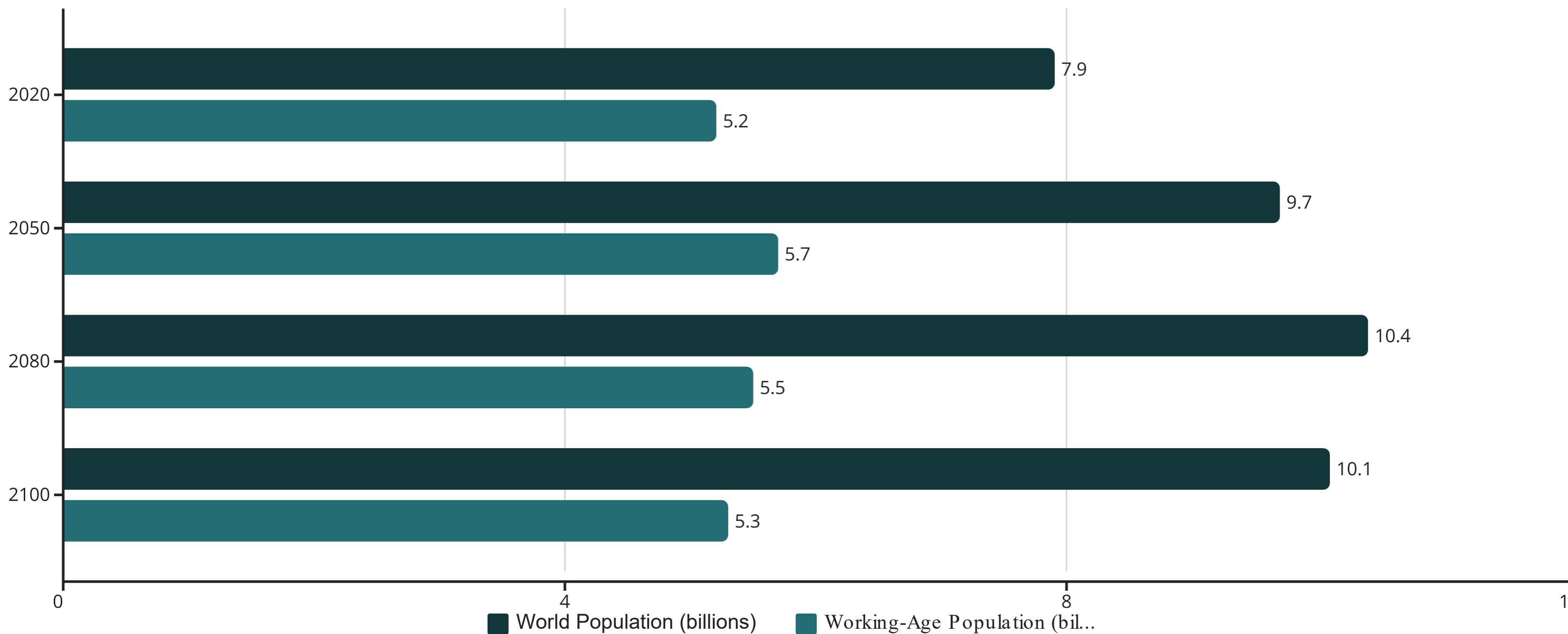
What signals or credentials are currently misinterpreted, lost, or undervalued between learning & work?

How did we get here?

The Workforce System in Flux



We're Adding Billions—But the Workforce Isn't Growing



What happens when the volume of learners shrink in addition to changes in demand?

The Forces Impacting the Labor Market are Diverse

Demographic Driven Growth: Care Economy

Growing significantly under demographic pressure. This includes healthcare and social assistance, driven by an aging population and increasing demand for services.

- **1.9 million** projected openings per year in healthcare (2024-2034)

Redesigned Roles: Knowledge Economy

Expanding rapidly due to technological innovation. This covers professional, scientific, and technical services, with a strong emphasis on specialized skills.

- **10.5% growth** in professional services (2023-2033)
- Computer systems design up **19.5%**

Technology Driven Growth: Skilled Trades/ Energy

Experiencing growth propelled by transition investments and modernization efforts, particularly in clean energy and skilled trades.

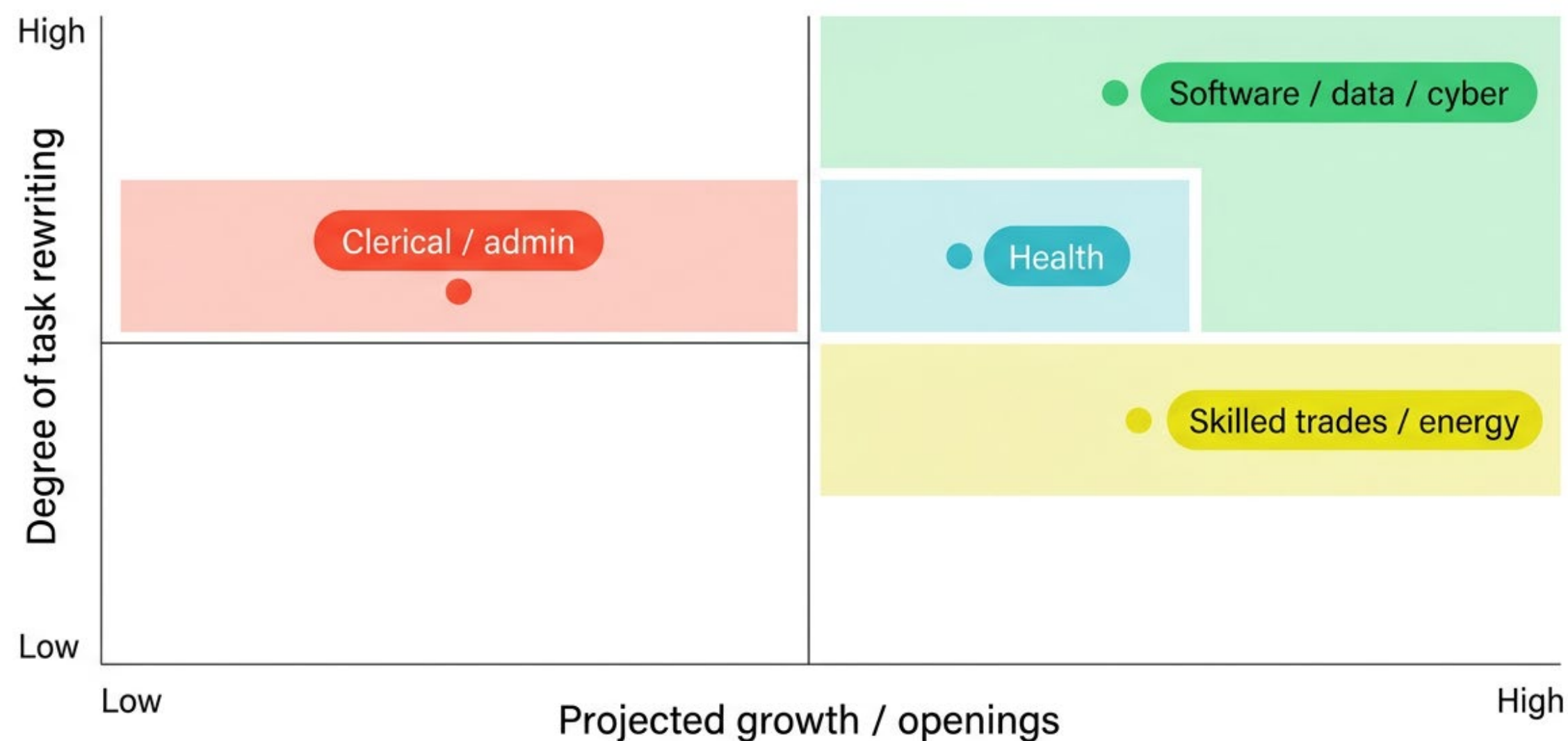
- Clean energy jobs grew **4.2%** in 2023
- Outpacing overall U.S. employment growth of **2.0%**

High Impact: Clerical / Transactional Work

Facing the highest pressure for redesign and substitution, as automation and AI transform administrative and routine tasks across industries.

- Focus on adapting roles and upskilling for new demands

AI Forces a Conversation about Relevance and Resilience



The Case for Skills

How does your institution develop and support these skills?

Communicating Relevance

How does your institution promote transferability – credit and value – of skills information?

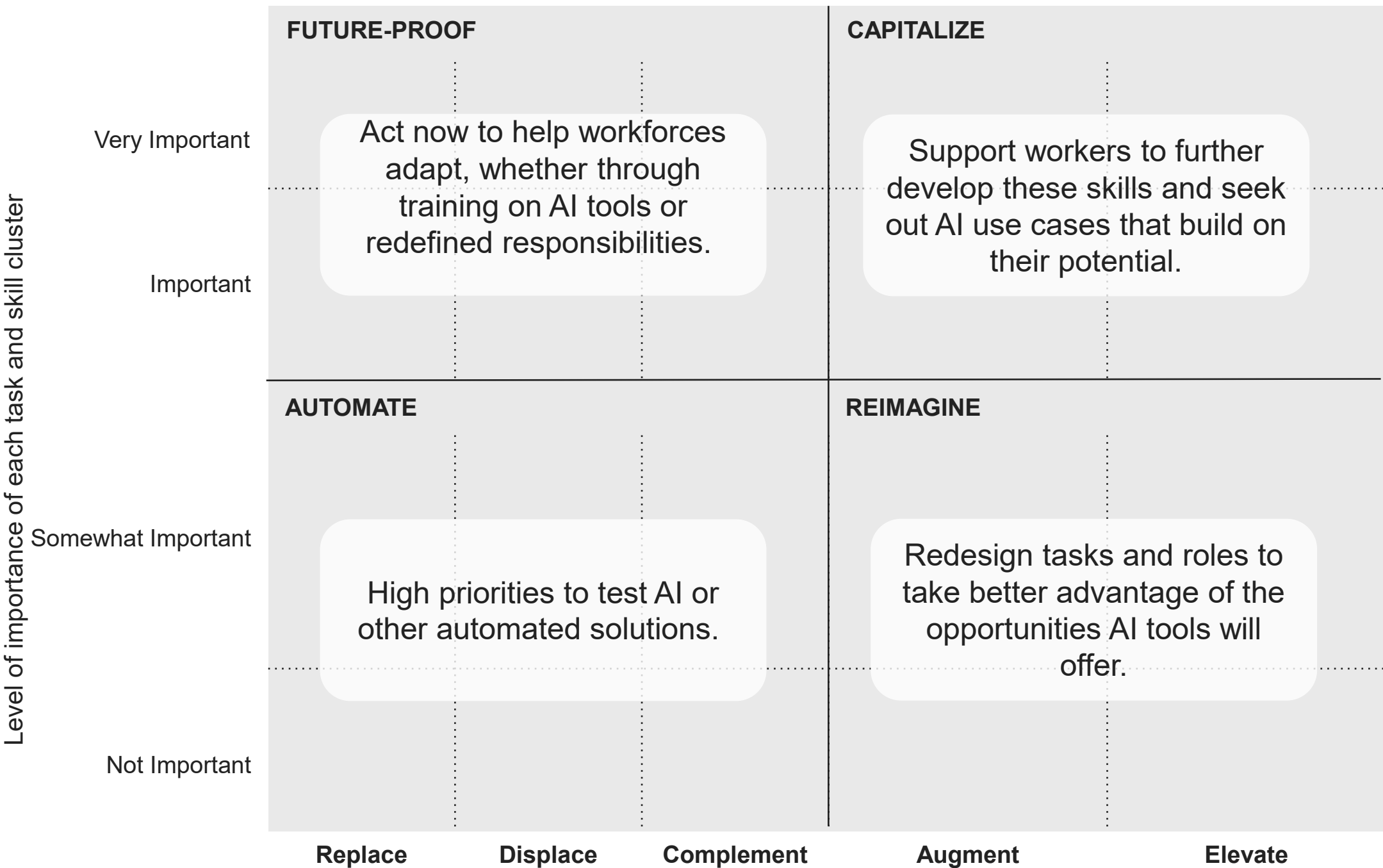
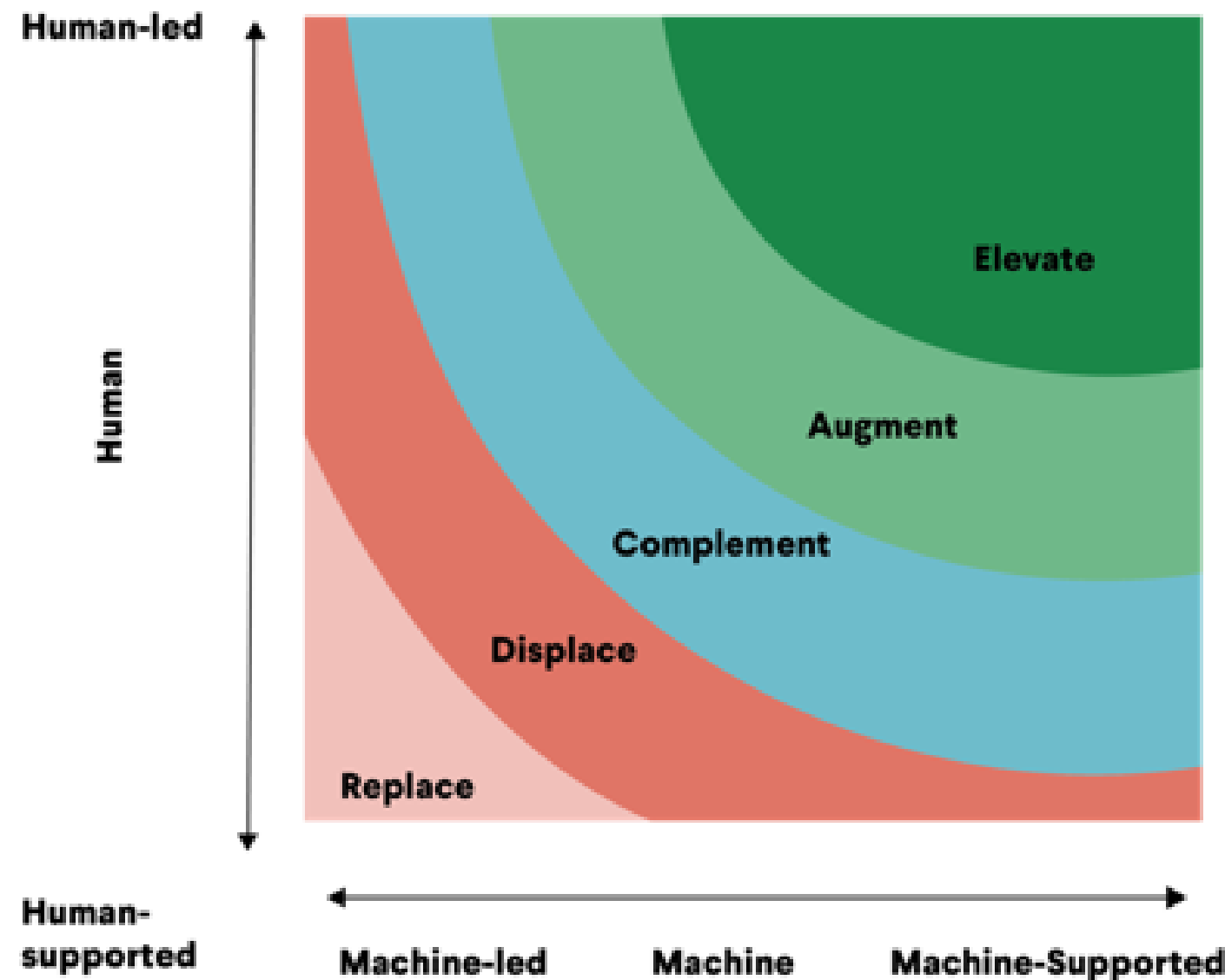
Promoting Resilience

What data and tools do you have in place to promote the resilience of your education?

Occupations most Aligned to Postsecondary Education are not disappearing.

They are being rewritten at the task level.

The AI-Ready Workforce Framework

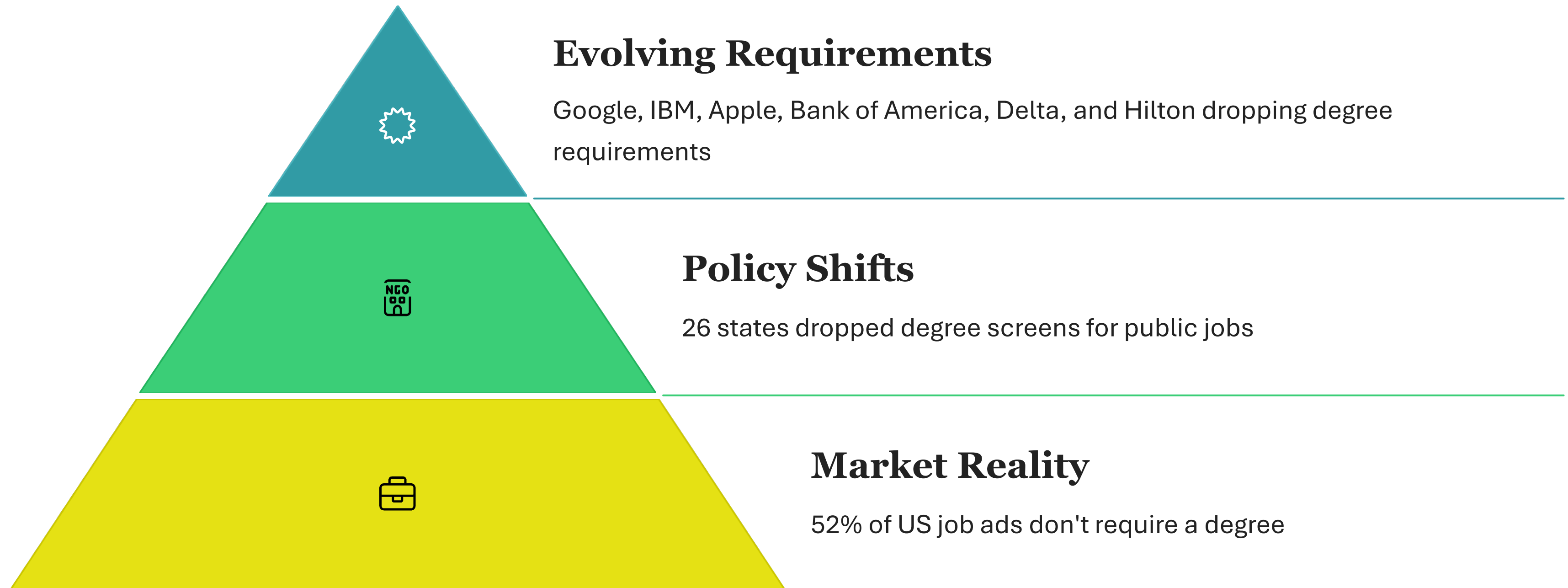


Task and skill clusters in the AI-Ready Workforce Framework

New Generations of Skills, Credentials, and People



Credentials Alone No Longer Signal Readiness



If degree screens fall and degree dependence persists, what signal is the market actually trusting?

