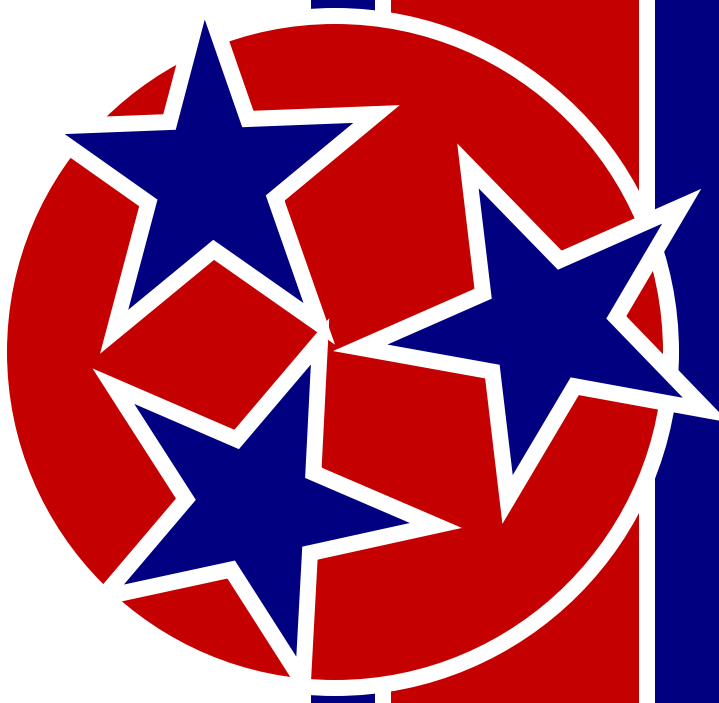


Annual Report on Articulation and Transfer

2010

October 1, 2010

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

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EXECUTIVE SUMMARY

One in five entering freshmen will transfer within the Tennessee public higher education system over a six year period. Of these, the greatest category of students, 40 percent, will transfer from a community college to a four-year university. A substantial portion, almost 30 percent, will transfer from a university to a community college. Students will enter the public system from the private sector or an out-of-state college. Total transfer students, from public and private sectors, account for over 40 percent of the graduating class at a public university. Tennessee's student body is mobile.

While transfer students share many characteristics with non-transfers (student background, academic preparedness, choice of major, success and graduation rates), these students typically spend an extra semester to complete bachelor degree requirements. After six years of study, seven percent of transfer students will have completed more than 120 credit hours without yet obtaining a bachelor degree. Considering the burden of tuition and the opportunity cost of an education, the State of Tennessee has revised several articulation and transfer policies that will assist transfer students toward timely graduation.

In order to facilitate student transfer activity and reduce course load redundancy among public colleges and universities, the Complete College Tennessee Act (CCTA) of 2010 improved upon existing articulation and transfer policies while introducing several new measures. Specifically, the Act requires the provision of a 60-hour university parallel transfer track, which once completed by a student will satisfy the general education common core requirements of all nine public universities and 13 community colleges. Additionally, this policy divides the university parallel track into a 41-hour general education common core and a 19-hour pre-baccalaureate major, which are also transferable as a completed block rather than course by course. Furthermore, all institutions will provide clear and accessible transfer information portals for students and parents, helping them to navigate the many choices higher education provides. Alongside a roster of transferable courses, institutions will also clearly mark non-transferrable courses. These reforms, along with a new common course numbering system and dual admissions agreements between four- and two-year colleges, will allow Tennessee's students to retain more credits earned from college to college, assisting them toward successful and timely degree completion.

Given the centrality of the common core and the 19 hour pre-major paths to the goals of the Complete College Tennessee Act of 2010, finely grained course data are needed in order to evaluate the effectiveness of these course blocks in promoting efficient transfer and timely degree completion. The TBR and UT systems should begin to collect data on students who complete the 41-hour general education common core, any course block within the core, and any of the 19-hour pre-baccalaureate major paths. These data should be submitted by institutions to the respective system offices, which will make them available to the THEC Student Information System.

The CCTA requires that these measures be available for students by fall 2011. This report presents an itemized implementation status and progress. As evidenced herein, the Tennessee Higher Education Commission, through consultation with the University of Tennessee and the Tennessee Board of Regents, is making successful progress toward compliance with these statutory requirements.

ARTICULATION AND TRANSFER

The Complete College Tennessee Act of 2010 amended T.C.A. § 49-7-202(f) to facilitate the articulation and transfer of courses between the state colleges and universities. The Act calls for full implementation of this provision by the fall 2011 semester and requires periodic and annual reports to be made to the chairs of the House and Senate Education and Finance Committees. Specifically, reports must be made each semester beginning fall 2010 through fall 2011 on the progress toward completion of the nineteen hour pre-major course blocks. The law also continues to require the Commission to revise and update the plans as necessary and to report annually by October 1 of each year on this progress.

The following annual report presents the status of the implementation of provisions of the Complete College Tennessee Act that speak to articulation and transfer:

- the two components of the 60-hour university parallel transfer track;
- communication of policies relative to articulation and transfer;
- common course numbering;
- courses not designed for transfer; and
- dual admissions.

The report concludes with a descriptive profile of transfer students, an analysis of transfer activity in fall 2009, and longitudinal tracking of a first-time freshman cohort over a six year period for the effect of transfer on time to degree and the likelihood of graduation.

A. 60-HOUR UNIVERSITY PARALLEL TRANSFER TRACK

41-Hour General Education Common Core

Status: Complete. The core is now universally transferrable among all community colleges and Tennessee public universities. A student can complete all 41 hours of the core at any institution and satisfy the general education core of the institution to which he transfers. Likewise, a student who transfers before completing the full 41-hour core can complete a full segment of the core (9 hour communication; 9 hour humanities and/or fine arts; 8 hour behavioral and social science; 8 hour physical science; 6 hour history; 3 hour math requirements) and transfer that full segment.

19-Hour Pre-Baccalaureate Major Paths

Status: In Progress. There are approximately 175 baccalaureate majors across the nine Tennessee public universities, and many of these are offered at several universities. These baccalaureate majors have corresponding 19-hour areas of emphasis (History, Psychology, Biology, etc.) in the community colleges. The joint University of Tennessee and Tennessee Board of Regents Articulation Council used data supplied by the Tennessee Higher Education Commission to identify 38 academic programs in which transfer students were most likely to enroll.

The 38 majors selected first for articulation enroll approximately 75 percent of all transfer who received a bachelor degree. Included in the remaining 25 percent of transfers are students who plan to pursue a baccalaureate major for which community colleges do not offer corresponding associate degree areas of emphasis.

Often, these majors are specific to the university mission and are unique to that institution, and community colleges do not have the resources or mission to offer pre-major courses in these fields, such as the BS in Concrete Industry Management at Middle Tennessee State University. While 19 hour pre-major paths are not available for these majors at community colleges, community college students can complete the entire 41 hour general education core required for all baccalaureate majors before transfer. Therefore, the frequency of student transfer into baccalaureate majors and the availability of the 19 hour path at a community college are the two primary factors evident in THEC student transfer data that are driving the construction of the universally-articulated pre-major paths.