Technology Is Disrupting—Not Just Upgrading—Work

50

AI Models in 2020

1000+

AI Models in 2024

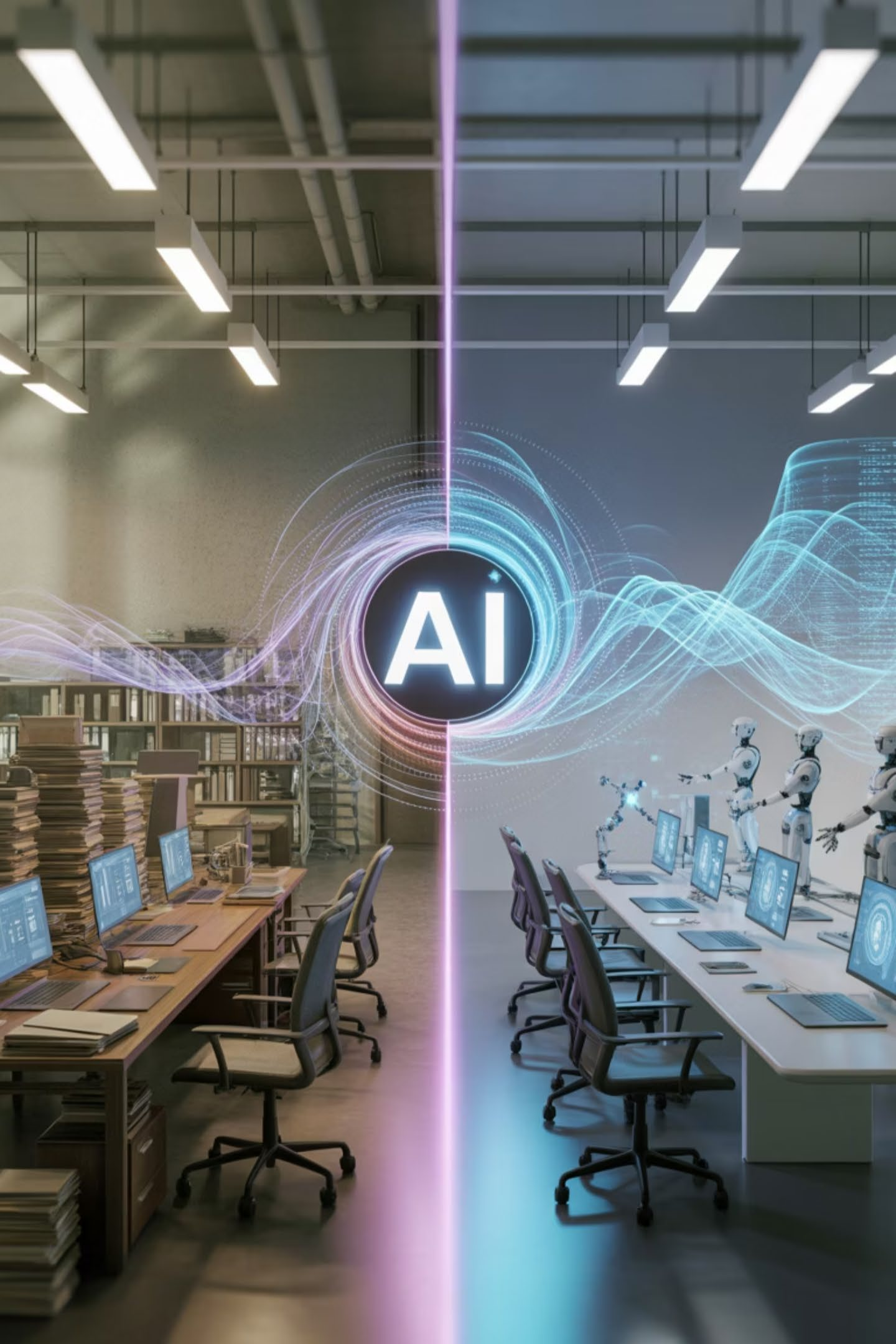
53%

Executives using GenAI weekly

1848%

Increase of GenAI in job postings

New knowledge needs are driving rapid transformation but become obsolete quickly. How can we think differently about teaching and learning?



Skills Change Faster Than Any Planning Cycle



37%

Job skills changed in just 5 years



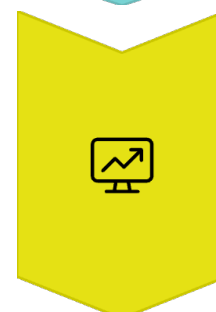
2.5 Years

Half-life of highly technical skills



76%

Job postings that request at least one durable skill.



60%

Workers will need training in the next 3 years to keep pace with shifting skills

**What should public systems respond to:
capability, adoption, or actual workflow value?**

Careers Are Now Fragmented—Not Linear

1 — 3.9 Years

Median US job tenure continues to shrink

2 — 1.1 Years

Average Gen Z tenure in the first five career years

3 — 1 in 3 Workers

Gen Z expect to change jobs in the next year

How do we design postsecondary systems for step-in, step-out, zig-zag careers?



The Consequences are Stark



Our Rules and Priorities Don't Always Align

Colleges

Over 50% of the certificates and associate's degrees being produced are in fields that don't match local hiring demand

- Curriculum changes take 12-24 months on average
- Fewer than half of institutions regularly assess how well their programs match workforce needs

Workers

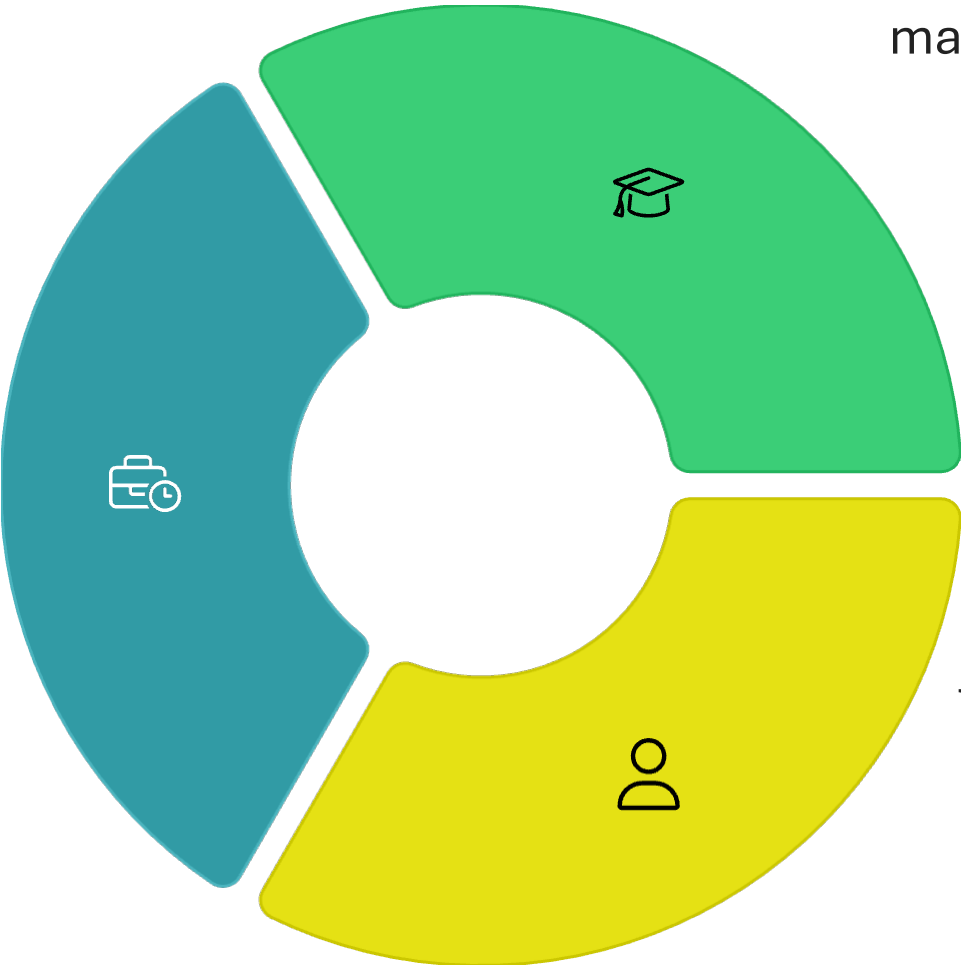
83% value flexibility and 89% value purpose, yet face rigid systems

- 21% report leaving jobs due to inflexible structures and are 2.3x more likely face burnout

Employers

81% should prioritize proof of skill over credentials, but 88% of AI hiring systems reject qualified candidates

- About 45% see no meaningful change in hiring patterns after removing degree requirements



If employers, colleges, and workers are each adapting to different realities, why are we surprised the system no longer fits together?

Pathways outside of Degrees Leak Value at Every Step

1,000 Learners Start

Entry point shows highest engagement and enthusiasm

500 Finish a Certificate

40-60% drop before completing initial training

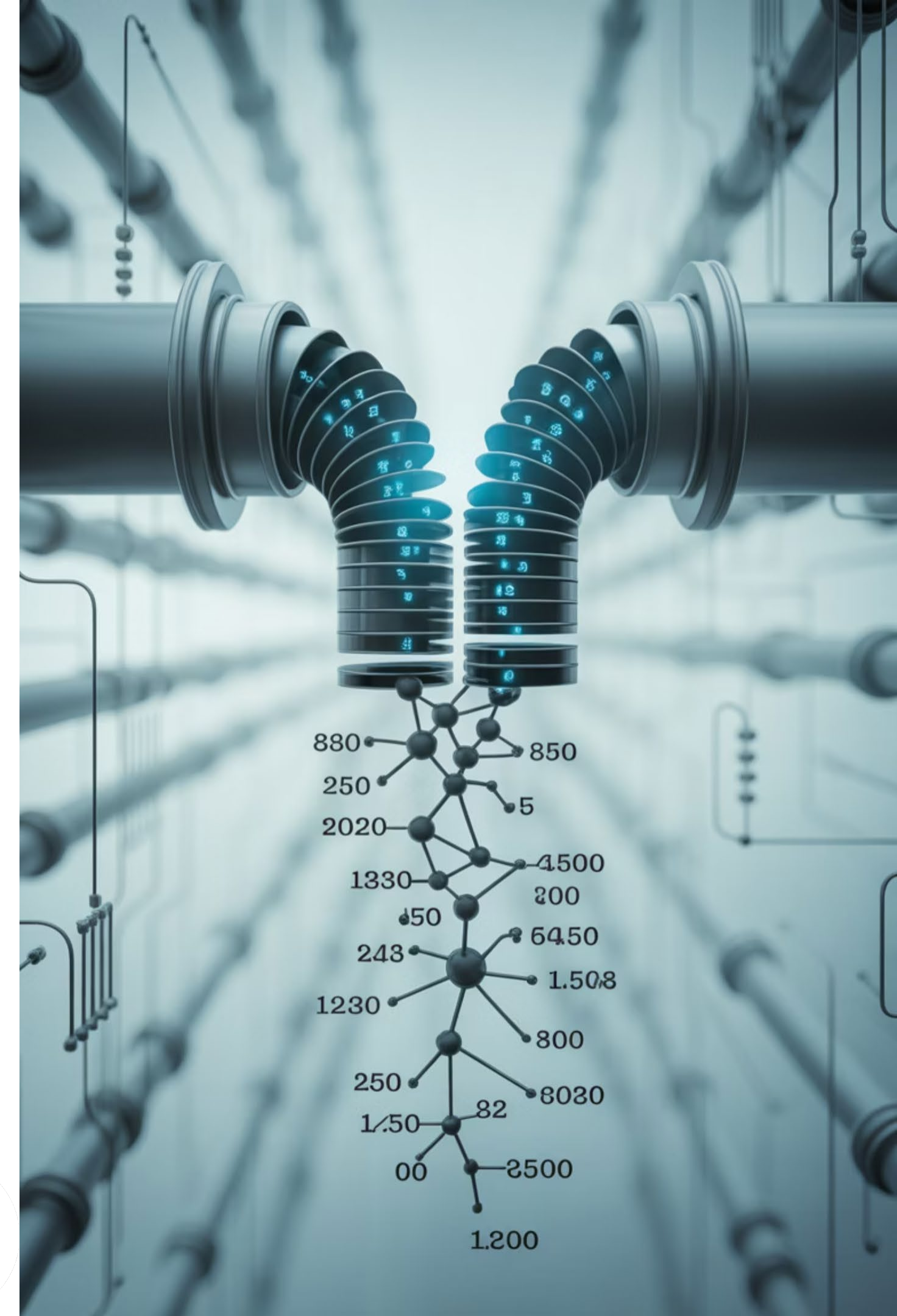
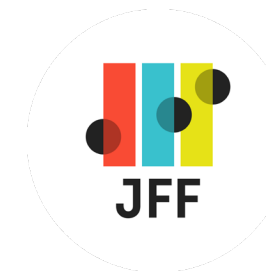
250 Stack Another Credential

41% never advance to subsequent opportunities

170 Target Job

Only 17% of starters reach intended destination

Where is value lost in transitions—and how do we design around the leaks?





The Pathway Leak has Profound Impacts

1

43.1 M Hidden Workers

People under 65 with some college and no credential

2

4.4%

Increase in national transfer enrollment in Fall 2024

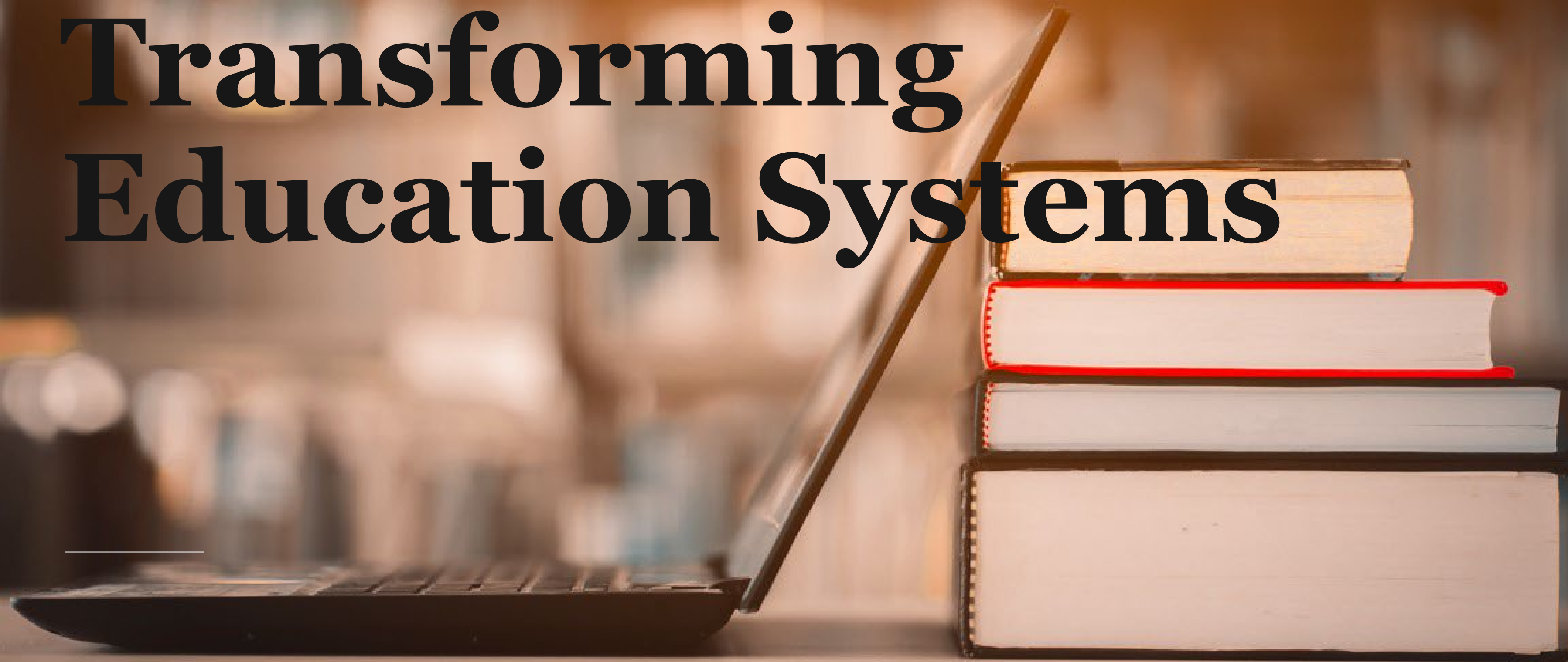
3

28%

Middle-skill credentials in programs with little-to-no direct occupational match

Where is value actually being lost: in learning, in transfer, in signaling, or in recognition?

Transforming Education Systems



Design for Credentials of Value – for everything

- 1. What kinds of data, outcomes, practices, and indicators help us meet workforce needs?**
 - Labor Market Data?
 - Peer Credential Offerings?
 - Employer Needs?
- 2. What processes might be causing friction in matching the credential signal to the market need? For example:**
 - Shared Governance?
 - Curriculum Committee?
 - Public-Private Partnerships?