The two systems established the formal Articulation Council and began work this summer on developing common curricula in these 38 identified areas. Task forces, consisting of TBR community college and university faculty, have met throughout the summer and will continue to meet throughout the spring of 2011 to develop common curricula for each discipline. Coordination is handled jointly by TBR and UT.

Consensus curricula for 11 disciplines have been established. Curricula for the remaining 27 disciplines will be established throughout the 2010-2011 academic year. Following approval by the appropriate academic sub-councils and faculty senates, the new curricula will be in place and effective by fall 2011.

Curricula established AY 2009-2010	
Biology	Mechanical Engineering
Business Administration *	Pre-nursing
Chemistry	Psychology *
Electrical Engineering	Sociology
English	Social Work
History	`

*Curricula established AY 2008-2009

Curricula to be established AY 2010-2011	
Accounting	Industrial Management
Agriculture	Information Systems
Art	Mass Communications
Business Education	Mathematics
Civil Engineering	Music
Computer Science	Physics
Criminal Justice	Political Science
Economics	Pre-dental
Entrepreneurship	Pre-medical
Foreign Language	Pre-optometry
General Studies	Pre-pharmacy
Geography	Pre-veterinary medicine
Health and Physical Education	Speech and Theatre
Homeland Security	

The following illustration shows an example of a universal transfer curriculum in Business Administration. This curriculum has been developed and implemented, effective fall 2010. Prospective students can easily see the 41-hour general education curriculum, coupled with the 19 credit hours in courses required for prospective majors in Business Administration. It should be noted that admission to a university as an upper division student does not guarantee admission to the particular program of a student's choosing. Some majors at certain universities are space-limited; therefore, admission into the major is competitive.

Sample Universal Transfer Curriculum

Business Administration
Universal Transfer Path

General Education Common Core – 41 hours

English Composition	6 hours
Communication	3 hours
Humanities	9 hours
History	6 hours
Social Sciences (ECON I & II)	6 hours
Natural Science	8 hours
Mathematics (MATH 1630)	3 hours

Pre-baccalaureate Major – 19 hours, Business Administration

Accounting I & II	6 hours
Statistics*	3 hours
Calculus (MATH 1830)	3 hours
Computer Applications	3 hours
Electives (guided)	4 hours

*Students who plan to transfer to the University of Tennessee, Knoxville must complete Math, Calculus-based Probability and Statistics.

Effective Date: Fall 2010

Recommendation Regarding Data Collection

One of the methods to improve policy evaluation and feedback is to collect and analyze student transfer activity. Data tracking systems are powerful tools for collecting and analyzing longitudinal information on students as they progress toward graduation. The THEC Student Information System captures whether a student enrolls as a transfer from another institution. However, current data collection does not record

whether the student successfully completed the 41 hour common general education core, the subject area blocks, or a 19-hour pre-baccalaureate major path. Given the centrality of the common core and the 19 hour pre-major paths to the goals of the Complete College Tennessee Act of 2010, finely grained course data are needed in order to evaluate the effectiveness of these course blocks in promoting efficient transfer and timely degree completion.

> ***Recommendation:*** *The TBR and UT systems should begin to collect data on students who complete the 41-hour general education common core, any course block within the core, and any of the 19-hour pre-baccalaureate major paths. These data should be submitted by institutions to the respective system offices, which will make them available to the THEC Student Information System.*

B. COMMUNICATION OF POLICIES

Status: In Progress. In addition to providing clear transfer pathways, institutions and systems will inform students and parents about the new 60 hour university parallel tracks using the following methods of communication:

1. Transfer websites will be displayed on each institution's homepage;
2. Registrars from all institutions will ensure transcripts signify the consensus curricula (or sub-sets of the curricula) have been completed to facilitate the transfer process;
3. Advisors and admissions personnel will be trained to become familiar with the consensus curricula; and
4. Transfer information will be updated annually, in conjunction with the process of updating course catalogs.

C. COMMON COURSE NUMBERING

Status: In Progress. As a function of creating a universally transferrable general education core and the 19-hour pre-major paths, the Tennessee Board of Regents and the University of Tennessee are moving toward greater commonality in course numbering for freshman and sophomore courses where community college and university courses can be equated. Many standard course numbers already exist through the development of a fully transferrable 41-hour general education core. As an additional influence in bringing about course numbering agreement, the TBR Regents Online Degree Programs (RODP) have created a bank of courses to support these degrees. Community colleges contribute first and second year courses and universities contribute courses in RODP majors at the third and fourth year levels. Work toward course number commonality continues and requires annual maintenance of course equivalencies and numbering.

D. COURSES NOT DESIGNED FOR TRANSFER

Status: In Progress. Many courses supporting the associate of applied science (AAS) in the community colleges are not designed for transfer, in contrast to those in the university parallel associate degrees (associate of art (AA)/ associate of science (AS)/ associate of science in teaching (AST)). The applied degree courses are in career fields (e.g., emergency medical technician, chemical process technology, radiologic

technology, computer technology) where job market standards require the associate degree but not the baccalaureate. Consequently, the career degree is considered terminal, with no matching baccalaureate majors. Also, faculty credentials needed for AAS course instruction may not equal those required by the Commission of Colleges of the Southern Association of Colleges and Schools, the institutional accreditor, or by specialized program accreditors for instruction in transfer courses. Accreditors specify that community college faculty credentials for instruction in university parallel are minimally equal to that required for university faculty. Institutional or regional accreditors, and federal Title IV eligibility standards, require that institutions receiving credit in transfer can certify that instruction in the transfer courses has been delivered by appropriately-credentialed faculty.

Community colleges will clearly designate all courses not designed for transfer as such in newly issued college catalogs and in all information posted regarding courses offered. Each community college will maintain a current listing, updated annually, clearly identifying all not-for-transfer courses to guide students' educational pursuits.

E. DUAL ADMISSIONS POLICIES

Status: In progress. In accordance with TCA §49-7-202(g), the Commission will "develop policies under which any person who satisfies the admissions requirements of any two-year institution governed by the board of regents and any four-year institution governed by the board of regents or the University of Tennessee board of trustees may be admitted to both such institutions."

THEC Draft Language: *Pursuant to TCA §49-7-202(6)(g), it is the policy of the Tennessee Higher Education Commission that the two systems will introduce system dual admission policies under which "any person who satisfies the admissions requirements of any two-year institutions governed by the board of regents and any four-year institution governed by the board of regents or the University of Tennessee board of trustees may be admitted to both such institutions. Admission to the four-year institution does not guarantee admission into a particular program."*

UT and TBR Draft Language: *Pursuant to TCA §49-7-202(6)(g), it is the policy of (Institution name) to provide a system of dual admissions under which "any person who satisfies the admissions requirements of any two-year institution governed by the board of regents and any four-year institution governed by the Board of Regents or the University of Tennessee board of trustees may be admitted to both such institutions. Admission to the four-year institution does not guarantee admission into a particular academic program."*

Dual Admission Agreements

A Dual Admissions Agreement template has been developed that institutions can use to establish specific Dual Admissions agreements. The University of Tennessee and the Board of Regents have established agreements between the following institutions:

Four Year University	Community College
Austin Peay State University	Volunteer State Community College
East Tennessee State University	Northeast State Community College
Middle Tennessee State University	Motlow State Community College Nashville State Community College
Tennessee State University	Motlow State Community College Nashville State Community College
Tennessee Tech University	Roane State Community College
University of Memphis	Dyersburg State Community College Southwest Tennessee Community College
University of Tennessee - Chattanooga	Cleveland State Community College
University of Tennessee - Martin	Dyersburg State Community College

Agreements currently under development include the following:

Four Year University	Community College
Austin Peay State University	Columbia State Community College Nashville State Community College
University of Tennessee - Chattanooga	Chattanooga State Community College
University of Tennessee - Knoxville	Pellissippi State Community College
University of Tennessee - Martin	Jackson State Community College

All four-year universities are actively engaged or have completed a dual admissions agreement with one or more community colleges.

STUDENT TRANSFER ACTIVITY

Transfer students that attend colleges in Tennessee are very similar to non-transfer students in terms of student background, academic preparedness, completion rates and even the majors they choose to study. What is apparent from the following analysis is that students are mobile. Over the course of six years, one in five entering freshmen will transfer within the public system. Students move between all types of institutions and many choose to transfer multiple times before graduation. Although transfer students are completing degree requirements at about the same rate as non-transfer students, these students take longer to graduate and accumulate more credit hours along the way. The recently adopted transfer policies (universally transferrable general education common core, pre-major blocks, common course numbering and dual admissions agreements) will provide for a smoother, less redundant transition for all students as they move through the public higher education system.

A. TENNESSEE TRANSFER STUDENT PROFILE: FALL 2009 SNAPSHOT

Statewide Student Transfer Activity[1]

This year, the Tennessee Independent Colleges and Universities Association (TICUA)[2] has collaborated with THEC to facilitate a statewide snapshot of student transfer activity during fall 2009.[3] In total, 19,525 students transferred into a Tennessee public or TICUA member institution of higher education. The majority of transfers (11,858 or 60.7 percent) moved from one Tennessee public or private non-profit to another; however 30.2 percent entered Tennessee after having been enrolled in an out-of-state college **(Figure 1)**. By comparison, out-of-state students accounted for 7.2 percent of overall undergraduate enrollment during the fall semester 2009. These students chose to enroll in a public institution almost three times as often as they enrolled in a private non-profit institution.

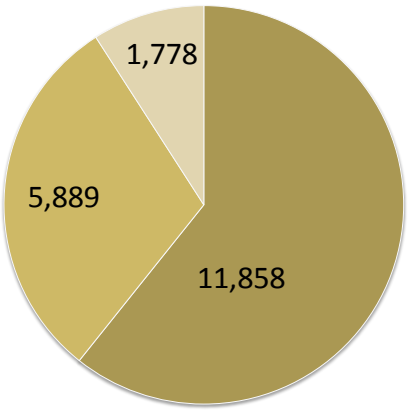


Figure 1:
Transfer Students by State of Origin
N=19,525 Fall 2009

TN
Out of State
Unknown

Transfers accounted for 39.4 percent of all incoming students and 6.5 percent of all enrolled students **(Table 1)**. Of these, the public sector received 15,827 students, or 78.2 percent. See **Appendix A** for a detailed table of fall 2009 enrollment and transfer activity by sector.

[1] Throughout this report, students are considered transfers only if they meet all the following criteria: received credit from another postsecondary institution; were enrolling for the first time at the receiving institution; and had earned no prior degree at the baccalaureate level or above.
[2] See Appendix A for a complete list of all TICUA institutions.
[3] All statewide data used in this report were provided by the THEC SIS in collaboration with TICUA. All public sector data used in this report were provided by the THEC SIS.

TABLE 1: FALL 2009 ENROLLMENT, TRANSFERS BY SECTOR OF ORIGIN									
		INCOMING STUDENTS		TRANSFERS BY SECTOR OF ORIGIN					
RECEIVING SECTOR	Overall Enrollment[1]	First-time Freshmen	Total Transfers	TN Public	TICUA	Non-TICUA	Out-of-state	Unknown	Total Transfers
Public Univ. Total	138,483	19,777	9,413	5,472	778	73	2,471	619	9,413
Public CC Total	92,226	18,925	6,414	3,166	596	101	1,889	662	6,414
Public Total	230,709	38,702	15,827	8,638	1,374	174	4,360	1,281	15,827
TICUA Total	70,655	10,905	3,698	1,441	201	30	1,529	497	3,698
GRAND TOTAL	**301,364**	**49,607**	**19,525**	**10,079**	**1,575**	**204**	**5,889**	**1,778**	**19,525**

[1] Overall enrollment does not include ETSU Medical and Pharmacy Schools, UT Space Institute and Veterinary College.

Out-of-State Student Transfer Activity

Out-of-state transfer students enrolling in public or private non-profit institutions demonstrate similar patterns of origin **(Figures 2 & 3)**. In fall 2009, 46.3 percent of all out-of-state transfer students came to Tennessee from six neighboring states: Mississippi (10.2 percent), Florida (7.5), Kentucky (7.2), Alabama (7.2), Virginia (7.2) and Georgia (7.0 percent) **(Figure 4)**.

Figure 2:
Transfer into TN Public Institutions
By State of Origin, Fall 2009

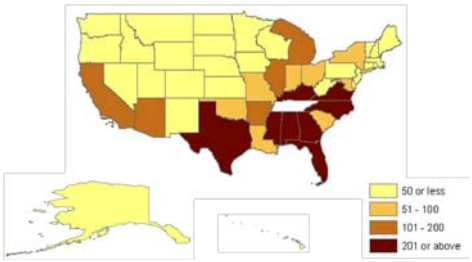


Figure 3:
Transfer into TN Private Institutions
By State of Origin, Fall 2009

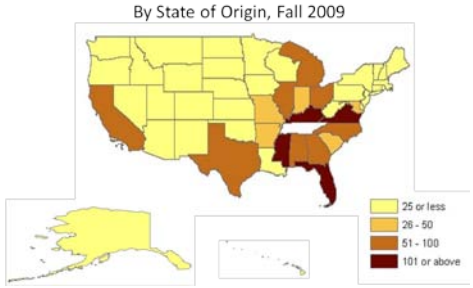
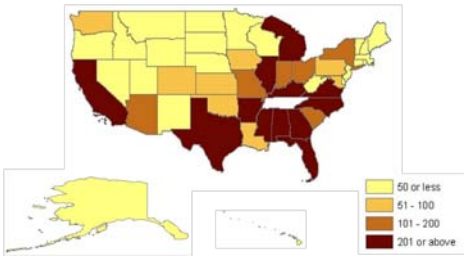


Figure 4:
Transfer into All TN Institutions
By State of Origin, Fall 2009



Sources: THEC SIS and TICUA

Public Transfer Student Volume and Demographics

In fall 2009, there were 205,813 undergraduate students enrolled for college credit in Tennessee's public universities and community colleges. Of these students, 7.7 percent, 15,827 students, enrolled as a transfer for the first-time in the public sector. This figure is consistent with previous years' transfer enrollment **(Figure 5)**. Adult students age 25 and up accounted for 32.2 percent of the undergraduate transfer population, which is comparable to the overall adult student enrollment share of 28.7 percent. Similarly, the number of minority transfer students is consistent with minority representation within the undergraduate population overall **(Figure 6)**.