In Practice: Five Domains of Opportunity

Access and Finance

- Workforce Pell
- Modular, short-term, stackable entry points
- Adult re-entry supports

Learning and Work

- Expanded apprenticeship opportunities
- Robust paid work-based learning models and career-connected applied learning opportunities
- Leverage 60-year curriculum models and intra-state reciprocity

Proof and Recognition

- Embedded skills and assessment data
- Portfolios and authentic assessment
- Digital credentials / LERs to facilitate mobility
- Define deeper intra-state reciprocity mode

Data and Infrastructure

- Interoperable records systems (data-sharing agreements)
- Actionable labor market intelligence
- Internal data loops for continuous redesign

Partnerships and Governance

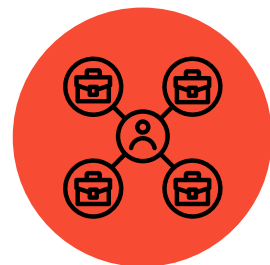
- Strengthened sector partnerships
- Employer co-design of programs and roles
- Regional intermediaries / hubs coordinating efforts

Join the ELEVATE Postsecondary Network

Launched in 2025, ELEVATE is a powerful space built by Jobs for the Future to advance innovation, scale solutions, and transform education-to-employment pathways.

The network brings together a broad coalition of state-level leaders from success centers, departments of education, system offices, education agencies and associations, and key postsecondary institutions.

ELEVATE connects state-level education and workforce leaders to drive major state-scale change:



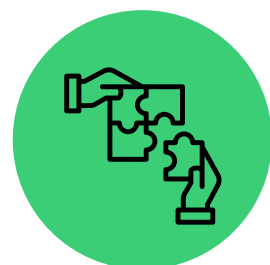
Ensuring Credentials Have Value

Credentials must be trusted containers of dynamic, transferable skills that connect to work and unlock economic mobility and long-term career success. *(e.g., work-based learning and skills-first education)*



Reducing Credential Costs

The time, money, and other barriers to students earning a credential of value must be minimized while ensuring a strong return on their investment. *(e.g., new credential models, competency-based education, and corequisite supports)*



Maximizing Learning

Postsecondary programs must provide universal structures and supports that ensure that students learn and attain skills that lead to quality jobs. *(e.g., two-generation supports, holistic advising and educational plans, and evidence-based teaching and learning)*

Questions?



Thank You!



TBR CRED LAUNCH



Tim Amyx

Assistant Vice President for
Strategic Enrollment
Systems/College Registrar
Volunteer State Community College



Heather Brown

Director of Operations for
Student Success
Tennessee Board of Regents



Dr. Heidi Leming

Vice Chancellor for Student
& Strategic Partnerships
Tennessee Board of Regents



Launch of the TBR CRED



An Engine for Credit Mobility and Employer Engagement
Transfer Convening 2026

National Landscape of LERs

- Learning outside the classroom
- Not the academic transcript
- Flexible comprehensive data standards
- Portable verifiable information
- More than just higher education in the space
- Data you already have
- AACRAO LER Accelerator & Project Infuse



Credential
Engine™

Credential Engine is a non-profit whose mission is to map the credential landscape with clear and consistent information, fueling the creation of resources that empower people to find the pathways that are best for them.

Credential Transparency Illuminates Paths to a Better Future



How We Do It

Transforming credential information into linked open data means it can be shared, connected, and used across applications.



Credential Transparency Description Language (CTDL)

The only common language to describe key features of credentials, credentialing organizations, courses, transfer values, competencies, and more. It is the dictionary for describing credentials and includes 1100+ terms.

Credential Registry

More than a database, the Registry collects and connects credential data described with CTDL and supports an open applications marketplace by turning credential information into linked open data.

Online Tools, Apps & Websites

Registry data powers a variety of tools and services so learners, job-seekers, employers, policymakers, and others have access to credential information in formats and applications that work for them

** The Registry does not collect individual-level data.*

Types of CTDL Data



Organizations

- Organization Type
- Location(s), including all addresses and satellite campuses



Credentials Offered

- Degrees
- Licenses
- Certifications
- Stackable Credentials
- Badges
- MicroCredentials



Learning Opportunities

- Programs
- Courses
- Related information, including time to complete



Competencies

- Learning Objectives
- Skills
- What is learned or gained from the Learning Opportunity or upon earning the Credential



Assessments

- Assessments required for a Credential or Learning Opportunity



Support Services

- Academic or Career Guidance
- Physical features or modifications of facilities
- Adaptive technologies or offerings
- Provision of housing, clothing, or learning resources



Financial Assistance

- Financial assistance available to assist in the pursuit or completion of a Credential



Transfer Value

- How value can be transferred from one form of learning in another context, typically credit transfer values



Outcomes Data

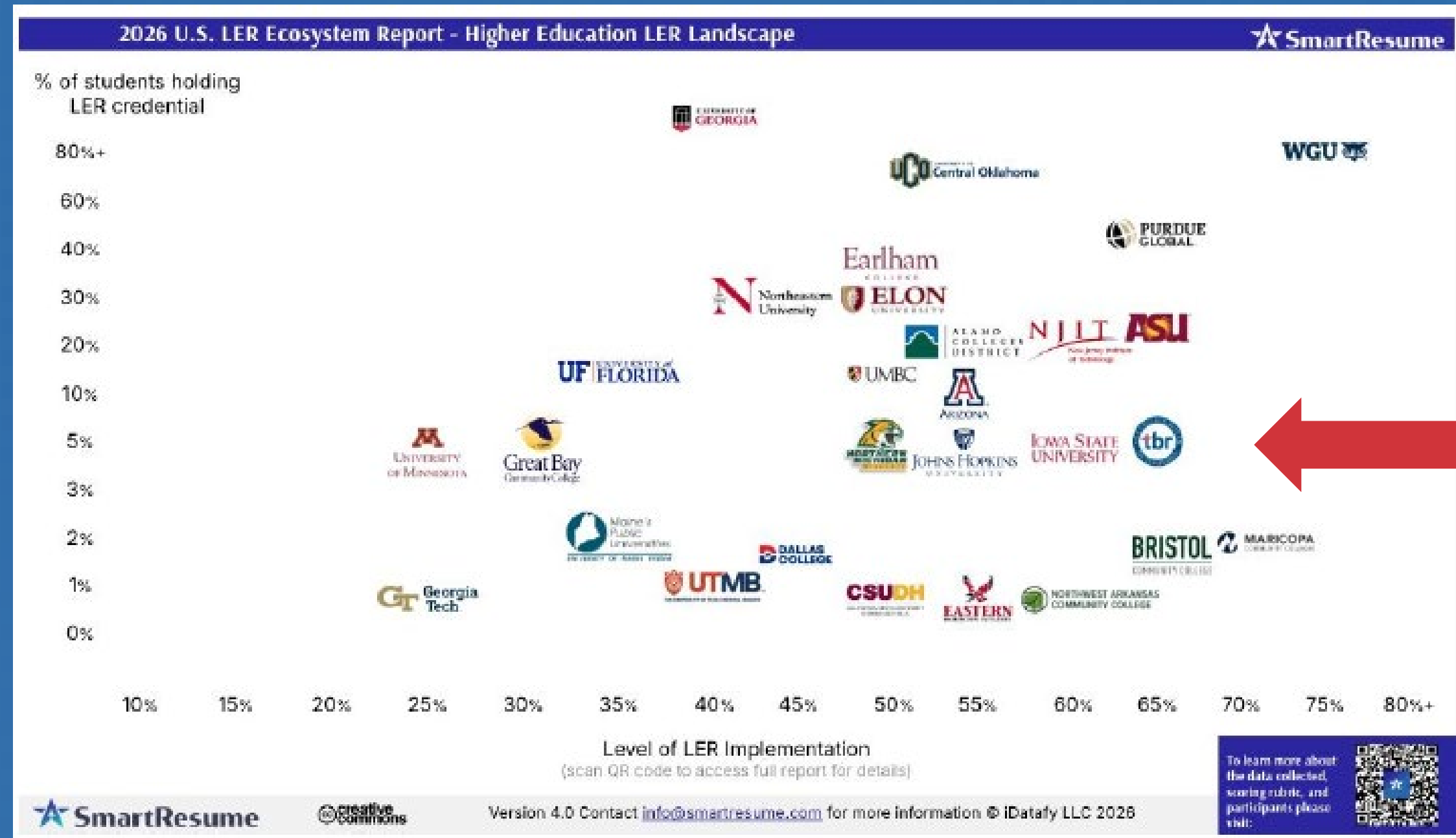
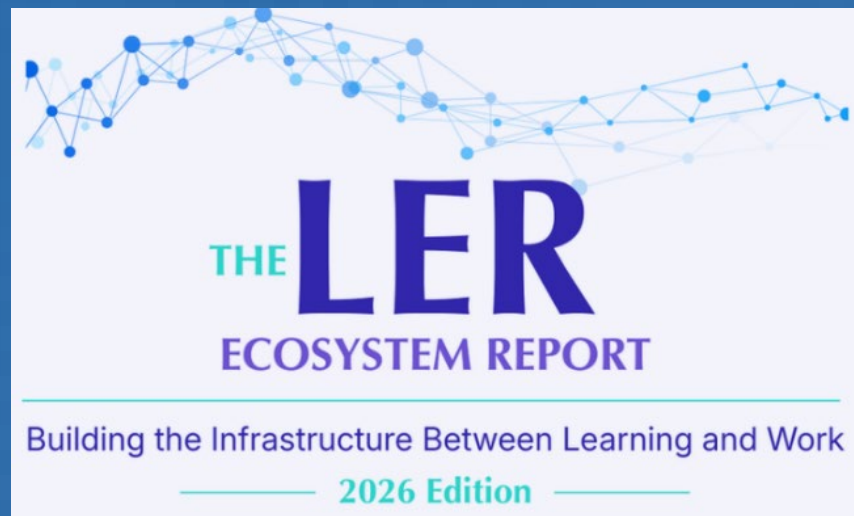
- Number of credential awardees
- Number of awardees employed
- Related earnings over one or more time periods



Jobs, Occupations, and Pathways

- Occupations and Jobs can link to Competencies or Credentials, or be combined with other data to create Pathways

Documented Learning



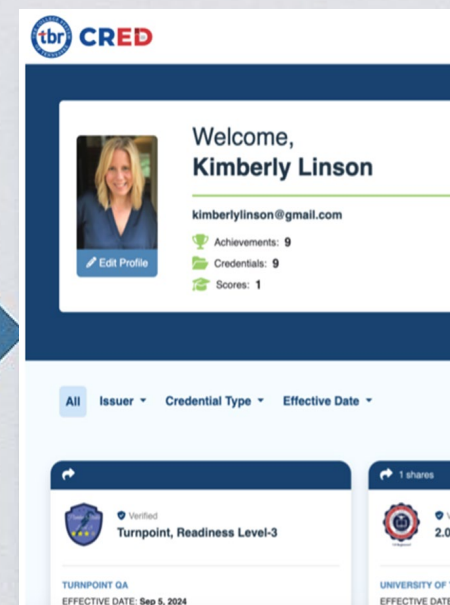
<https://www.smartresume.com/resources/lerecosystemreport>

Documented Learning



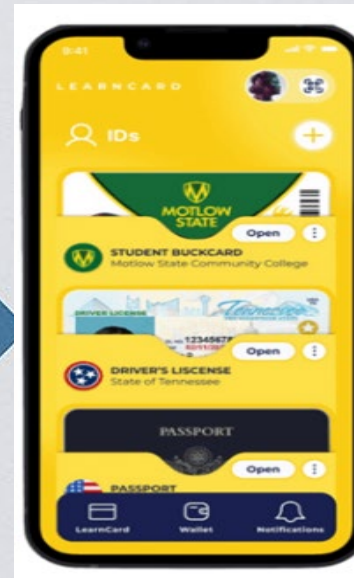
TRANSCRIPT

Student must ask for it to be sent and often pays for official copy



LER

Electronic, student controls access, and includes co-curricular learning



Wallet

Where the student can store their LER for sharing

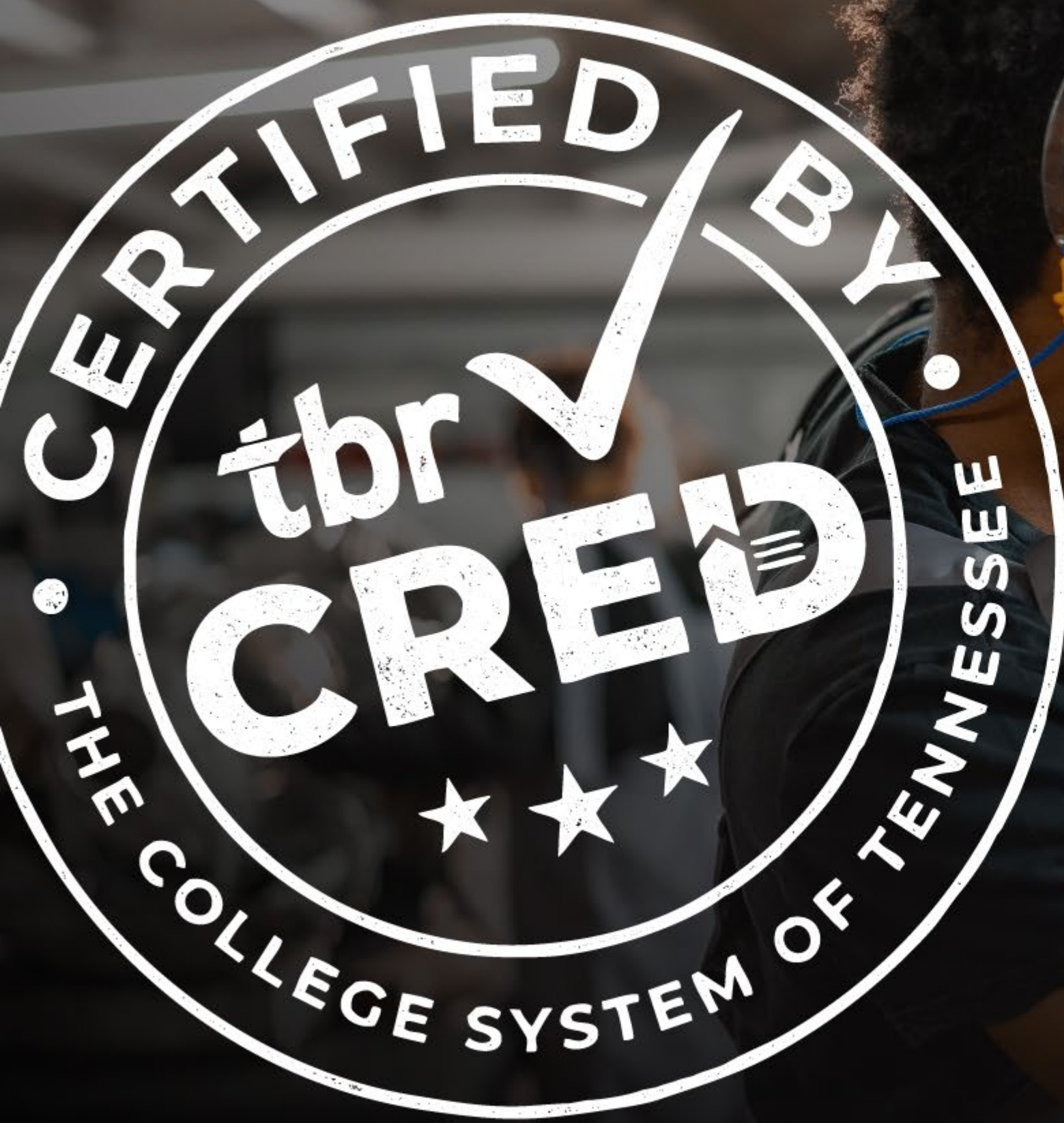


HR SYSTEMS



Resume

Digital upload to HR System to apply and be recruited



From resume
to **reality.**



Goal: Make a secure, authenticated digital credential that illustrates student skills and competencies



Traditional
Transcript

Comprehensive
Learner Record



Comprehensive **Learner**
Record *Wallet*

Welcome to the Learning & Employment Wallet

Please login below to view your profile.

Login

[Forgot My Password](#)

[Terms of Service](#) [EULA](#)

Notification Center

 New Certification Offer from - University of the Cumberland

Details →



Edit Profile

Welcome, Kimberly Linson

kimberlylinson@gmail.com

 Achievements: 9

 Credentials: 9

 Scores: 1

All

Issuer ▾

Credential Type ▾

Effective Date ▾



Search



Verified

Turnpoint, Readiness Level-3

TURNPOINT QA

EFFECTIVE DATE: Sep 5, 2024

 1 shares



Verified

2.0 Ed Major Registered

UNIVERSITY OF THE CUMBERLANDS

EFFECTIVE DATE: Sep 5, 2024

 2 shares



Verified

Option 9 Conditionally Admitted

UNIVERSITY OF THE CUMBERLANDS

EFFECTIVE DATE: Sep 5, 2024



THE COLLEGE SYSTEM
of TENNESSEE

What the CLR contents look like on a SmartResume

Example
credentials
from a
Community
College CLR:

Education



Awarded: 12/12/2024

University Parallel - Journalism

Volunteer State CC

Experience



12/12/2024 to Present

Learn Communities - Curricular

Volunteer State CC

Course or course section is a part of a curricular learning community, made up of students co-enrolled in two or more courses.



12/12/2024 to Present

Service Learning 3

Volunteer State CC

Course or course section with a service learning component of 20 or more hours of service.