Figure 5:
Fall Headcount 2005-2009
Undergraduates and Transfer Students Enrolled In Tennesse Public Institutions

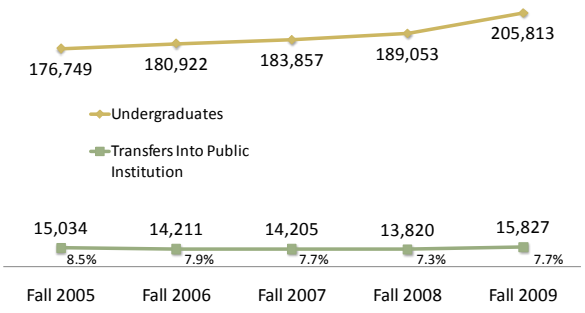
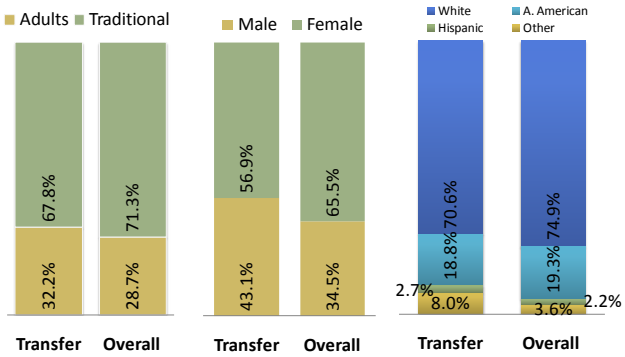


Figure 6:
Transfer Demographics
Transfer and Overall Fall 2009 Enrollment

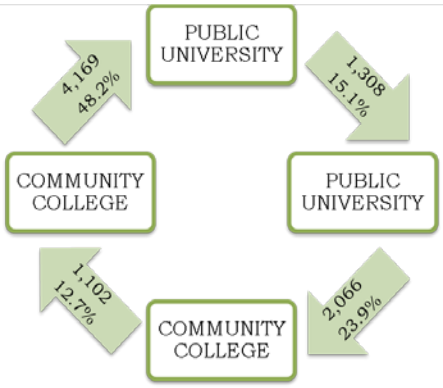


Public Transfer Activity: Multidirectional and Local

Approximately half of the fall 2009 transfer students (8,645) moved from one public institution to another. Transfer within Tennessee's public higher education institutions has historically been multi-directional. The largest sector of public student movement continues to be from community colleges to universities (48.2 percent) followed by students moving from public university to community college (23.9 percent) **(Figure 7)**.

Universities and community colleges located nearby each other often are the primary senders and receivers of each other's transfer students.

FIGURE 7: PUBLIC TRANSFER ACTIVITY FALL 2009



- Southwest State Community College (STCC) sent 72.8 percent of its public transfers (437 students) to University of Memphis, which in turn sent 58.3 percent of its public transfers (210 students) to STCC.
- Northeast State Community College (NESCC) sent 79.1 percent of its public transfers (239 students) to East Tennessee State University, which in turn sent 45.5 percent of its public transfers (173 students) to NESCC.
- Pellissippi State Community College (PSCC) sent 51.3 percent of its public transfers (331 students) to University of Tennessee at Knoxville, which in turn sent 26.1 percent of its public transfers (150 students) to PSCC.
- Middle Tennessee State University received the majority of students who transferred from both Columbia State Community College (53.6 percent or 199 students) and Motlow State Community College (52.3 percent or 226 students).

Of these high-frequency transfer partners, dual admissions agreements currently exist between Southwest/UoM, Northeast/ETSU, Pellissippi/UTK, and Motlow/MTSU. (Please see page 6 of this report for a complete listing of dual admissions agreements.)

Top Sending and Receiving Public Institutions

Four institutions received 40.8 percent of total transfers. MTSU received 1,297 students, or 15 percent of total transfers, followed by UTK, UOM and ETSU who all received between eight and nine percent of total transfers. The top sending institutions are distributed more evenly: the top four sending institutions account for only 28.1 percent of total transfers. Pellissippi State Community College sent 7.4 percent of all public transfers followed by MTSU, Southwest, and UTK **(Table 2)**. See **Appendices B and C** for a detailed count of transfer activity between all public institutions.

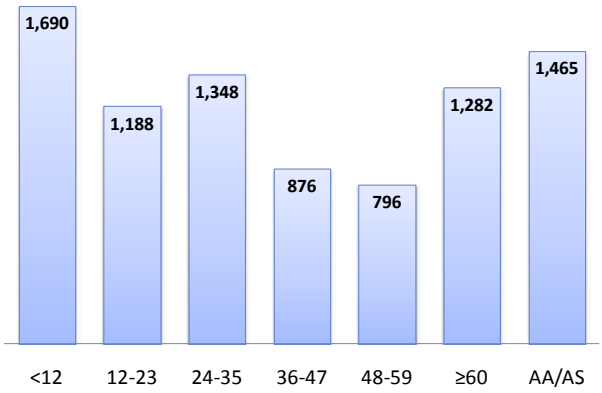
TABLE 2: SHARE OF TOTAL PUBLIC TRANSFER ACTIVITY (FALL 2009)

	Transfers Sent	Transfers Received
APSU	2.1%	3.1%
ETSU	4.4%	8.4%
MTSU	7.1%	15.0%
TSU	2.6%	3.6%
TTU	3.8%	6.9%
UoM	4.2%	8.5%
TBR U Total	**24.2%**	**45.5%**
UTC	5.2%	5.1%
UTK	6.6%	8.9%
UTM	3.0%	3.6%
UTHSC	0.0%	0.3%
UT Total	**14.8%**	**17.9%**
CHSCC	4.2%	3.6%
CLSCC	2.1%	0.8%
COSCC	4.3%	2.3%
DSCC	2.4%	1.7%
JSCC	3.1%	1.9%
MSCC	5.0%	3.0%
NASCC	6.5%	4.5%
NESCC	3.5%	2.7%
PSCC	7.4%	4.6%
RSCC	4.8%	2.3%
STCC	6.9%	4.0%
VSCC	6.2%	3.7%
WSCC	4.5%	1.6%
CC Total	**60.9%**	**36.7%**
Public Total	**100.0%**	**100.0%**

Credit Hours Accumulated at Transfer

Students transfer at various points in their academic careers. Interestingly, the majority of students who transfer do so either at the beginning of their academic careers or after completing an Associate's degree or an equivalent amount of credit hours. Of the 8,645 students who transferred within the public system, 19.5 percent chose to transfer before completing 12 semester credit hours, or one full-time semester. Approximately 17 percent of transfers within the public sector transferred after receiving an Associate degree, while an additional 15 percent had accumulated at least 60 credit hours without receiving a degree **(Figure 8)**. For a detailed table of transfer-out credit hours per institution, see **Appendix D**.

Figure 8:
Credit Hours Accumulated At Point of Transfer, Fall 2009



B. TENNESSEE TRANSFER STUDENT PROFILE: FALL 2004 COHORT

While the fall 2009 snapshot provides a brief glance at students entering Tennessee public and private non-profit institutions, it does not allow for the benefits that come from looking at student behavior across time. From the snapshot, it is apparent that student transfer activity is multi-directional, but it is not clear how many times students move between two- year and four year institutions before finally graduating. The following longitudinal, six-year cohort analysis provides a platform for answering such questions.

Using data available from the THEC Student Information System (SIS), this analysis collected student information for 30,148 first-time freshmen entering a public university or community college during the fall semester 2004. These same students were tracked over the course of 12 semesters, fall and spring, through the spring of 2010. This analysis also accounted for student enrollment patterns, transfer activity, academic performance, and degree completion within the public system. Any student who transferred at least once is considered a transfer student; otherwise she is considered a native.

Transfer Students and Student Mobility

Of the 30,148 first-time freshmen, 6,094 (20.2 percent) transferred at least one time over the course of the following 6 academic years. The majority, 5,224 students, transferred only once **(Table 3)**. Still, some students transferred within the public system up to four times.

This analysis also compares student mobility to student transfer activity. **Table 4** illustrates how many different institutions a student attended, regardless of whether they enrolled as a transfer student. For example, students may enroll in a second institution as a transient student in order to complete non-credit bearing courses. This analysis demonstrates that non-transfer students are also mobile: 2,077 transient students enrolled in more than one public institution. Another point of interest, a total of 47 transfer students attended only one public institution, presumably exiting the public system to return later to the same institution in which they originally had enrolled.

Figure 9 counts the number of transfer events rather than the number of transfer students. For example, the 16 individual transfer events from the four students in Table 3 who transferred four times are shown by semester. This chart shows clearly that more students choose to transfer in the fall semester rather the spring. Furthermore, students prefer to transfer in the second or third year.

TABLE 3: NUMBER OF TRANSFERS (F04 cohort)

# TRANSFER	Students	Percent
0	24,054	79.8
Total Transfer Students	6,094	20.2
1	5,224	17.3
2	776	2.6
3	90	0.3
4	4	0.0
Total Students	30,148	100

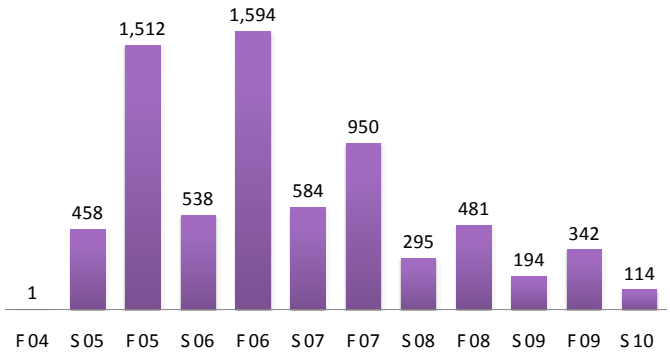
TABLE 4: STUDENT MOBILITY (F04 cohort)

	Type of students		
# INSTITUTION	**Native**	**Transfer**	**Total**
1	21,832	47	**21,879**
2	2,115	4,886	**7,001**
3	104	1,052	**1,156**
4	3	106	**109**
5	0	3	**3**
Total Students	**24,054**	**6,094**	**30,148**

Student Demographics, Academic Preparedness

Out of the 6,094 students shown in Table 3 who chose to transfer at some point in time between fall 2004 and spring 2010, females and males were represented proportionally to the native group. While not shown in a figure, transfer student backgrounds are similar to native students. White students chose to transfer more frequently than black students. Adult students (age 25 and above in the fall semester 2004) also chose to transfer less frequently than traditional students (ages 18-24). Of the 2,473 adult students in this cohort, only 191 chose to transfer.

Figure 9:
Transfer Events
Fall 2004 - Spring 2010



Overall, transfer and native students first entered higher education institutions with similar levels of academic preparedness **(Figure 10)**. Transfer students entered their first semester slightly better prepared than native students. These students continued to perform slightly better than the native group **(Figure 11)**. By their final semester, 37 percent had attained a cumulative college GPA of 3.0 or better.

Figure 10:
Academic Preparedness
Fall 2004 Cohort High School GPA

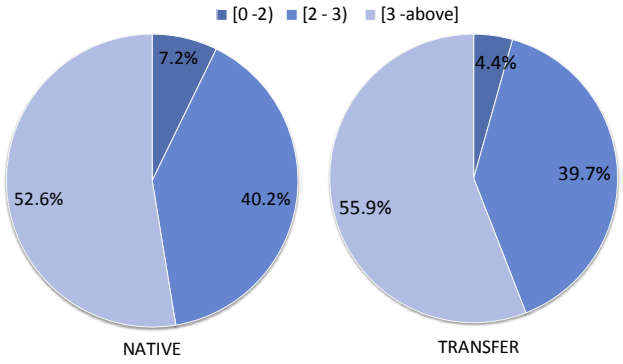
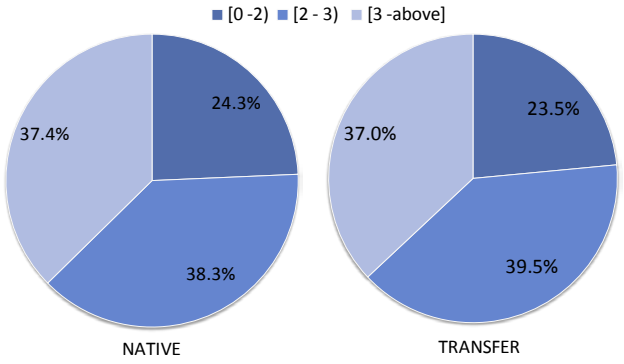


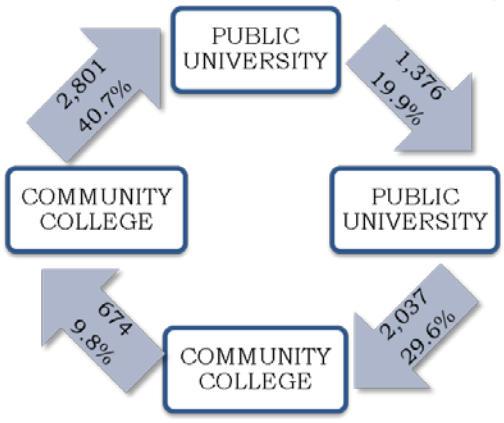
Figure 11:
Academic Performance
Fall 2004 Cohort College GPA



Multidirectional Transfer

Much like the fall 2009 snapshot, the fall 2004 cohort demonstrated multi-directional transfer patterns. Although 40.7 percent of transfer events occurred moving from a community college to a four year university, in 29.6 percent of transfer events, students chose to move from a university to a community college **(Figure 12)**.