12/12/2024 to Present

Technology Enhanced Learning

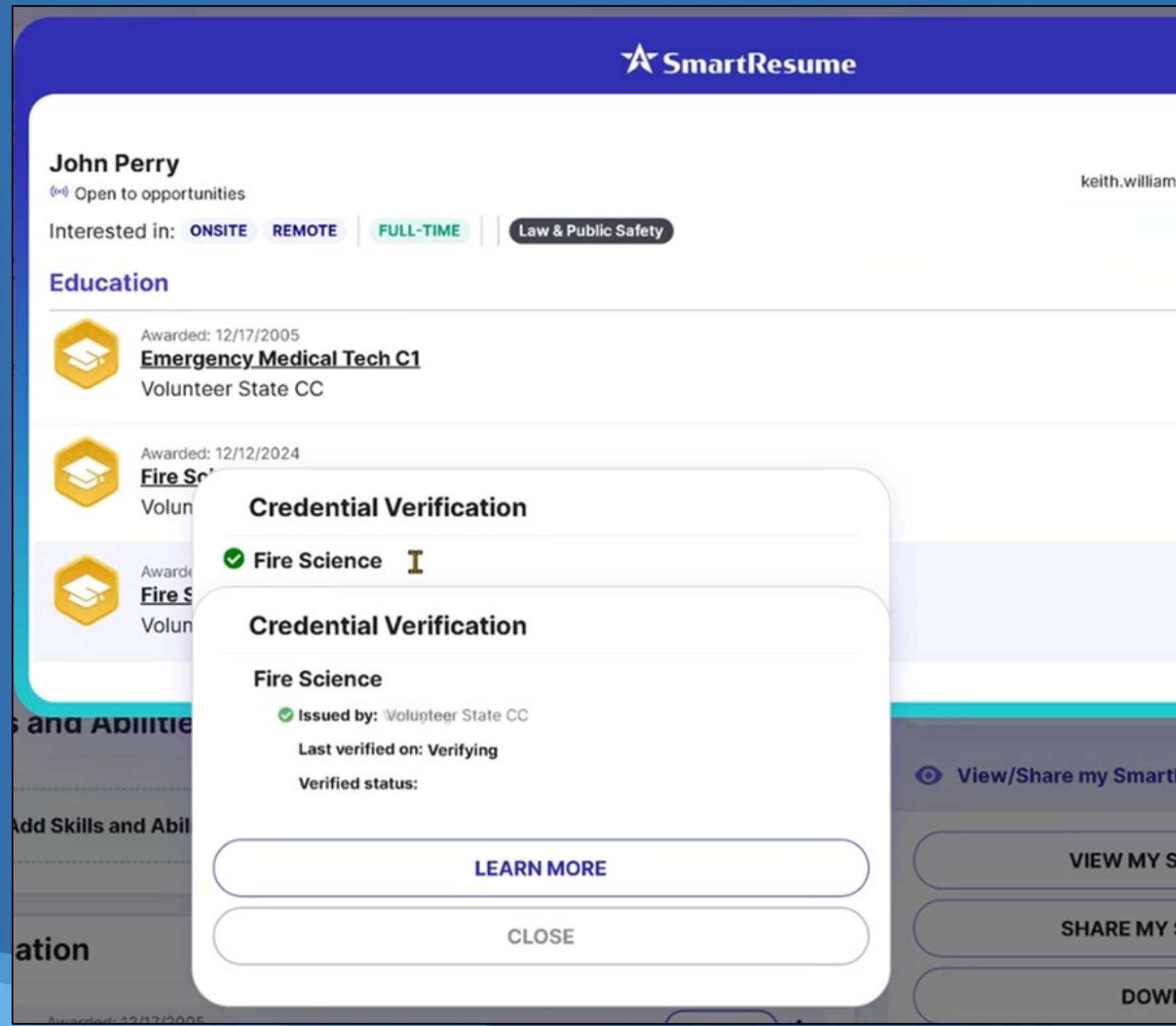
Volunteer State CC

Course or course section uses digital technologies to enhance teaching and learning. All ePortfolio courses should be coded and courses where there is demonstrated evidence of the technology being "high impact" can be coded at the discretion of the institution.

What the CLR contents look like on a SmartResume

Example
credentials
from a
Community
College CLR:

The “Learn More” button
connects to the
credential registry to see
the competencies, ie:
skills learned.



What the CLR contents look like on a SmartResume

Example
credentials
from a
Technical
College CLR:

Activities



Awarded: 08/27/2024

SGA

TCAT - Shelbyville



Awarded: 08/27/2024

SkillsUSA

TCAT - Shelbyville

Professional Affiliations



Awarded: 08/27/2024

National Tech Honor Society

TCAT - Shelbyville



Awarded: 08/27/2024

SkillsUSA Officer

TCAT - Shelbyville



Awarded: 03/11/2025

Student Activities Board

TCAT - Shelbyville

Suggested Smart Skills

ADD SKILL

Search for skill to be added

Skills your SmartResume® suggests you may have. Please select all that apply to you.

- Warehouse Operations
- Technical Training
- Packaging And Labeling
- Loading And Unloading
- HVAC

Selected Skills

- Logistics
- Organizational Skills
- Teamwork

COMPLETE

Education



Awarded: 12/18/2024
Diploma of HVAC Technician
TCAT - Shelbyville

View/Share my SmartResume®

Find/Import Your Records

iDatafier: A2E0...A930

(↔) Actively looking for a job

Interested in: ONSITE REMOTE FULL-TIME ENTRY-LEVEL Education

Job Objectives

To leverage my technical training and secure a position as an HVAC technician with a company that will support my ongoing professional development and provide opportunities for career growth and advancement.

Education

- 

Awarded: 12/18/2024

Diploma of HVAC Technician

TCAT - Shelbyville
- 

Awarded: 12/12/2023

Certificate of HVAC Mechanic Assistant

TCAT - Shelbyville
- 

Awarded: 04/17/2024

Certificate of Domestic Unit Repair

TCAT - Shelbyville

Experience

- May, 2024 to Present
- Amazon | Warehouse Operations**
- ONSITE PART-TIME
- Unloading trucks and receiving incoming shipments
 - Scanning, counting, and storing products in designated locations
 - Checking inventory for accuracy
 - Using handheld scanners to pick customer orders from shelves or bins
 - Packing items securely in boxes with appropriate materials
 - Labeling packages for shipment

Skills and Abilities

- Logistics

INTERMEDIATE

SPECIALIZED
- Organizational Skills

INTERMEDIATE

DURABLE
- Teamwork

ADVANCED

DURABLE

DETAIL
- Warehouse Operations

SPECIALIZED
- Technical Training

SPECIALIZED
- Packaging And Labeling

DURABLE
- Loading And Unloading

DURABLE
- HVAC

SPECIALIZED

Professional Affiliations

- 

Awarded: 08/27/2024

National Tech Honor Society

iDatafier: A2E0...A930



Job Objectives

To leverage my technical training and secure a position as an HVAC technician with a company that will support my ongoing professional development and provide opportunities for career growth and advancement.

Education

- Diploma of HVAC Technician**

Awarded: 12/18/2024



TCAT - Shelbyville
- Certificate of HVAC Mechanic Assistant**

Awarded: 12/12/2023



TCAT - Shelbyville
- Certificate of Domestic Unit Repair**

Awarded: 04/17/2024



TCAT - Shelbyville

Experience

- Amazon | Warehouse Operations**

May, 2024 to Present
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- Unloading trucks and receiving incoming shipments
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INTERMEDIATE

SPECIALIZED
- Teamwork

ADVANCED

DURABLE
- Technical Training

SPECIALIZED
- Loading And Unloading

DURABLE
- Organizational Skills

INTERMEDIATE

DURABLE
- Warehouse Operations

SPECIALIZED
- Packaging And Labeling

DURABLE
- HVAC

SPECIALIZED

Professional Affiliations

- National Tech Honor Society**

Awarded: 08/27/2024



TCAT - Shelbyville
- SkillsUSA Officer**

Awarded: 08/27/2024



TCAT - Shelbyville

About this Organization

Basic information about the Organization

Volunteer State Community College is located in Gallatin, Tennessee, which is 30 miles northeast of Nashville. Popularly known as Vol State, the college was founded in 1971. A 100-acre tract of land on Nashville Pike was chosen for the new campus. The property was deeded to the State on December 4, 1969. The new college was named Volunteer State Community College, and this was approved by the Tennessee Board of Regents on July 2, 1970. Groundbreaking ceremonies for the first four buildings were held on November 5, 1970. Volunteer State has experienced phenomenal growth in enrollment, curricula, staff, program, public service, facilities, and quality. The college has a diverse mix of students ranging in age from teens to senior adults. They come from counties across the service area, many states around the nation, and more than 25 countries.

View

Life Cycle Status

Active

Organization

Connections

- ▼ Postsecondary
- ▼ Two-Year College
- ▼ Owns 40 Competency Framework(s) 🔍

Sectors and Industries

Fields in which the Organization operates

Sector

▼ Public Institution 🔍

Additional Information

Identifiers and other information for the Organization

CTID: ce-2817004d-2c6f-4f84-bb62-b3e08ff6bc39 

FEIN: 620818836

Last Updated: Sep 27, 2024 2:13 PM

Registry Data



Locations

Geographic information about the Organization

1 Primary Address
1480 Nashville Pike | Gallatin, Tennessee | 37813 | United States



General Contact Information

Email: info@volstate.edu

Connections

Related Resources

Related Actions

About this Competency Framework

Basic information about the Competency Framework

These are the competencies associated with Nursing

Competencies

Details

Competencies

Competencies in the Competency Framework

This Competency Framework contains 8 Competencies.

Professional Behavior: Perform within the ethical, legal and regulatory frameworks of nursing and standards of professional nursing practice.

CTID: [ce-44d68a61-1730-45ac-8711-9bdaa1fc3b0b](#)

Version Identifier: Major Code NURS , Degree Code AAS , Catalog Term 201910

Communication: Communicate effectively using verbal, nonverbal, and written techniques including information technology.

CTID: [ce-195cff50-f2b5-45e8-a6b2-0258ade26896](#)

Version Identifier: Major Code NURS , Degree Code AAS , Catalog Term 201910

Assessment: Use subjective and objective data to identify actual or potential health alterations.

CTID: [ce-37b6ce9e-68c4-432e-aebf-7a3f97a56234](#)

Version Identifier: Major Code NURS , Degree Code AAS , Catalog Term 201910

Related Organization(s)

Organizations related to the Competency Framework

Creator

[Tennessee Board of Regents](#)

Publisher

[Volunteer State Community College](#)

Talent Marketplace





CRED



From credits to **career.**

TBR CRED turns what you've learned into proof employers can trust.

What is TBR CRED?

TBR CRED is a verified record of the skills and competencies you've gained while enrolled at a Tennessee Board of Regents institution.

It gives employers a trusted picture of your education and experience, showing off what you know and what you can do.



How can you use it?

Use TBR CRED to clearly and credibly share your skills, experiences and coursework.

Here are just a few ways to use it:

- Include it on your résumé or LinkedIn profile
- Share it with employers as a validated portfolio
- Show what you've learned when transferring colleges
- Reference it in job interviews to confidently explain your skills

Ready to get started?

Be on the lookout for an email with instructions on how to set up your account. From there, you can pull your skills and accomplishments into résumé format ready for sharing.

TBR CRED lets your experience speak for itself.

It's your story, certified by TBR CRED.

Learn more at tbr.edu

For cobranded flyer, add full color .png or .eps of individual college logo here, then delete this text and box.



Questions

Afternoon Plenary

Paige Elliott

Acting Chief Strategy Officer & Senior
Director of Research & Strategy
Tennessee Higher Education Commission





ARTICULATION & TRANSFER DATA IN TENNESSEE HIGHER EDUCATION

TENNESSEE HIGHER EDUCATION COMMISSION | APRIL 27, 2026

TODAY'S AGENDA

- Measuring Transfer & National Data
- Tennessee's Fall 2018 Cohort Transfer Data
- Comparing Tennessee & National Data
- Regional Transfer Patterns
- TTP Transfer by Subject
- Questions



TENNESSEE HIGHER EDUCATION COMMISSION

Measuring Transfer & National Data



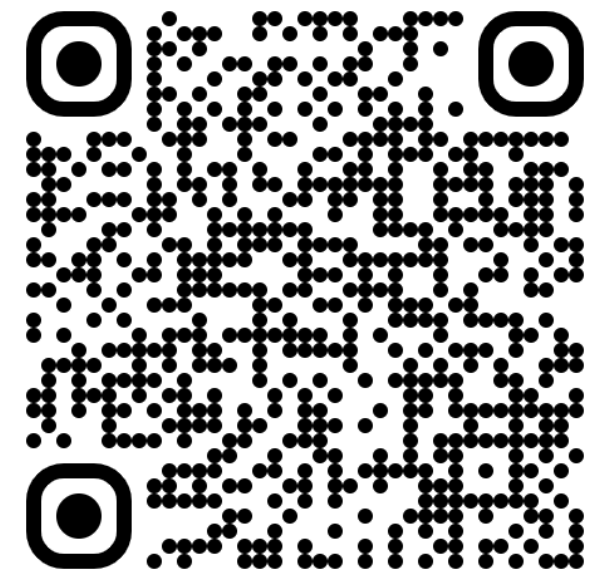
THE PROBLEM OF MEASUREMENT

- Students are increasingly mobile through higher education.
- What is a transfer student?
- Where are the data?



ONE SOLUTION

- National Student Clearinghouse Research Center's *Tracking Transfer Report*
 - Updated March 2026
 - Tracks two groups:
 - Community college starters in Fall 2018, tracked for 6 years
 - 4-year institution entrants with prior community college enrollment for 2018-19 academic year, tracked for 6 years
 - Allows for state, regional, and national comparisons



NSC TRACKING TRANSFER REPORT

- **34%** of community college starters transfer to a four-year.
 - Most transfer to a public four-year (73%).
- **51%** complete a bachelor's degree after transfer.
 - **18%** of all community college starters earn a bachelor's within 6 years.
 - Less than half earned an associate or certificate before transfer (47%). More likely to earn a bachelor's if students earn a credential before transfer.



TENNESSEE HIGHER EDUCATION COMMISSION

Tennessee's Fall 2018 Cohort Transfer Data



THEC'S SOLUTION

- First-time freshmen who enrolled at a Tennessee public university or community college in Fall 2018
- In-state and out-of-state, public and private enrollment for six years (Fall 2018 - Summer 2024)
- Sources:
 - *THEC Student Information System*
 - *National Student Clearinghouse Student Tracker*
 - *Tennessee Board of Regents (TBR)*



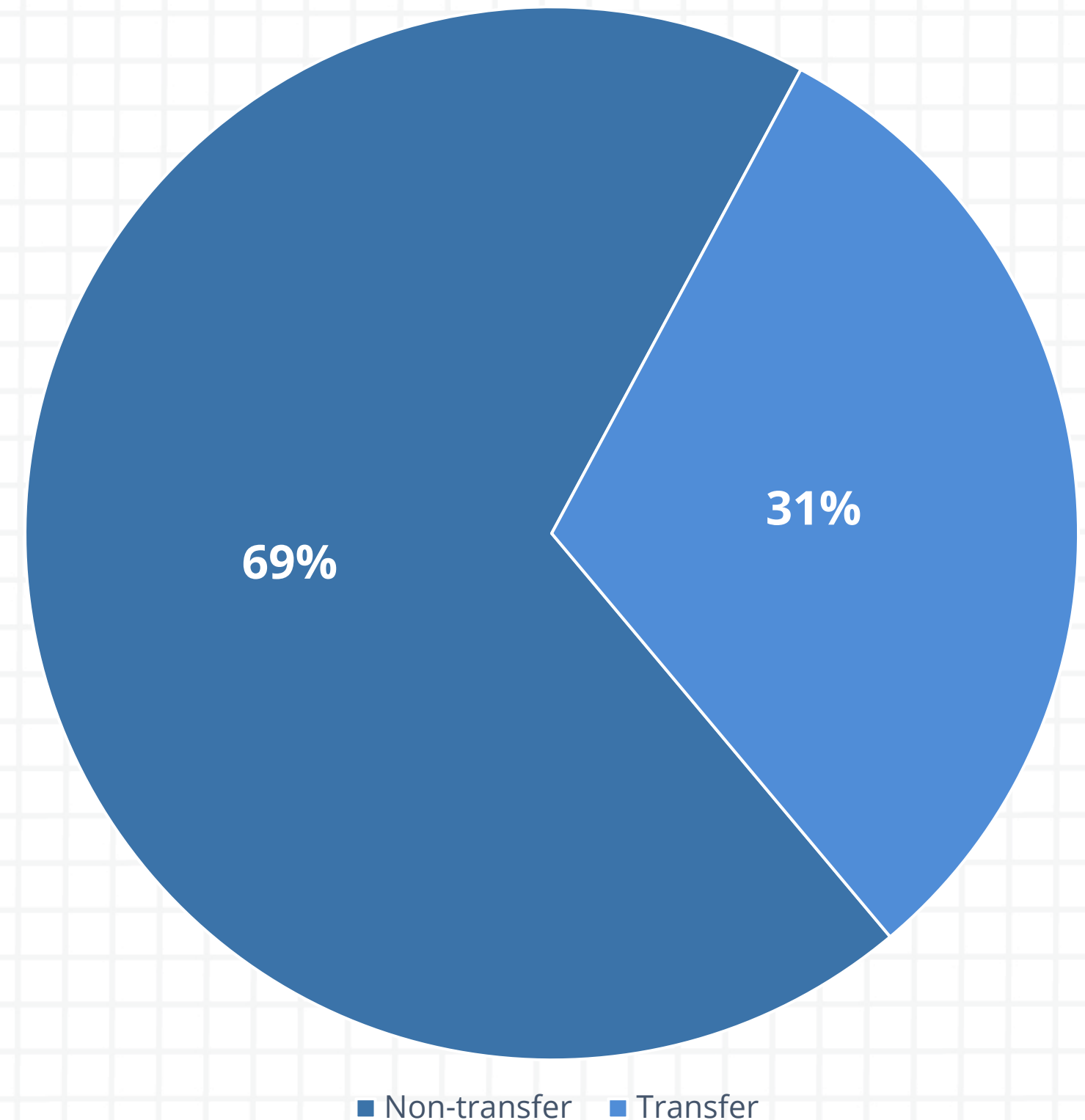
WHAT PERCENT OF STUDENTS WHO SHOW UP EACH FALL EVER TRANSFER?

HINT: DOES NOT INCLUDE CREDIT EARNED IN HIGH SCHOOL

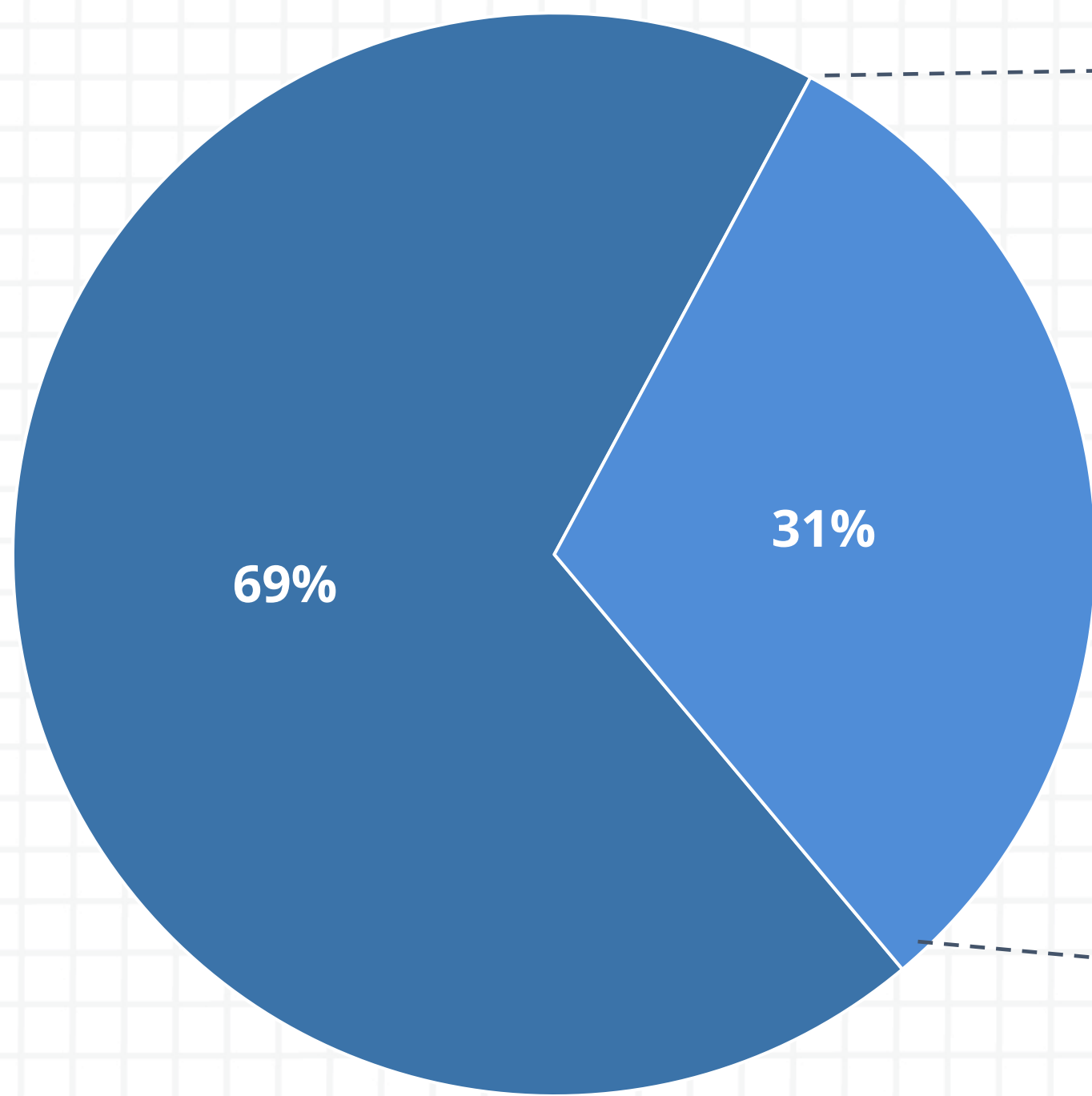


OVER 30% OF COHORT TRANSFERRED

- **31%** of 2018 cohort transferred, compared to 32% of the 2017 cohort
- Transfer students attended between 2 and 7 unique institutions
 - Summer swirl
 - Concurrent enrollment



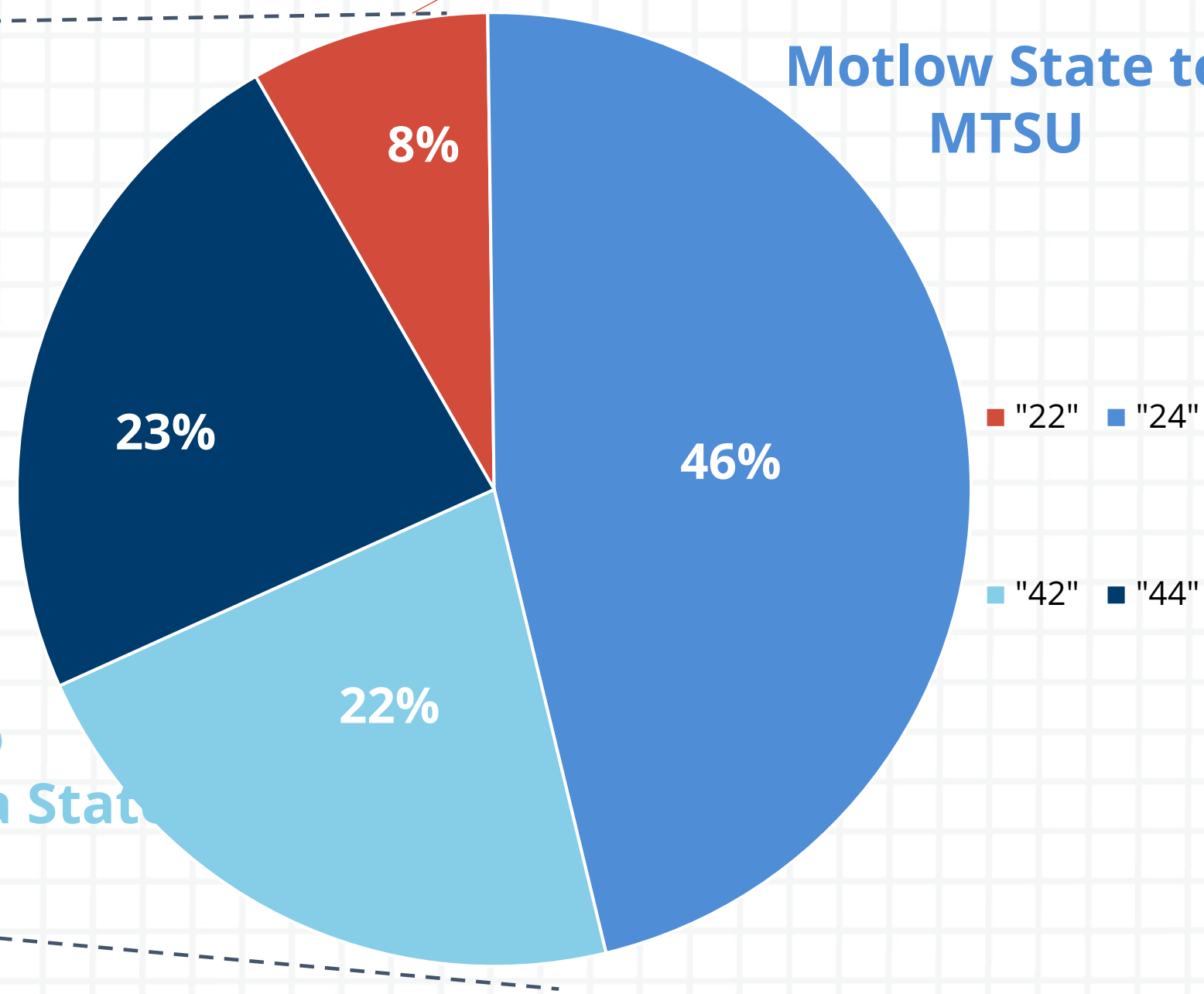
MOST TRANSFER 2- to 4-YEAR



■ Non-transfer ■ Transfer

Memphis to
Austin Peay

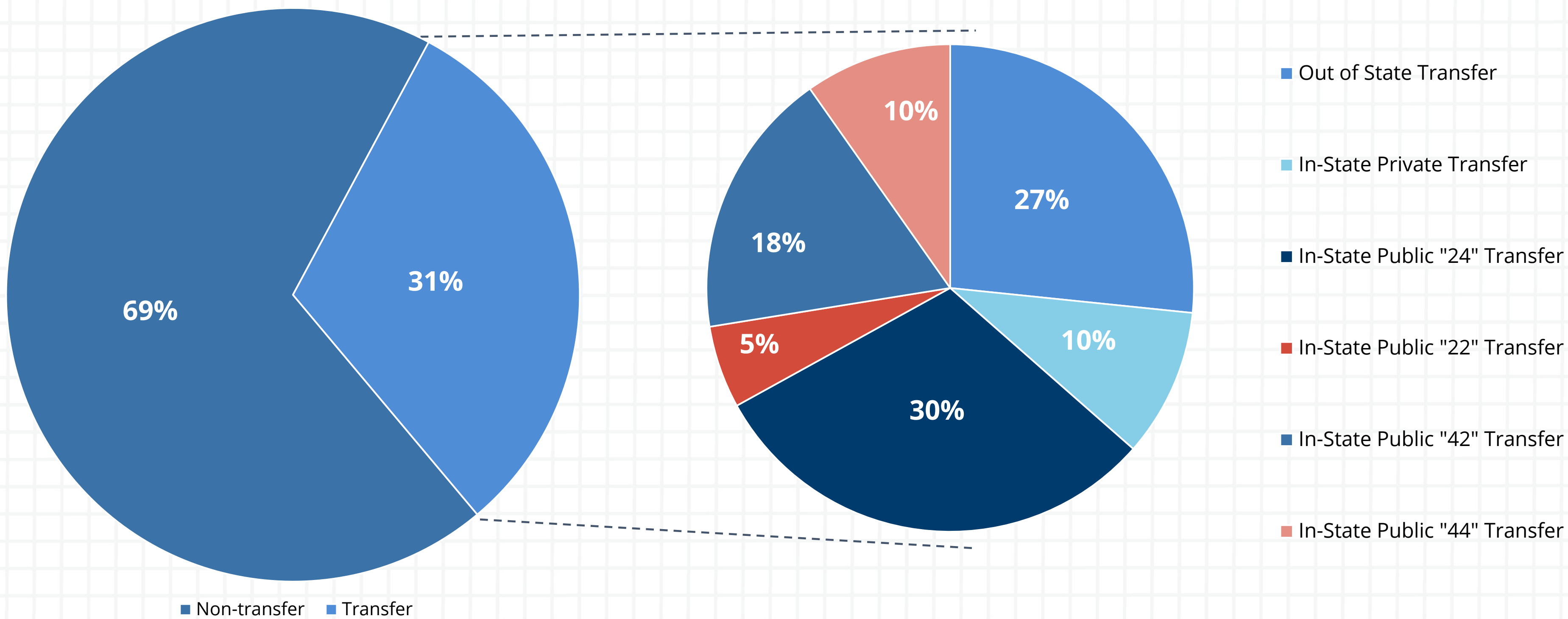
UTC to
Chattanooga State



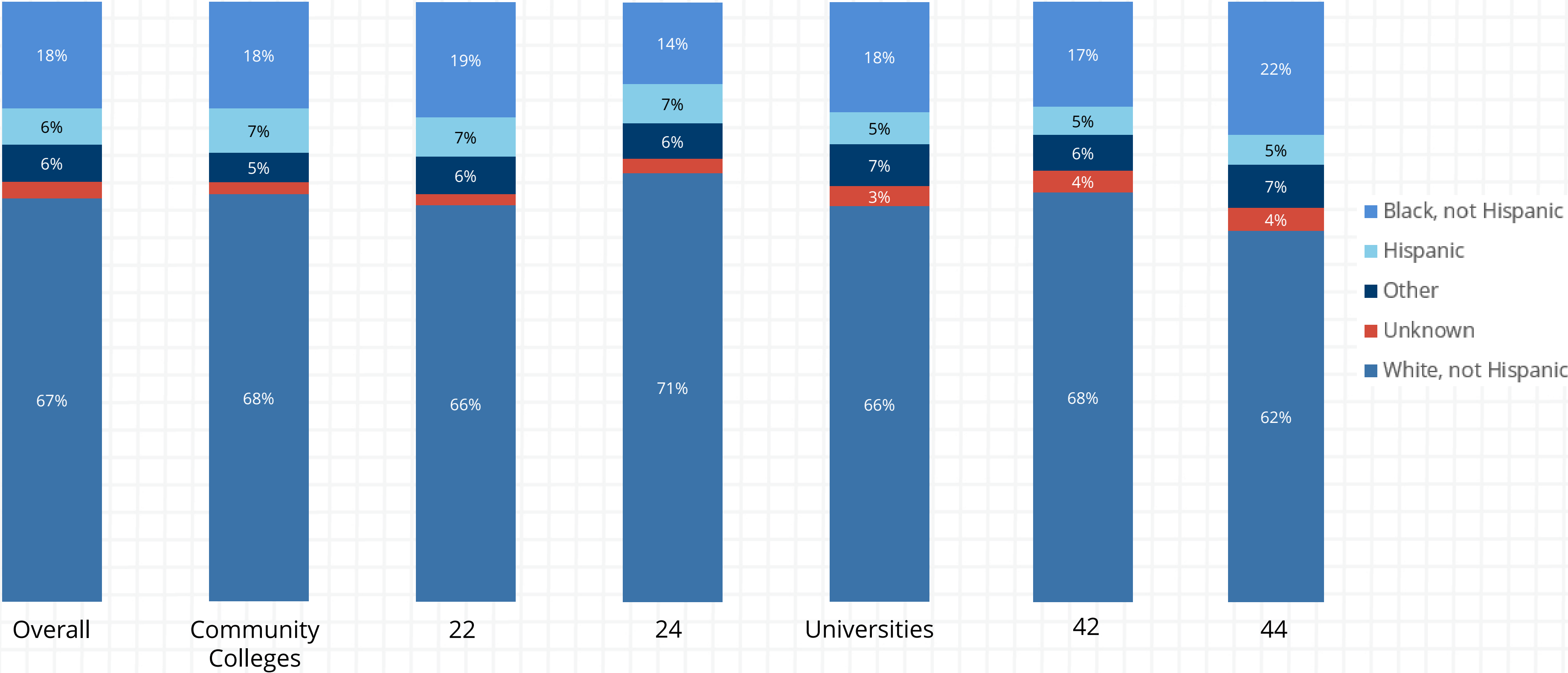
■ "22" ■ "24"
■ "42" ■ "44"