FIGURE 12: PUBLIC TRANSFER EVENTS (F04 – S10)



Of the 30,148 freshmen who entered a public college in the fall semester 2004, 7,615 students (25 percent) graduated with a bachelor degree from a public college within six years **(Table 5)**. Transfer students were more likely to receive an associate before receiving a bachelor degree than their native counterparts. Of the 2,068 students who received only an associate degree, 1,031 transfers completed degree requirements in an average of 7 semesters, while 1,037 native students averaged 7.5 semesters. However, transfer students took more semesters to complete bachelor degree requirements. Native students were more efficient with their baccalaureate studies, completing their degrees within an average of 9 semesters while transfers took closer to 10 semesters. Similarly, transfer students accumulated more credit hours prior to graduation. Seven percent of all transfers completed more than 120 credit hours and still had not graduated by spring semester 2010 **(Table 6)**. Of those students who did complete degree requirements within the public system, transfer and native students demonstrated similar fields of study **(Figure 13)**. The three most popular majors for both groups of students included Business Management (1,817 graduates), Liberal Arts (1,721 graduates) and the combined science, technology, engineering and math (STEM) majors (1,391 graduates).

TABLE 5: Six-Year Graduation Rates (F04 cohort)[1]

Student	Certificate	Associate	Bachelor	Either[2]	Both
Native	0.7%	4.3%	25.3%	29.5%	0.1%
Transfer	1.2%	16.9%	25.1%	36.3%	5.7%

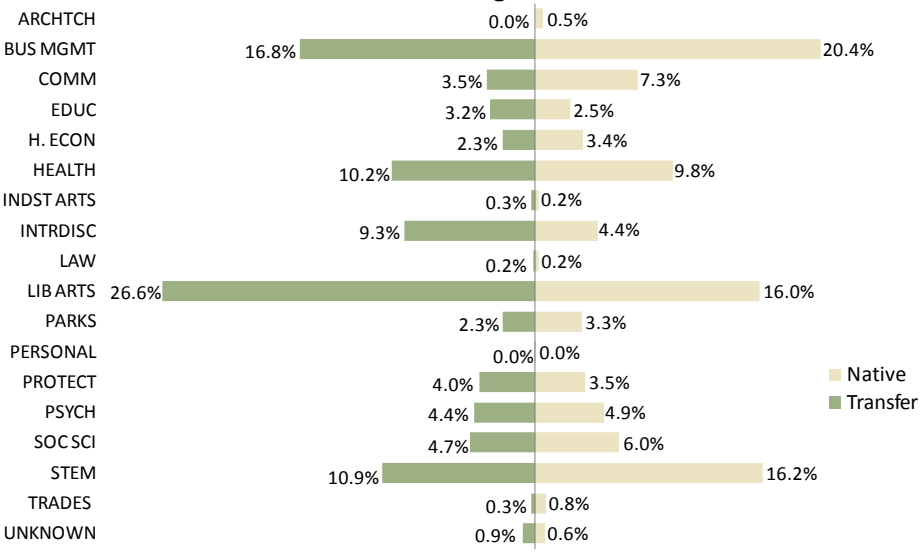
[1] This freshman cohort included full and part-time freshmen. Six year graduation rates are calculated with a traditional first-time, full-time freshman cohort. Therefore, this rate is lower than the typical grad rate.

[2] **Either** and **Both** categories count Associate and Bachelor degrees only.

TABLE 6: Cumulative Credit Hours Final Semester (F04 cohort)

Student	0-59	60 - 119	120 (BA)	120 (No BA)
Native	59.52%	25.26%	12.06%	3.16%
Transfer	38.66%	40.02%	14.08%	7.24%

Figure 13:
Graduates by Major, Academic Year 2009-2010
Associate and Bachelor Degrees, Native and TransferStudents



While transfer students share many characteristics with non-transfers (student background, academic preparedness, choice of major, success and graduation rates), these students typically spend an extra semester to complete bachelor degree requirements. After six years of study, seven percent of transfer students will have completed more than 120 credit hours without yet obtaining a bachelor degree. Considering the burden of tuition and the opportunity cost of an education, the State of Tennessee has revised several articulation and transfer policies that will assist transfer students toward timely graduation. The CCTA requires that these measures be available for students by fall 2011. This report presents an itemized implementation status and progress. As evidenced herein, the Tennessee Higher Education Commission, through consultation with the University of Tennessee and the Tennessee Board of Regents, is making successful progress toward compliance with these statutory requirements.

APPENDIX A

APPENDIX A: FALL 2009 ENROLLMENT, TRANSFERS BY SECTOR BY INSTITUTION								
		INCOMING STUDENTS		TOTAL TRANSFERS BY SECTOR OF ORIGIN				
RECEIVING INSTITUTION	Overall Enrollment	First-time Freshmen	Total Transfers	TN Public	TICUA	Non-TICUA	Out-of-state	Unknown
Austin Peay State University	10,188	1,603	983	267	45	33	337	301
East Tennessee State University [1]	13,870	1,994	1,166	723	87	2	308	46
Middle Tennessee State University	25,188	3,596	2,107	1,297	171	20	550	69
Tennessee State University	8,824	1,338	561	313	38	7	121	82
Tennessee Technological University	10,847	1,865	748	593	49	2	72	32
University of Memphis	21,420	2,235	1,442	734	159	5	497	47
University of Tennessee, Chattanooga	10,526	2,209	693	445	75	0	161	12
University of Tennessee, Knoxville[2]	26,687	3,587	1,174	767	90	3	296	18
University of Tennessee, Martin	8,096	1,350	491	307	57	1	116	10
University of Tennessee, HSC	2,837	0	48	26	7	0	13	2
University Total	**138,483**	**19,777**	**9,413**	**5,472**	**778**	**73**	**2,471**	**619**
Chattanooga State Community College	9,431	1,564	668	307	65	0	267	29
Cleveland State Community College	3,615	713	210	66	39	3	46	56
Columbia State Community College	5,581	1,277	430	197	52	3	150	28
Dyersburg State Community College	3,395	852	235	147	11	3	61	13
Jackson State Community College	5,109	1,106	320	168	65	0	71	16
Motlow State Community College	5,079	1,310	414	263	24	2	96	29
Nashville State Community College	8,869	1,360	744	389	58	17	195	85
Northeast State Community College	6,270	1,314	435	231	26	2	139	37
Pellissippi State Community College	10,297	1,948	787	400	56	23	178	130
Roane State Community College	6,281	1,467	339	197	23	20	84	15
Southwest TN Community College	13,016	2,674	877	343	83	0	306	145
Volunteer State Community College	8,430	1,696	623	316	53	23	174	57
Walters State Community College	6,853	1,644	332	142	41	5	122	22
Community College Total	**92,226**	**18,925**	**6,414**	**3,166**	**596**	**101**	**1,889**	**662**
PUBLIC TOTAL	**230,709**	**38,702**	**15,827**	**8,638**	**1,374**	**174**	**4,360**	**1,281**

[1] Enrollment does not include ETSU Medical and Pharmacy Schools; [2] Enrollment does not include UT Space Institute and Veterinary College.