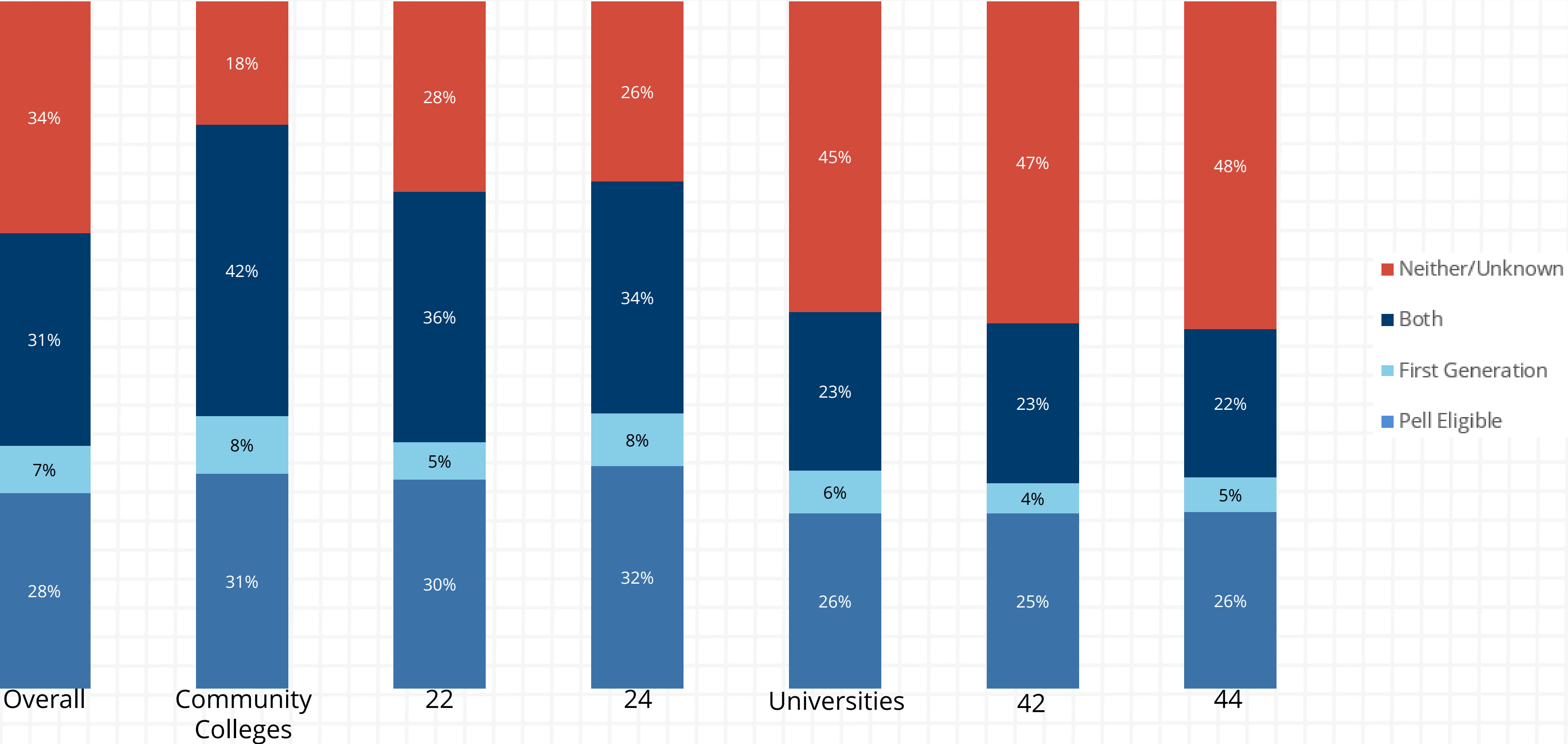
MOST TRANSFER PUBLIC to PUBLIC



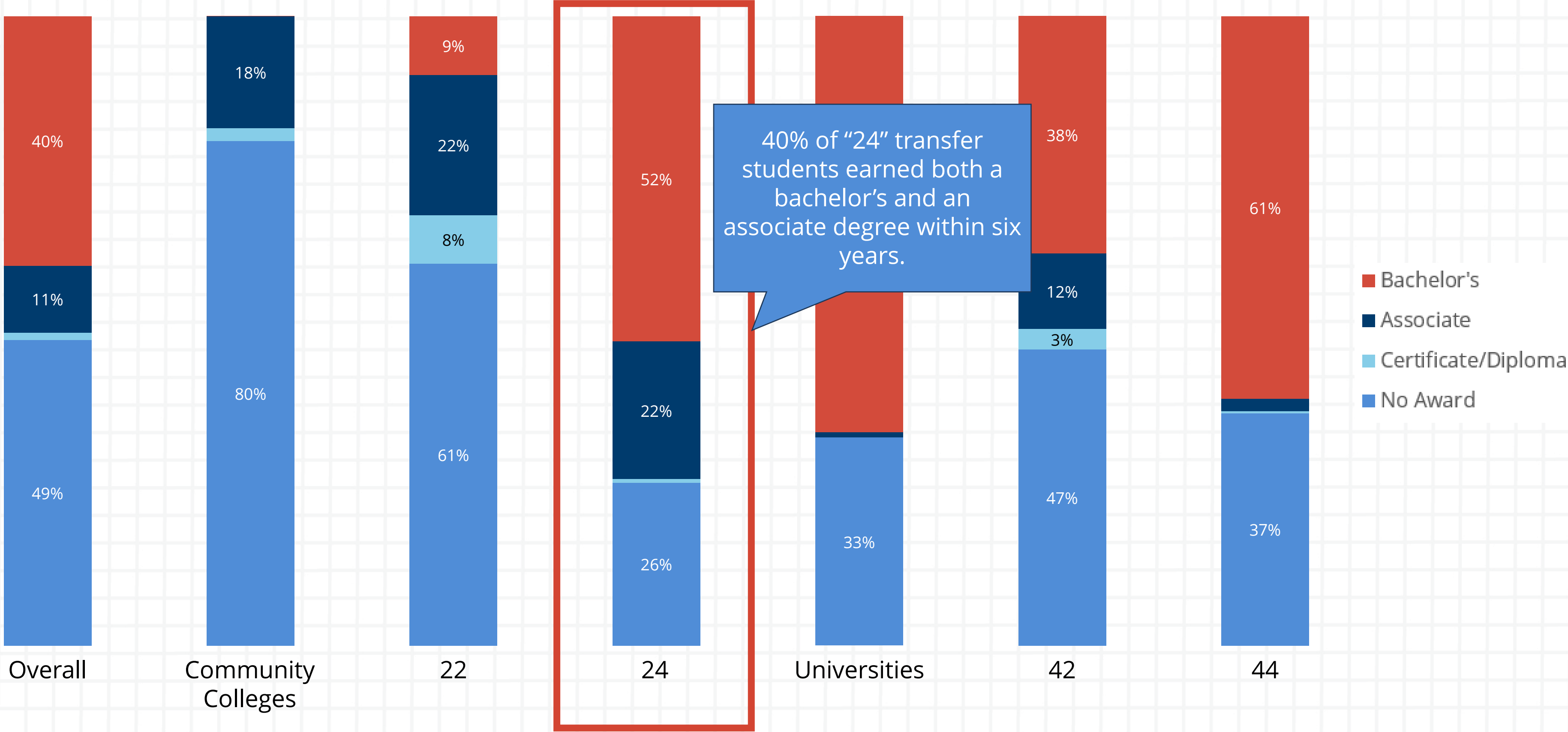
SUBGROUP VARIATION IN TRANSFER



SUBGROUP VARIATION IN TRANSFER



GRAD RATES VARY BY TRANSFER PATTERN



TENNESSEE HIGHER EDUCATION COMMISSION

Comparing Tennessee & National Data



FALL 2018 COHORT TRANSFER DATA

Metric	National	Tennessee
Community College to 4-Year University Transfer	34%	30%
Community College Starter Overall Grad Rate	18%	16%
"24" Transfer Graduate with Bachelor's	51%	52%

Notes

Also tracks university entrants with prior community college enrollment

Tracks all transfer patterns

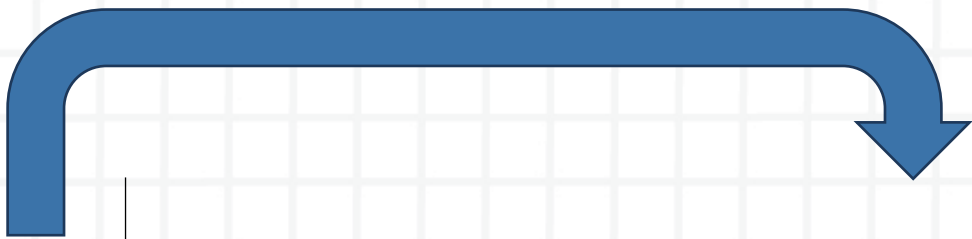


TENNESSEE HIGHER EDUCATION COMMISSION

Regional Transfer Patterns



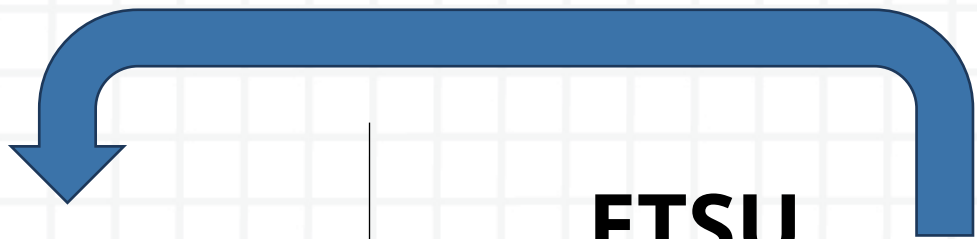
TRANSFER IN EAST TN



Sending Institution	ETSU	UTC	UTK	Middle	West
Chattanooga State	< 10	201	16	50	0
Cleveland State	< 10	47	13	16	< 10
Northeast State	235	< 10	11	19	< 10
Pellissippi State	34	28	430	79	< 10
Roane State	30	< 10	55	91	< 10
Walters State	163	< 10	73	22	< 10



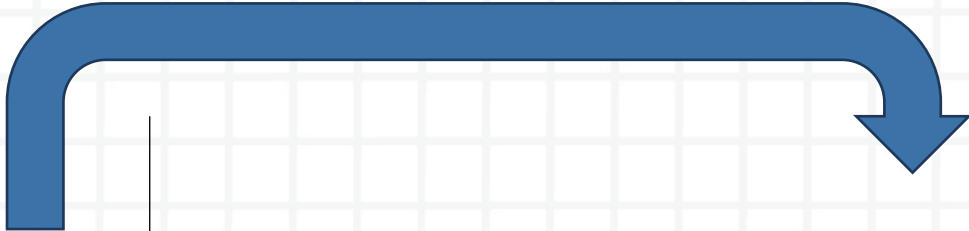
TRANSFER IN EAST TN



Receiving Institution	ETSU	UTC	UTK
Chattanooga State	18	154	18
Cleveland State	< 10	10	< 10
Northeast State	78	< 10	10
Pellissippi State	21	21	283
Roane State	11	8	36
Walters State	25	< 10	16
Middle	11	152	247
West	<10	30	20



TRANSFER IN MIDDLE TN



Sending Institution	APSU	MTSU	TSU	TTU	East	West
Columbia State	< 10	181	12	50	96	23
Motlow State	< 10	279	19	57	28	< 10
Nashville State	62	103	28	< 10	17	< 10
Volunteer State	32	90	13	105	62	< 10



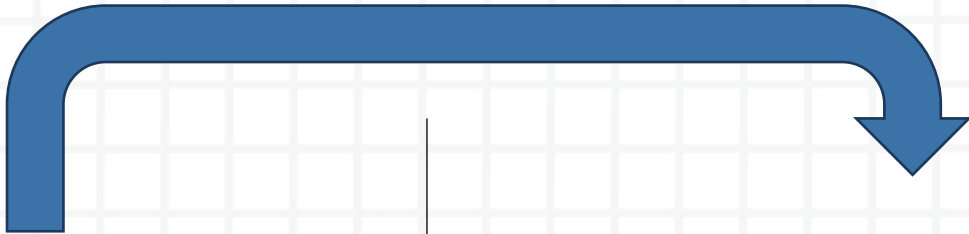
TRANSFER IN MIDDLE TN



Receiving Institution	APSU	MTSU	TSU	TTU
Columbia State	< 10	46	< 10	30
Motlow State	< 10	43	< 10	21
Nashville State	60	33	15	15
Volunteer State	31	24	< 10	67
East	19	44	< 10	75
West	40	28	13	< 10



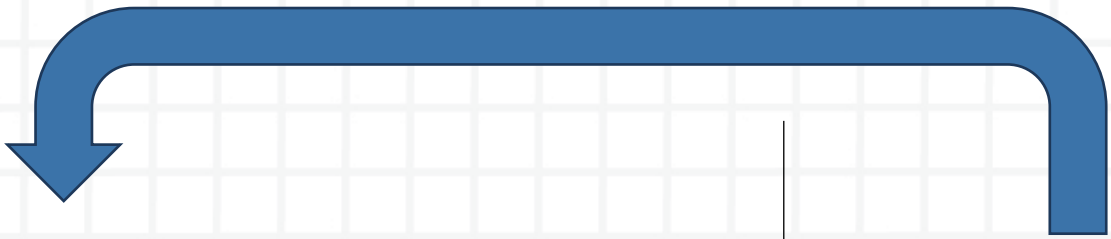
TRANSFER IN WEST TN



Sending Institution	UM	UTM	East	Middle
Dyersburg State	51	51	< 10	15
Jackson State	40	71	18	24
Southwest	290	12	15	36



TRANSFER IN WEST TN



Receiving Institution	UM	UTM
Dyersburg State	11	21
Jackson State	20	32
Southwest	81	18
East	< 10	11
Middle	15	21



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TTP Transfer by Subject



WHAT IS A TTP?

- Created by the Complete College Tennessee Act (2010)
- Advising tools, agreements between institutions
- Guarantees that courses will transfer and will satisfy major preparation requirements
- Include TBR community colleges, Tennessee public universities, and some non-profit private colleges & universities



TTP PARTICIPATION IS NOT THE DEFAULT

**According to the Tennessee Board of Regents, what
proportion of entering first-time freshmen in Fall
2018 enrolled in a TTP program?**

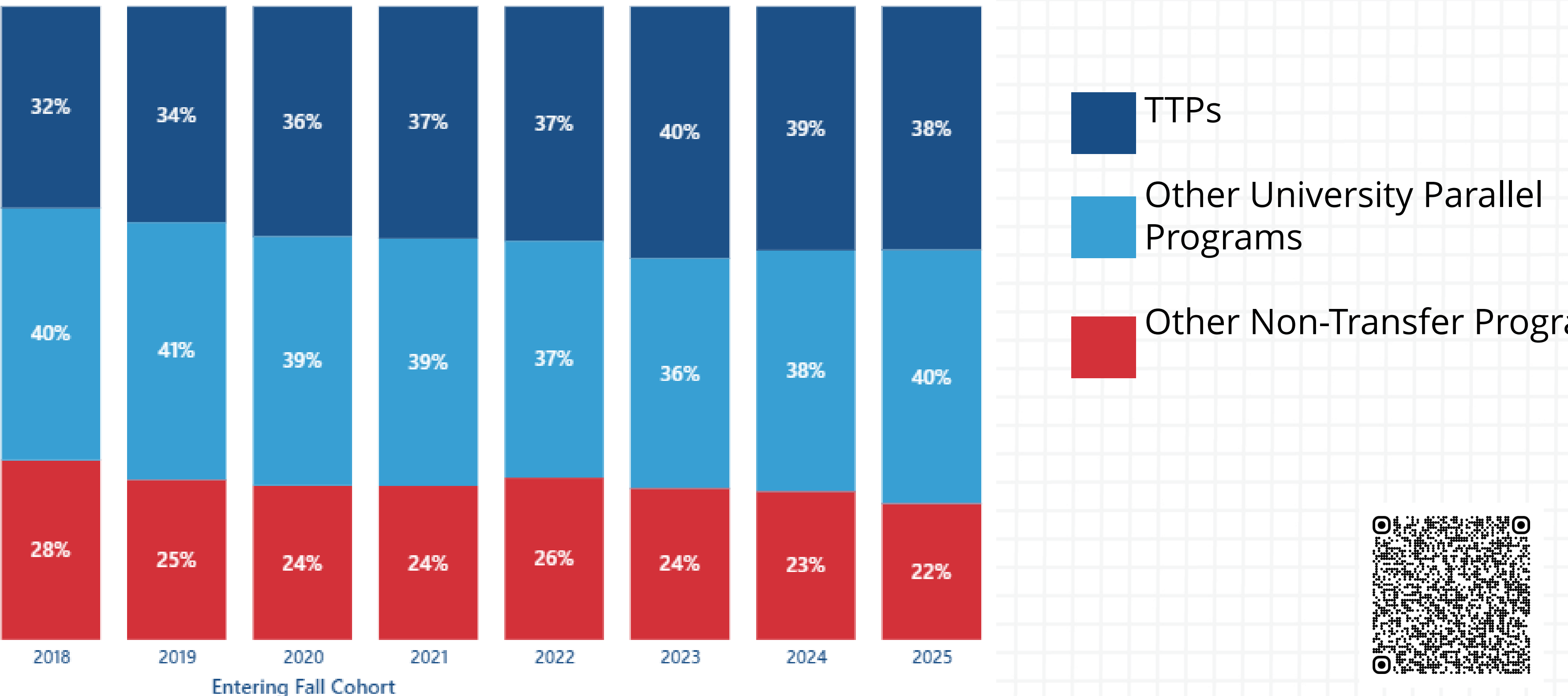


TTP PARTICIPATION IS NOT THE DEFAULT

32%



BUT, TTP PARTICIPATION IS GROWING



TOP TTP CREDENTIALS BY SUBJECT

Business Administration

Psychology

Criminal Justice

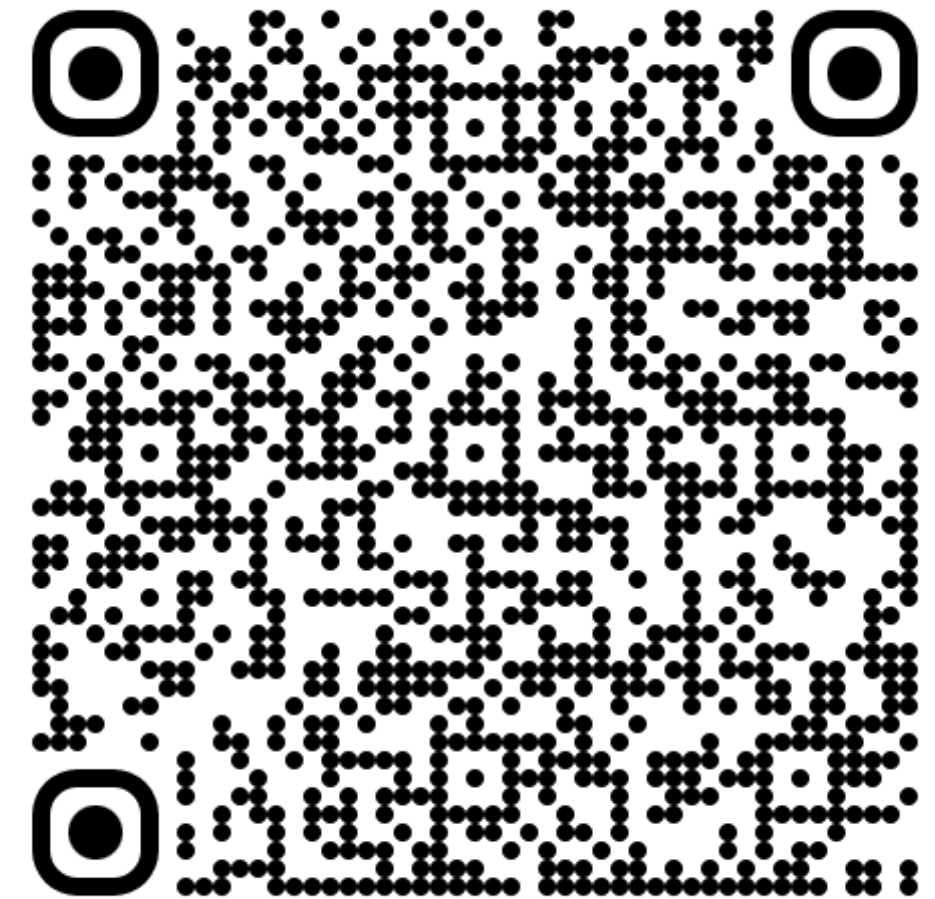
Accounting

Social Work



FOR MUCH MORE ON TRANSFER DATA...

See THEC's annual
*Articulation & Transfer
in Tennessee Higher Education*
report



Reach out at THEC.Research@tn.gov



TENNESSEE HIGHER EDUCATION COMMISSION

QUESTIONS?





Thank You!



Center for
Postsecondary
Improvement



AACRAO

Learning Mobility Challenge: Improving Transfer Time-to-Decision

THEC / TBR Workshop

Facilitated by:

- Jody Gordon, Senior Managing Consultant, AACRAO Consulting
- Tim Amyx, Registrar/Assistant Vice President, Enrollment Systems, Volunteer State Community College

The Challenge

The AACRAO National Learning Mobility Challenge: Improving Transfer Time-to-Decision is a groundbreaking initiative designed to revolutionize how learners move through their educational and career journeys. We invited systems, institutions, and partners to engage in real, data-driven action to make learning count for every student.

This year's challenge, in partnership with NASH's Center for Postsecondary Improvement, leverages cutting-edge improvement science methodology to help institutions meaningfully move the dial for transfer students and their success.

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CONSULTING
Leading Solutions for Higher Education

AACRAO

The Challenge

Time to Decision: Operational Definition

- Measure Name: “Time to Decision”
- **Who:** Transfer Students
- **What:** The elapsed time (in calendar days) between the submission of a completed transfer application and the date the admission decision is communicated to the applicant.
- **How:** Time to Decision = Date of admission decision notification – Date of completed application submission
- **When:** Measured for each applicant in a given admissions cycle (NOTE: for Phase 1 reporting, we are focused on the Spring 2025 cycle, which means decisions your institution rendered from 1/1/2025-6/1/2025). Reported as the mean (average) number of days for the cycle.
- **Why:** Reflects efficiency and responsiveness of the admissions process. Shorter admit times improve student experience, reduce uncertainty, and support smoother transfer enrollment planning.

Improvement Science

- The work of improvement & improvement science is to bridge the divide that exists between **the knowledge that something can work** and **the knowledge of how to make it work reliably across diverse contexts and populations.**

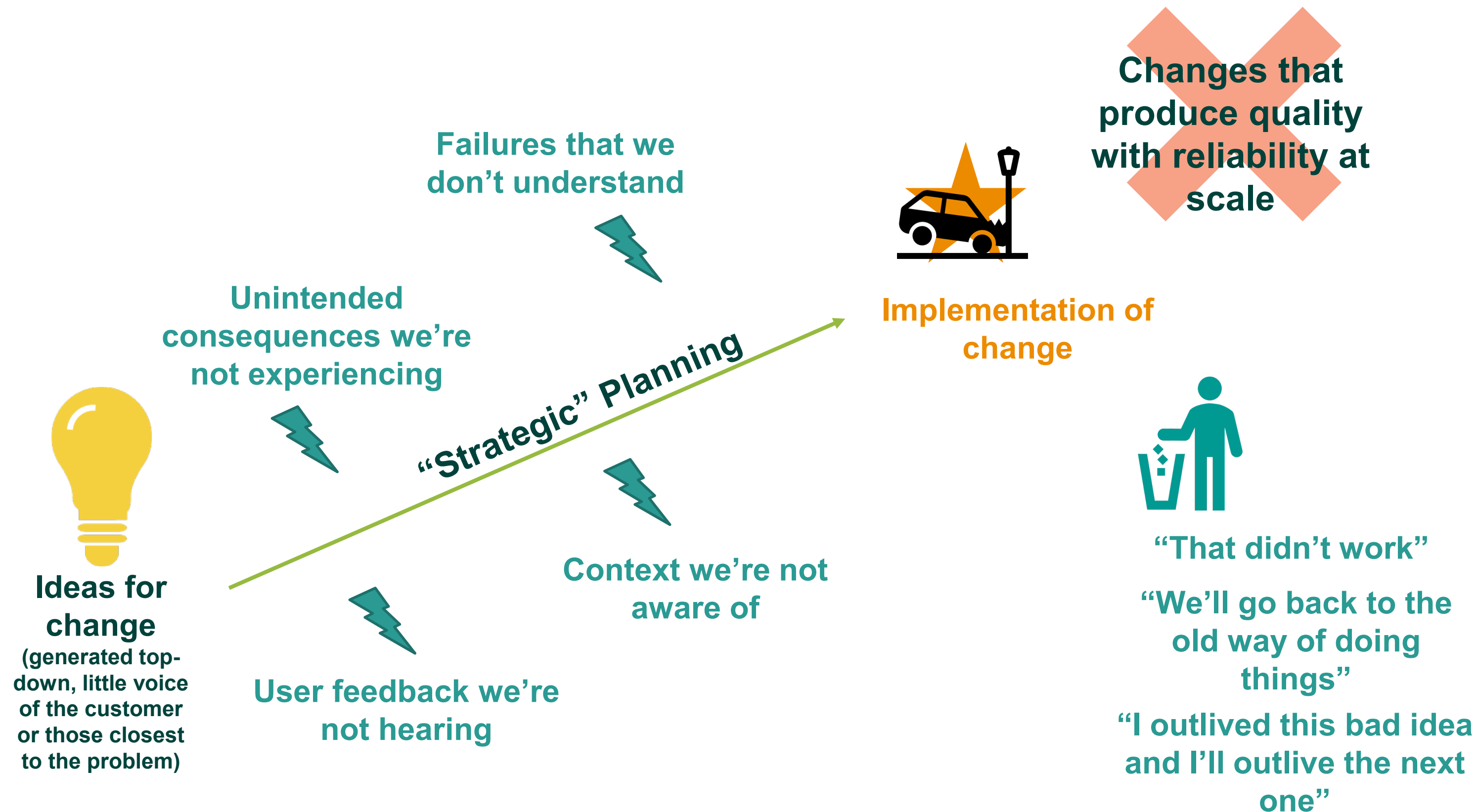
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Typical Approach to Change



Improvement Science Approach to Change



Changes that
produce quality
with reliability at
scale



Implementation of
change idea at scale
without failure



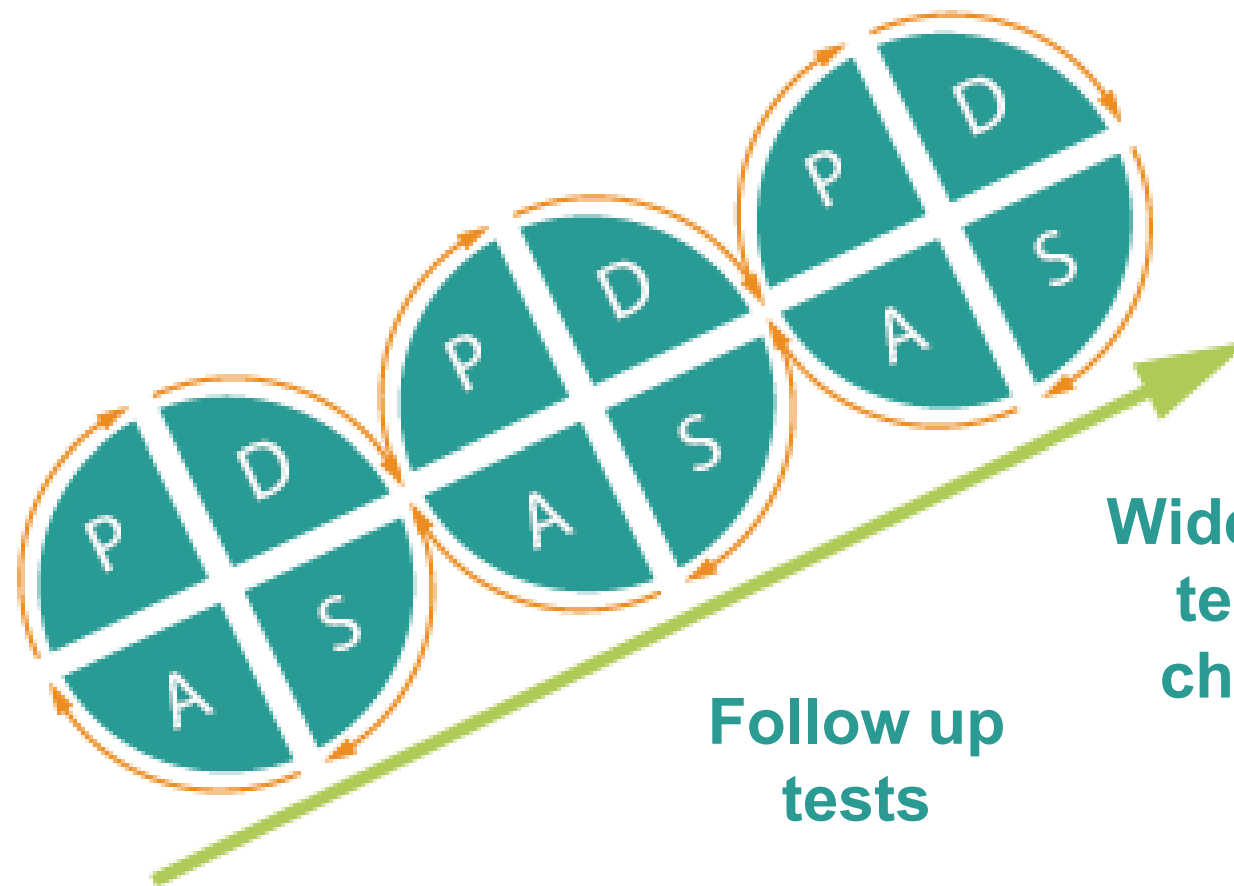
“Let’s do that again”

“What other
problems can we
solve?”

“I’d like to lead the
next round”



Ideas for
change
(generated
bottom-up and
by using best
available
knowledge of
what works)



Very small
test of
change

Follow up
tests

Wide scale
test of
change

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The NASH Model

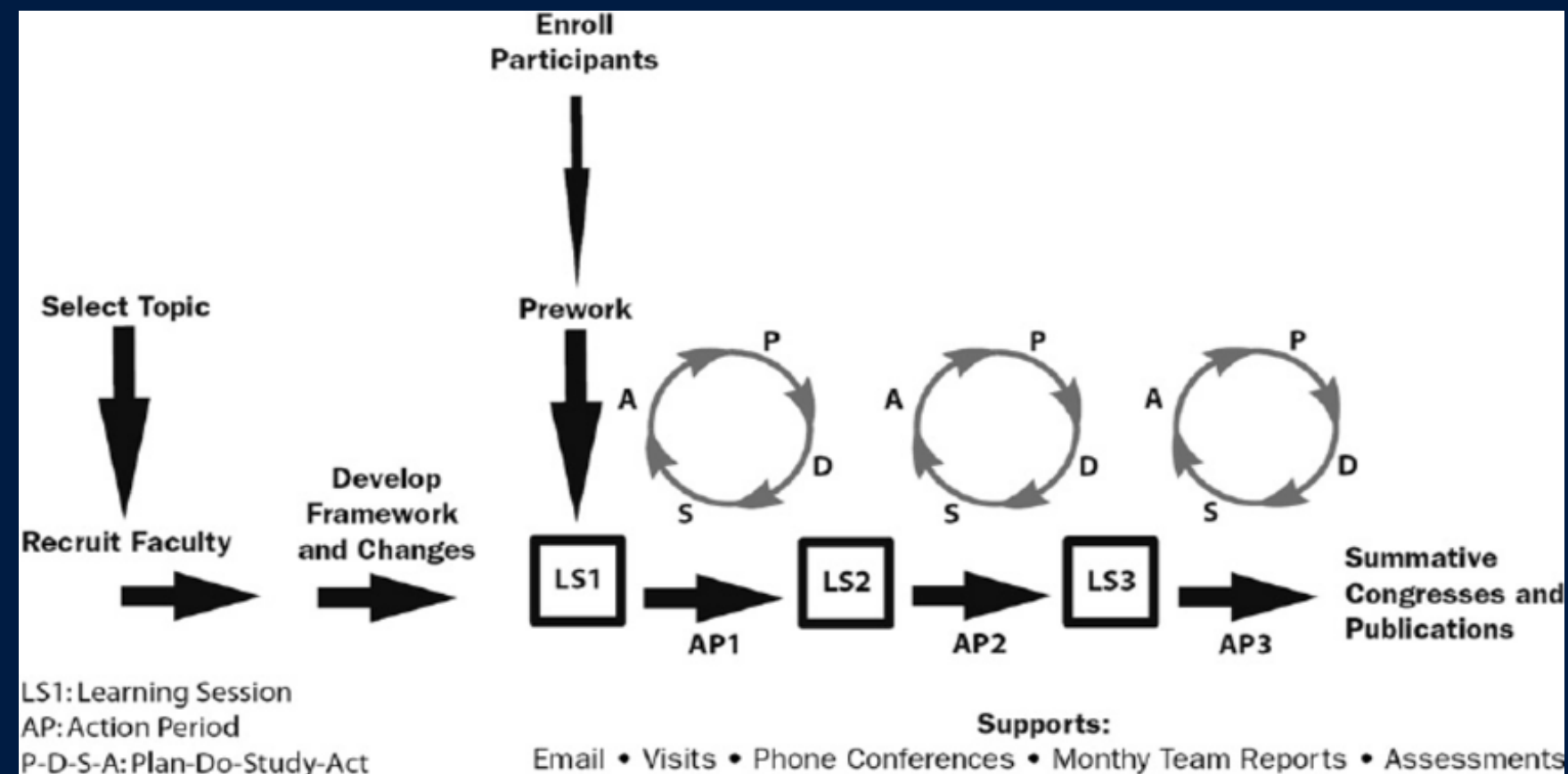
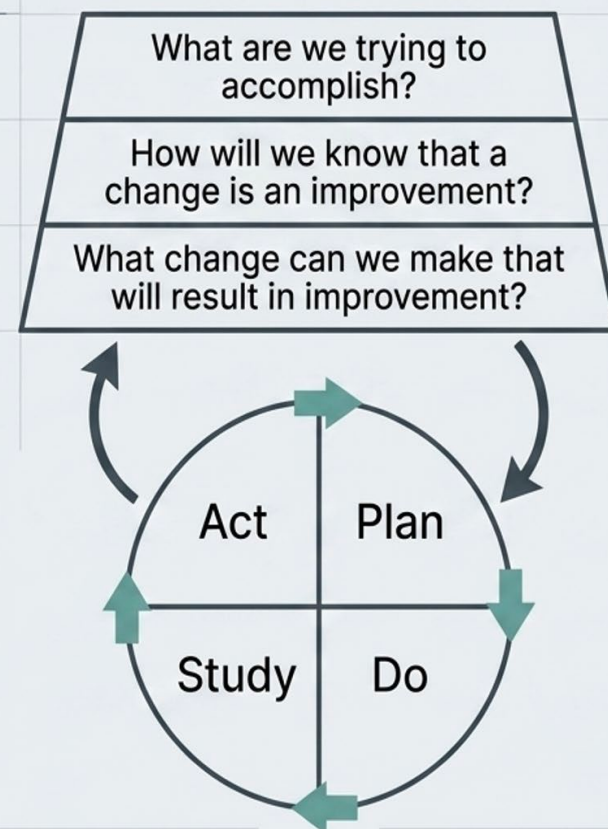
At its core, the NASH Improvement Model builds on the best-of improvement science.

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 INSTITUTE FOR
Systems
INNOVATION
& IMPROVEMENT

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 **AACRAO**



The Model for Improvement

Process Mapping
Collaborative Model

Phase 1: Establishing the Cognitive Anchor

What are we trying to accomplish?

AIM: Defining the ultimate goal and scope of the initiative.

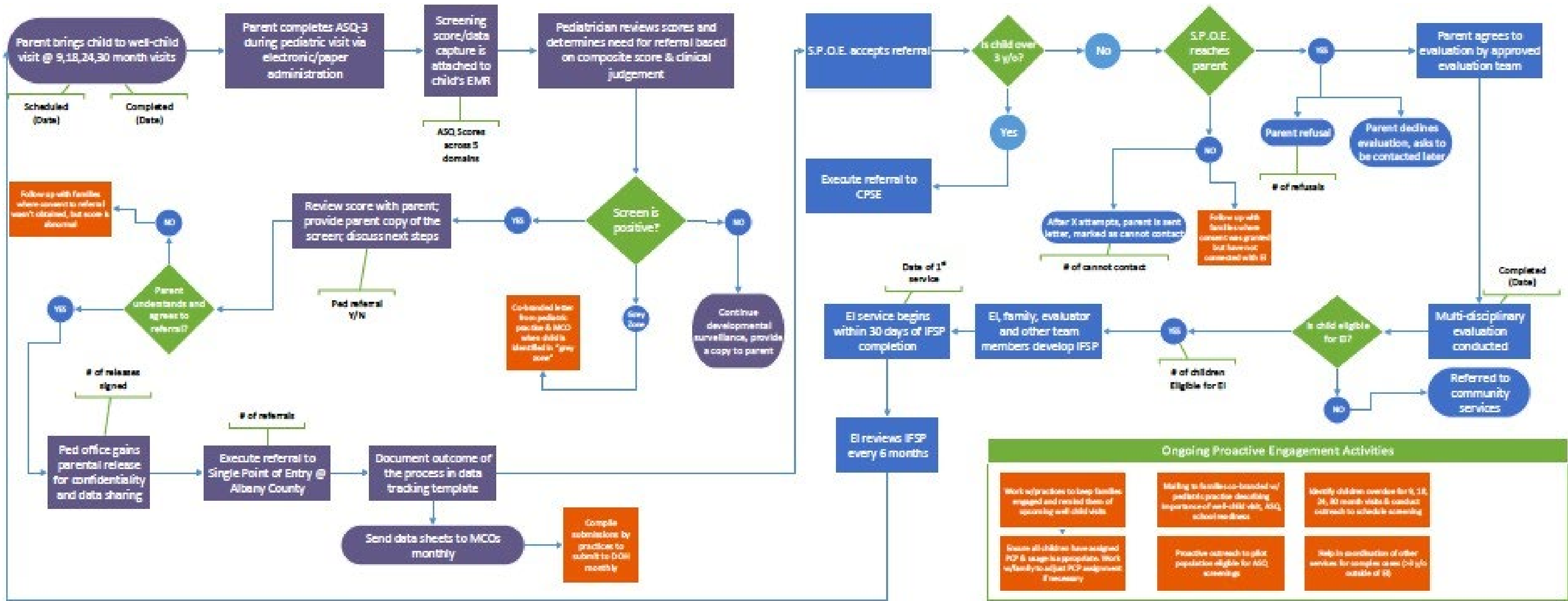
How will we know that a change is an improvement?

MEASUREMENT: Establishing the quantitative metrics for success.