APPENDIX A continued

APPENDIX A: FALL 2009 ENROLLMENT, TRANSFERS BY SECTOR BY INSTITUTION, continued								
		INCOMING STUDENTS		TOTAL TRANSFERS BY SECTOR OF ORIGIN				
RECEIVING INSTITUTION	Overall Enrollment	First-time Freshmen	Total Transfers	TN Public	TICUA	Non-TICUA	Out-of-state	Unknown
Aquinas College	842	24	106	52	8		45	1
Baptist College of Health Sciences	1,021	55	203	100	10	0	87	6
Belmont University	5,424	968	382	82	15	0	214	71
Bethel University	2,735	300	54	30	9	0	15	0
Bryan College	1,245	175	114	18	5	3	31	57
Carson-Newman College	2,148	503	131	66	11	3	51	0
Christian Brothers University	2,302	292	81	41	11	2	26	1
Cumberland University	1,355	186	159	106	12	1	40	0
Fisk University	650	94	22	4	2	1	15	0
Free Will Baptist Bible College	303	45	23	8	0	3	8	4
Freed-Hardeman University	2,002	385	76	29	9	0	38	0
Johnson Bible College	750	116	74	20	2	1	50	1
King College	1,804	198	277	110	4	0	130	33
Lambuth University	654	147	46	13	1	0	8	24
Lane College	2,146	646	71	33	5	0	33	0
Le Moyne-Owen College	890	138	77	43	14	0	16	4
Lee University	4,423	799	240	85	5	1	136	13
Lincoln Memorial University	3,948	296	247	132	9	9	97	0
Lipscomb University	3,607	578	129	54	10	1	63	1
Martin Methodist College	1,001	151	73	38	2	0	17	16
Maryville College	1,103	303	58	38	3	0	16	1
Memphis College of Art	452	99	29	4	1	0	24	0
Milligan College	1,100	206	104	54	13	0	37	0
Rhodes College	1,685	421	20	0	0	0	0	20
Sewanee-The University of the South	1,544	396	17	2	0	0	14	1
Southern Adventist University	2,890	455	219	37	2	0	167	13
Tennessee Wesleyan College	1,070	238	142	112	7	1	20	2
Trevecca Nazarene University	2,476	244	77	19	7	0	51	0
Tusculum College	2,202	311	30	10	1	0	18	1
Union University	3,955	483	139	79	18	4	38	0
Vanderbilt University[3]	12,514	1,599	227	N/A	N/A	N/A	N/A	227
Watkins College of Art, Design & Film	414	54	51	22	5	0	24	0
TICUA TOTAL	**70,655**	**10,905**	**3,698**	**1,441**	**201**	**30**	**1,529**	**497**
GRAND TOTAL	**301,364**	**49,607**	**19,525**	**10,079**	**1,575**	**204**	**5,889**	**1,778**

[3] Transfer student institution of origin not provided.

Source: THEC SIS; TICUA

APPENDIX B

APPENDIX B: TRANSFER STUDENT ACTIVITY BY SENDING INSTITUTION INTO RECEIVING PUBLIC UNIVERSITIES (F09)											
	TOTAL SENT	APSU	ETSU	MTSU	TSU	TTU	UOM	UTC	UTK	UTM	UTHSC
APSU	102	-	2	47	10	5	12	7	8	11	0
ETSU	99	5	-	20	3	9	0	17	43	1	1
MTSU	237	26	18	-	20	35	39	25	50	21	3
TSU	97	12	1	48	-	1	23	3	1	8	0
TTU	113	6	10	58		-	6	12	15	4	2
UOM	105	6	1	32	4	1	-	8	17	32	4
UTC	182	7	13	59	5	7	27	-	55	9	0
UTK	261	15	46	87	8	10	46	34	-	14	1
UTM	112	16	1	28	0	4	40	10	11	-	2
Chattanooga	285	1	15	34	6	36	2	180	11	0	0
Cleveland	118	2	21	9	0	15	1	57	12	1	0
Columbia	305	28	4	199	0	16	1	10	16	30	1
Dyersburg	151	4	1	13	3	1	43	2	2	78	4
Jackson	207	10	3	49	1	4	55	3	7	75	0
Motlow	347	5	6	226	0	77	3	21	8	1	0
Nashville	418	58	6	140	146	47	1	2	13	5	0
Northeast	267	0	239	7	0	9	0	3	9	0	0
Pellissippi	523	6	79	31	0	52	3	21	331	0	0
Roane	318	2	50	24	0	171	0	4	63	2	2
Southwest	528	5	6	49	0	0	437	10	6	9	6
Volunteer	403	52	8	126	106	82	0	11	13	5	0
Walters	299	1	193	11	1	11	0	5	76	1	0
TOTAL RECEIVED	**5477**	**267**	**723**	**1297**	**313**	**593**	**739**	**445**	**767**	**307**	**26**

Source: THEC SIS

APPENDIX C

APPENDIX C: TRANSFER STUDENT ACTIVITY BY SENDING INSTITUTION INTO RECEIVING PUBLIC COMMUNITY COLLEGES (F09)														
	TOTAL SENT	CHSCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NASCC	NESCC	PSCC	RSCC	STCC	VSCC	WSCC
APSU	78	8	0	7	1	5	4	29	2	3	3	6	10	0
ETSU	281	11	1	2	0	2	3	5	173	38	8	0	1	37
MTSU	376	18	3	55	3	12	119	54	3	22	5	24	56	2
TSU	132	7	1	3	3	4	10	53	0	1	1	21	27	1
TTU	213	19	3	8	1	5	28	58	4	13	10	2	56	6
UOM	255	1	1	1	16	8	4	7	0	3	2	210	2	0
UTC	270	144	7	20	1	4	8	16	1	25	11	18	13	2
UTK	313	17	4	19	4	7	9	12	4	150	41	9	15	22
UTM	148	1		7	48	57	1	8	0	3	0	19	3	1
Chattanooga	76	-	31	6	0	0	4	8	1	9	6	4	2	5
Cleveland	63	38	-		0	0	0	0	0	8	11	0	2	4
Columbia	66	4	0	-	2	7	8	27	0	7	0	1	9	1
Dyersburg	59	1	1	2	-	35	0	2	2	0	1	14	1	0
Jackson	64	2	0	2	32	-	1	11	0	2	0	10	4	0
Motlow	85	15	0	19	0	0	-	20	0	2	2	0	27	0
Nashville	141	1	2	18	0	5	32	-	1	6	2	2	72	0
Northeast	35	0	2	2	0	0	2	0	-	3	1	0	1	24
Pellissippi	121	4	4	2	0	2	2	4	4	-	71	1	1	26
Roane	101	5	3	0	0	1	4	4	4	63	-	0	7	10
Southwest	72	5	1	3	37	10	1	4	1	4	1	-	4	1
Volunteer	130	6	2	16	0	3	22	65	1	8	7	0	-	0
Walters	89	0	0	5	1	1	1	2	30	30	14	2	3	-
TOTAL RECEIVED	3168	307	66	197	149	168	263	389	231	400	197	343	316	142