What change can we make that will result in improvement?

INTERVENTION: Formulating a testable hypothesis.

Phase 1 Continued: Process Mapping

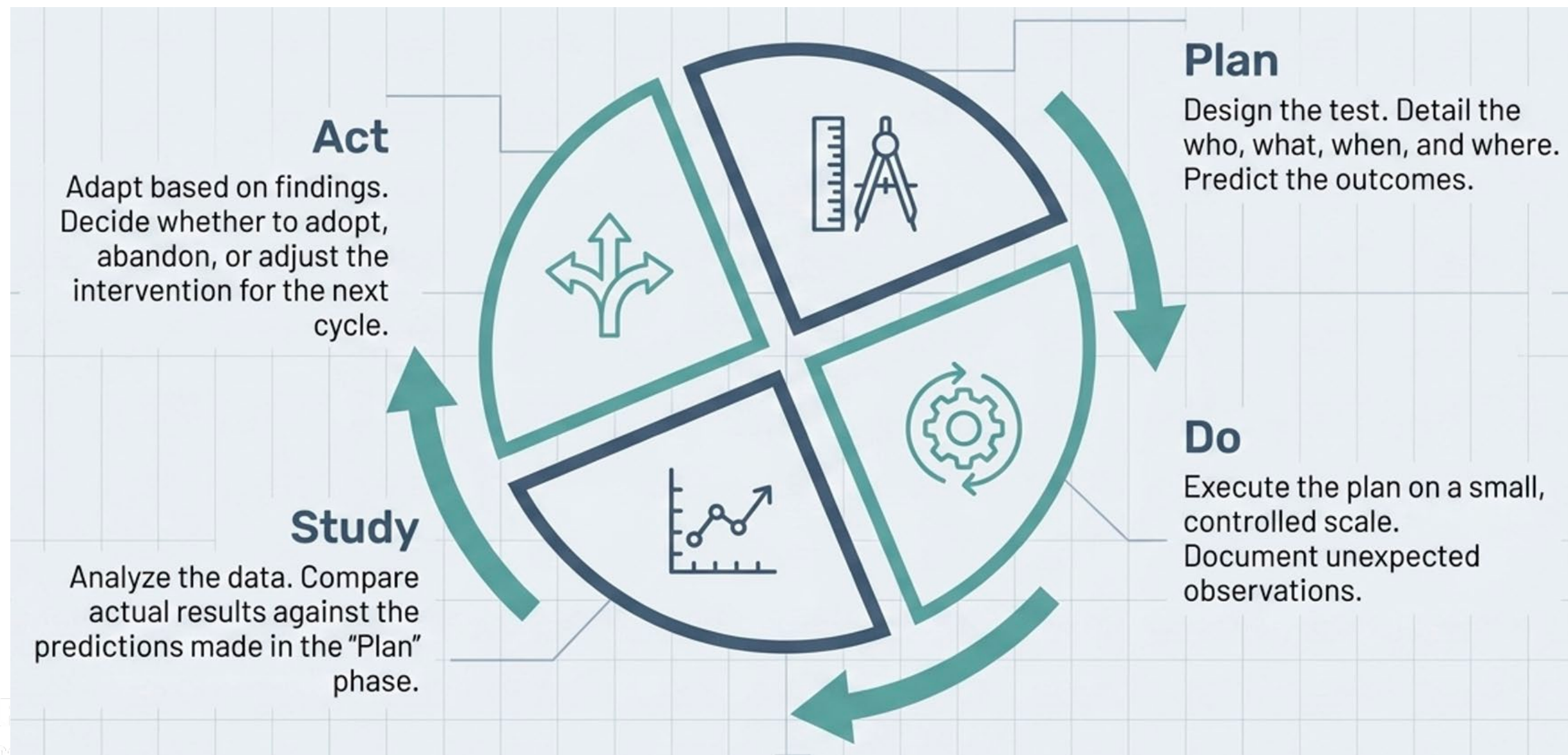


Phase 2: Igniting the Experimental Engine



PDSA Model & Rapid Cycle Continuous Improvement

PDSA allows you to conduct small tests of change quickly to identify what works.



Sequentially Testing Change

- So instead of moving to implementation, we are simply moving to the next round of testing
- This next round starts as we complete this one
- ACT part of PDSA



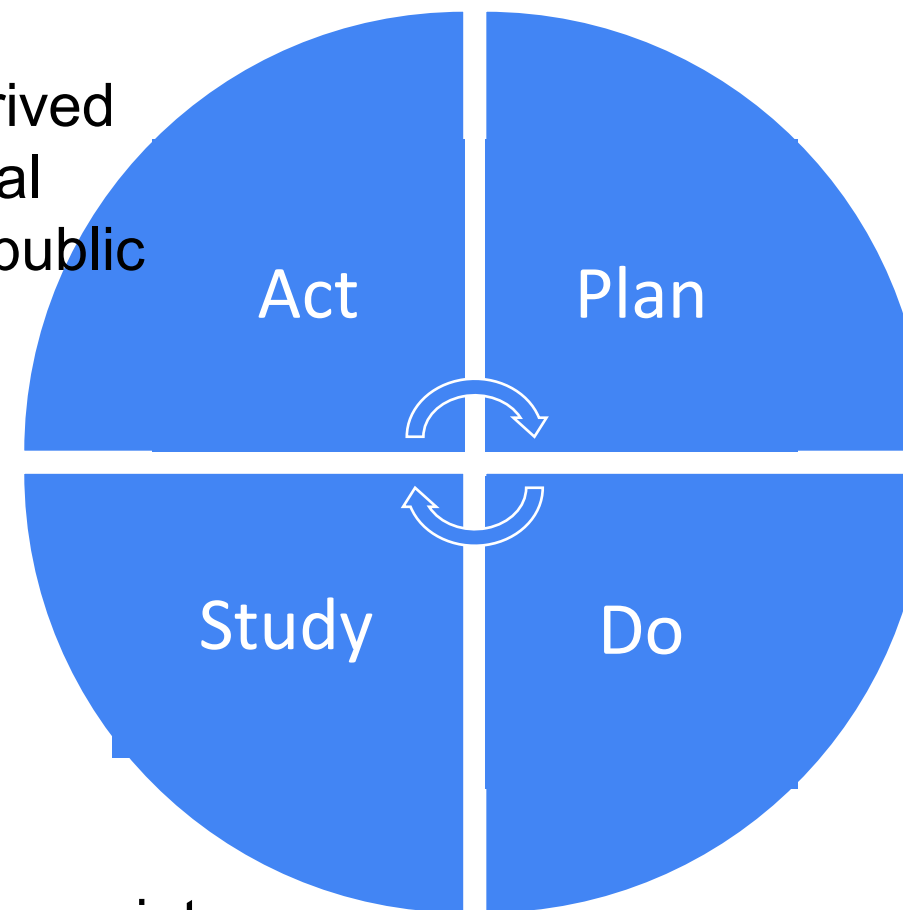
Notah Community College



Study:

Outcome Measure: Minutes from start of transcript articulation to transcript evaluated and student ready to be advised should be reduced.

- Research
 - 25 random transcripts from public institutions with a minimum of 30 earned hours complete were evaluated to establish a baseline.
 - During the 45-day period, 10 students arrived for an advising appointment with an official transcript either in hand or on file from a public institution which had not been evaluated.
- Results
 - Baseline: 5 minutes 45 seconds
 - Outcome: 3 minutes 23 seconds
- Impact
 - 2 minute 22 second reduction in single transcript evaluation on average.
 - Reduction of over 3.5 days of work per year just on walk-ins.



Plan:

Summarize your action plan as you had crafted it during the previous workshop.

Law instructs all State colleges & universities to accept gen ed blocks as complete. To reduce time articulating individual courses, the decision was made to simply transfer in the block as a single course (ie HIST GENED) for the number of hours required (i.e. 6). This should reduce time to articulate.

Do:

Summarize here what happened during the 45-day action period as you implemented your change idea.

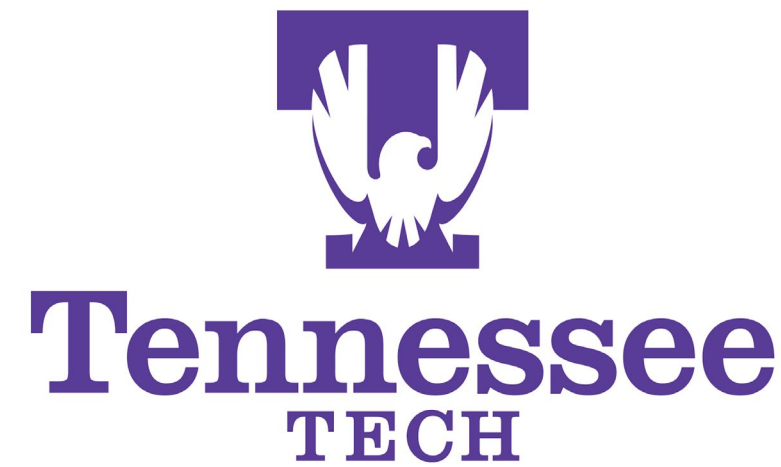
New courses we built for each gen ed block in Banner. A “super-courses” will also be created ([DEGREE] GENED) for students with an associate or bachelors indicating all Gen Ed is complete. The new courses will be used to articulate coursework when transfer students bring an official transcript to campus and want to be immediately advised.

Notah Community College



#FAILED

Tennessee Tech University



Study:

Outcome Measure: # of business days from transfer application completely submitted (date) to date student is alerted of decision (admit/deny) (date)

- Admits
 - Before Implementation - 19 Days
 - After Implementation - 6 Days
- Denies
 - Before Implementation - Roughly 30
 - After Implementation - Roughly 13 Days

Process Measure: % of students meeting the auto-admit standard

- 36 % of Transfer Apps

Process Measure: # of students denied transfer acceptance (as measured against previous years)

- Fall 2026 - 4 Denies
- Fall 2025 - 29 Denies
- Fall 2024 - 19 Denies

Balancing Measure: time saved by non-manual review of admissions applications

- 13 Business Days



Plan:

Summarize your action plan as you had crafted it during the previous workshop.

To move transfer applicants who had 24 or more attempted hours after high school from the awaiting material bin to the awaiting decision if all material had been received except for high school transcript.

Do:

Summarize here what happened during the 45-day action period as you implemented your change idea.

We were able to update our workflow so that the application would move from the awaiting material bin to awaiting decision bin even though we did not have the high school transcript. If we were in the Slate reader reviewing an application for a decision, we would have to waive the high school transcript requirement but outside the reader we were not required to waive the requirement.

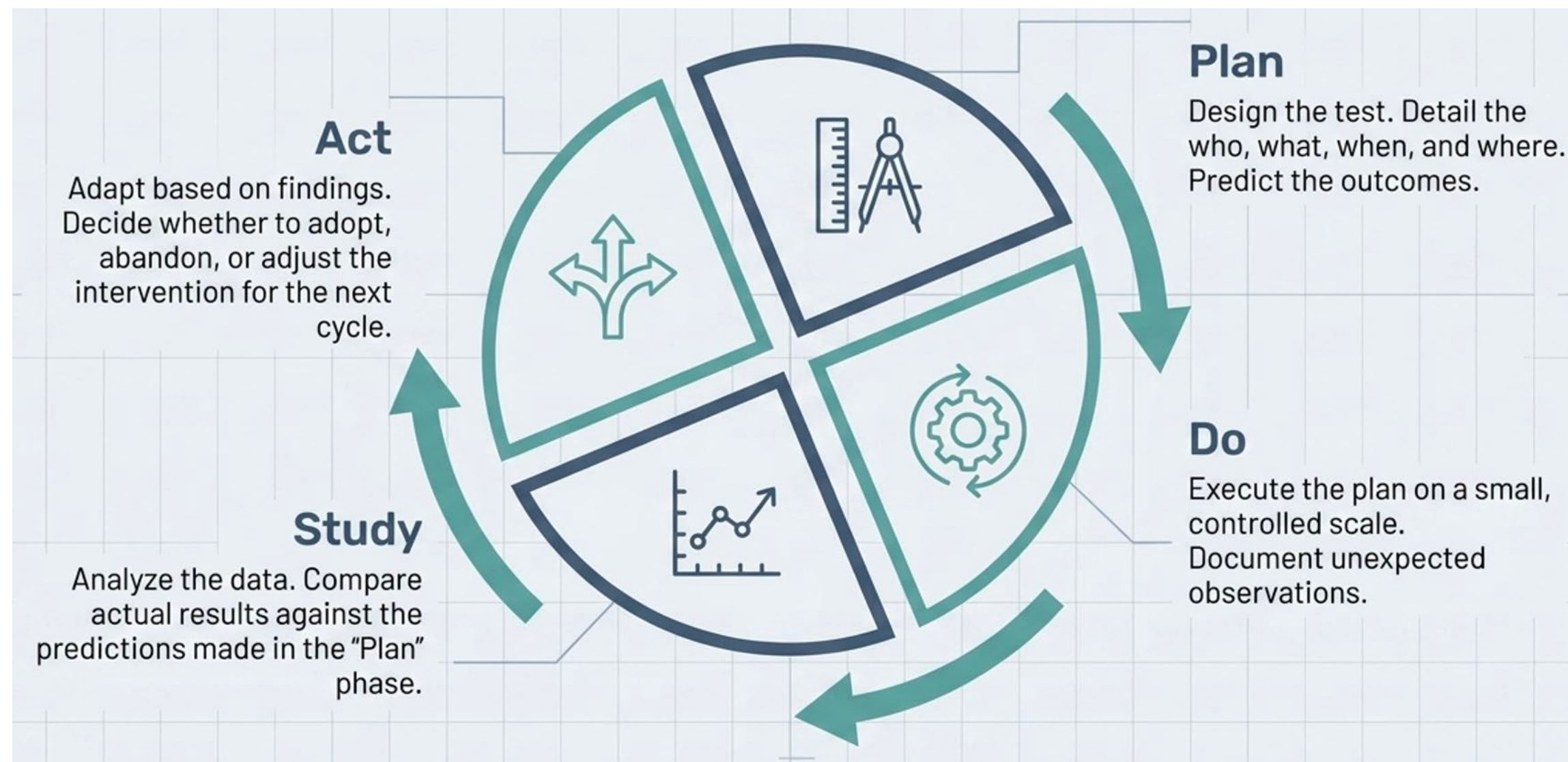
Next Step:

- Use the **STUDY** section of your action plan to decide are you going to **Adapt/Adopt/Abandon** this plan in next phase



ACT: Adapt/Adopt/Abandon

- **Adapt:** Modify the change idea, perhaps tweak the intervention or process
- **Adopt:** Increase the scope of the test to see if tested in other circumstances we get the same result
- **Abandon:** Knowledge generated showed us this path is best to abandon



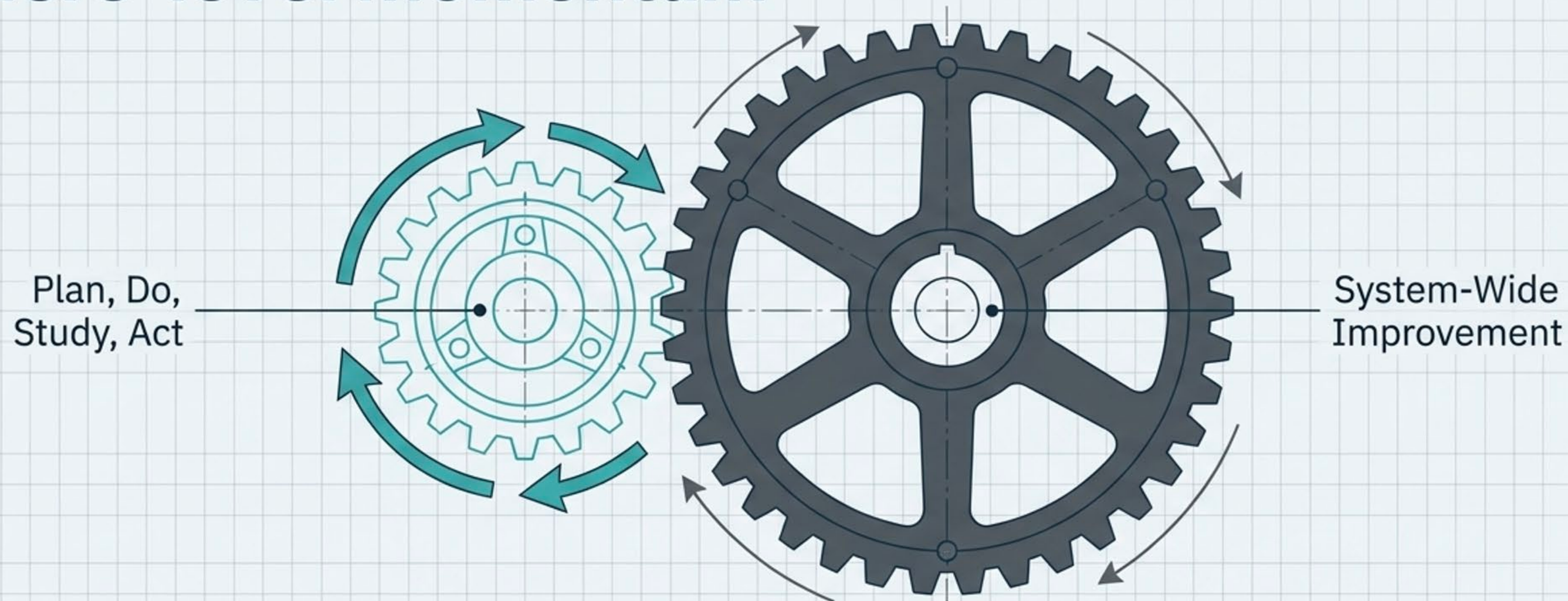
Workshop #2 tomorrow

- What we will be doing...
- You will be paired with an institution (university and college) to develop and discuss a test of change in partnership



Workshop #2 tomorrow

Micro-iterations generate macro-level momentum



Small, rapid, low-risk tests of change provide the torque necessary to drive large-scale, complex organizational transformations.