Source: THEC SIS

APPENDIX D

APPENDIX D: TRANSFER OUT STUDENTS BY HOURS COMPLETED AT TRANSFER								
SENDING INSTITUTION	**<12**	**12-23**	**24-35**	**36-47**	**48-59**	**≥60**	**AA/AS**	**TOTAL**
APSU	40	30	56	14	14	4	22	180
ETSU	84	88	74	52	36	4	42	380
MTSU	180	124	124	46	51	10	78	613
TSU	55	48	46	23	14	6	37	229
TTU	120	52	63	28	14	4	45	326
UOM	135	75	66	28	16	10	30	360
UTC	114	113	99	55	29	4	38	452
UTK	128	91	114	66	55	12	108	574
UTM	100	34	47	25	13	1	40	260
University Total	956	655	689	337	242	55	440	3374
Chattanooga	44	37	31	25	39	103	82	361
Cleveland	11	20	34	25	22	38	31	181
Columbia	41	50	56	40	34	82	68	371
Dyersburg	52	29	21	25	8	52	23	210
Jackson	35	37	51	29	26	51	42	271
Motlow	49	36	65	49	45	131	57	432
Nashville	181	55	55	49	33	103	83	559
Northeast	25	23	22	23	25	111	73	302
Pellissippi	47	48	75	82	93	131	168	644
Roane	44	33	44	51	42	121	84	419
Southwest	49	81	87	74	77	94	138	600
Volunteer	120	51	66	39	71	96	90	533
Walters	36	33	52	28	39	114	86	388
CC Total	734	533	659	539	554	1227	1025	5271
Grand Total	**1690**	**1188**	**1348**	**876**	**796**	**1282**	**1465**	**8645**

Source: THEC SIS

TRANSFER OUT STUDENTS FALL 2009
BY SENDING INSTITUTION BY HOURS COMPLETED AT TRANSFER

SENDING INSTITUTION	ZERO OR NULL	<12	12-23	24-35	36-47	48-59	≥60	AA/AS	TOTAL TRANSFER STUDENTS	HOURS TRANSFERRED	AVERAGE HOURS TRANSFERRED*
APSU	22	18	30	56	14	14	4	22	180	5,775	36.6
ETSU	25	59	88	74	52	36	4	42	380	11,666	32.9
MTSU	99	81	124	124	46	51	10	78	613	18,112	35.2
TSU	29	26	48	46	23	14	6	37	229	7,966	39.8
TTU	68	52	52	63	28	14	4	45	326	9,333	36.2
UOM	43	92	75	66	28	16	10	30	360	9,235	29.1
UT C	48	66	113	99	55	29	4	38	452	12,196	30.2
UT K	52	76	91	114	66	55	12	108	574	7,391	16.6
UT M	60	40	34	47	25	13	1	40	260	21,218	132.6
UT HSC	0	0	0	0	0	0	0	0	0	0	-
University Total	446	510	655	689	337	242	55	440	3,374	102,892	35.1
Chattanooga	33	11	37	31	25	39	103	82	361	19,491	59.4
Cleveland	3	8	20	34	25	22	38	31	181	8,853	49.7
Columbia	23	18	50	56	40	34	82	68	371	17,224	49.5
Dyersburg	38	14	29	21	25	8	52	23	210	7,688	44.7
Jackson	10	25	37	51	29	26	51	42	271	11,809	45.2
Motlow	25	24	36	65	49	45	131	57	432	20,553	50.5
Nashville	148	33	55	55	49	33	103	83	559	19,599	47.7
Northeast	10	15	23	22	23	25	111	73	302	17,599	60.3
Pellissippi	18	29	48	75	82	93	131	168	644	35,276	56.4
Roane	19	25	33	44	51	42	121	84	419	21,600	54.0
Southwest	24	25	81	87	74	77	94	138	600	28,414	49.3
Volunteer	72	48	51	66	39	71	96	90	533	21,119	45.8
Walters	16	20	33	52	28	39	114	86	388	21,219	57.0
CC Total	439	295	533	659	539	554	1,227	1,025	5,271	250,443	51.8
Grand Total	**885**	**805**	**1,188**	**1,348**	**876**	**796**	**1,282**	**1,465**	**8,645**	**353,334**	45.5

Source: THEC SIS

* Students with zero or null transfer hours are excluded from the calculation of average hours transferred.

TRANSFER IN STUDENTS FALL 2009
BY RECEIVING INSTITUTION BY HOURS COMPLETED AT TRANSFER

RECEIVING INSTITUTION	ZERO OR NULL	<12	12-23	24-35	36-47	48-59	≥60	AA/AS	TOTAL TRANSFER STUDENTS	HOURS TRANSFERRED	AVERAGE HOURS TRANSFERRED*
APSU	200	62	96	133	84	80	281	47	983	42,440	54.2
ETSU	18	37	78	148	113	143	376	253	1,166	70,412	61.3
MTSU	55	77	192	392	242	244	665	240	2,107	114,355	55.7
TSU	311	14	34	29	17	20	51	85	561	10,859	43.4
TTU	12	19	37	100	85	84	217	194	748	44,749	60.8
UOM	32	28	120	277	171	175	510	129	1,442	81,530	57.8
UT C	6	10	66	128	85	78	214	106	693	38,153	55.5
UT K	1	9	69	298	179	179	305	134	1,174	60,823	51.9
UT M	29	20	62	93	40	54	113	80	491	23,641	51.2
UT HSC	42	0	0	0	0	0	0	6	48	0	0.0
University Total	706	276	754	1,598	1,016	1,057	2,732	1,274	9,413	486,960	55.9
Chattanooga	71	135	179	121	70	48	33	11	668	15,793	26.5
Cleveland	128	41	21	12	4	1	1	2	210	1,244	15.2
Columbia	79	77	155	58	25	20	12	4	430	7,894	22.5
Dyersburg	19	59	56	32	24	11	33	1	235	6,962	32.2
Jackson	235	24	19	23	9	6	3	1	320	2,096	24.7
Motlow	80	73	87	81	23	22	43	5	414	11,002	32.9
Nashville	140	185	177	113	51	36	32	10	744	14,320	23.7
Northeast	54	94	109	63	56	32	24	3	435	10,159	26.7
Pellissippi	179	208	193	105	52	26	13	11	787	12,587	20.7
Roane	27	56	56	52	31	24	79	14	339	14,396	46.1
Southwest	242	342	198	64	27	2	1	1	877	8,035	12.7
Volunteer	455	36	36	35	17	8	28	8	623	5,609	33.4
Walters	54	45	63	55	33	19	58	5	332	11,314	40.7
CC Total	1,763	1,375	1,349	814	422	255	360	76	6,414	121,411	26.1
Grand Total	**2,469**	**1,651**	**2,103**	**2,412**	**1,438**	**1,312**	**3,092**	**1,350**	**15,827**	**608,371**	45.5

Source: THEC SIS

* Students with zero or null transfer hours are excluded from the calculation of average hours transferred.