

DATE: November 14, 2013

SUBJECT: 2013 Articulation and Transfer Annual Report

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: Staff will present the annual report on articulation and transfer, submitted to the General Assembly in October 2013 pursuant to T.C.A. §49-7-202(f).

The 2013 Articulation and Transfer Report examines Tennessee student transfer activity and student migration from Tennessee Colleges of Applied Technology during the 2012-13 academic year.

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



Tennessee Higher
Education Commission

**Articulation and Transfer
in Tennessee
Higher Education**

**Annual Report
2012-13 Academic Year**

October 1, 2013



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2013 – 2014 COMMISSION MEMBERS

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I. Background

The annual Articulation and Transfer report fulfills the statutory requirement of the Tennessee Higher Education Commission (THEC) to evaluate the progress of articulation and transfer policy implementation and transfer student activity.

The 2013 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 Tennessee student transfer activity in the academic year (AY) 2012-13 as well as characteristics and institutional migration of former students of Tennessee Colleges of Applied Technology (TCAT).

For the first time, this report analyzes student transfer activity for the entire academic year 2012-13. Specifically, it looks at new transfers in Tennessee higher education institutions in the summer and fall of 2012 and the spring of 2013. To observe trends and to be consistent with the past reports, select tables and figures present data only for the fall 2012 term.

Definitions

A **transfer student** is a person who enrolled as an undergraduate at the receiving 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 the ones used in the *Tennessee Higher Education Fact Book* and in the outcomes-based funding formula in that it excludes returning and readmitted students who were coded as transfers by institutions. 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 has never transferred from another institution during 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 2012-13.

A **TCAT transfer** is a student who was enrolled in a public Tennessee institution in the academic year 2012-13, who had taken classes at a Tennessee College of Applied Technology in the previous semester. 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.

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 designed 49 *transfer pathways* across 28 disciplines between

the state's community colleges and public universities. These pathways—and the *Common General Education Core*—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, which will allow students who have accrued the appropriate number 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.

Student Transfer and Migration Activity

The student population in Tennessee is rather mobile. Among bachelor's degree recipients in 2011-12, 44.7 percent had attended two or more institutions during their academic career. In AY 2012-13, 5.6 percent of the undergraduate student body transferred into Tennessee public institutions or Tennessee Independent Colleges and Universities Association (TICUA) member institutions. Most transfers took place within Tennessee (over 60 percent), and a majority of students transferring from out-of-state institutions are returning Tennessee residents (56 percent of all out-of-state transfers). Transfer activity within the public sector is multidirectional, but is mostly vertical, among community colleges and universities. Although similar to their non-transfer counterparts, transfer students include more adults (39.3 percent compared to 23.6 percent). Over 29 percent of students transfer with more than 60 credits, and most do so without earning an associate's degree. Individuals migrating into public colleges and universities from Tennessee Colleges of Applied Technology (TCAT) are quite similar to traditional transfer students but include a larger percentage of females. Unlike traditional transfers, TCAT transfers include mostly returning and readmitted students. The majority of TCAT transfers (75 percent) change their major at transfer.

Protecting Personally Identifiable Information

Throughout this report, THEC seeks to comply with *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 omitting these suppressed values. All such cases are identified with a special note under the respective table, where the unsuppressed total for the entire table is reported separately.

Acknowledgments

This report is made possible through the constant effort 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 fourth year, THEC acknowledges the unremitting effort of **TICUA** and its member institutions to provide data on transfer students for this report. This collaboration has made possible a statewide and yearlong snapshot of student transfer activity both in the public and private sectors.

II. Executive Summary

Statewide Student Transfer Activity

- During the academic year 2012-13, comparable proportions of students transferred into the public sector and TICUA member institutions in each semester. The majority of students—about 60 percent in each sector—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 transfers (60.2 percent) took place within Tennessee higher education, while 36.5 percent of transfer students arrived from other states. Slightly over three percent of transfers moved to TICUA institutions from unknown locations (Figure 2; Figure 3).
- Over 56 percent of students transferring from out-of-state institutions were actually returning Tennessee residents (Figure 3).
- Half of the out-of-state students transferred from only nine states (sending more than 400 students each): Mississippi, Georgia, Kentucky, Alabama, Virginia, North Carolina, Florida, California, and Texas (Figure 4, Table 4).

Trends, Demographics, and Enrollment Status

- Transfer students have constituted a steady percentage of the overall public undergraduate enrollment in Tennessee over time. On average, 7.6 percent of the fall enrollment for the past seven years have been transfers (Figure 5).
- Transfer students are similar to native students in terms of their demographic and academic characteristics; however, they include a higher percentage of adult students (Figure 6).

Public Sector Transfers

- Over 54 percent of transfers into the public sector are from other Tennessee public institutions (Figure 2; Figure 9).
- Transfer activity within the public sector is multidirectional; however, the majority (72.9 percent) of transfers is vertical—between community colleges and universities—rather than horizontal (27.1 percent). The direction and relative shares of transfers among Tennessee public institutions have been consistent for the past several years (Figure 9; Table 5).
- 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 43 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 5).
- During the entire 2012-13 academic year, 29.5 percent of internal public-sector transfers moved from a university into a community college. For the fall semester, this percentage is lower (24.2 percent) than for the whole academic year, although it is slightly higher than in previous years (Figure 9; Table 5).

Transfer Activity by Institution

- On average, the portion of transfer students at Tennessee public universities (5.6 percent for AY 2012-13) is similar to the one at community colleges (5.7 percent) (Figure 10; Appendix D).
- The share of transfer students in the fall semester, measured as a percent of public undergraduate enrollment, has been consistent across institutions and systems over time (Table 6).
- The share of transfer students in the fall semester (7.5 percent) is much higher than in summer (4.7 percent) or spring (3.9 percent); this fact affects the estimation of the annual average (Table 7).

Academic Characteristics of Transfer Students

- Just over 50 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).
- Almost 21 percent of public transfer students transfer before earning more than 12 credits and nearly 61 percent before earning over 48 credits (Figure 13).
- Over 29 percent of students transfer with more than 60 hours; most of them 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 at a new institution is *Health Profession and Related Services* (Figure 14).

Student Migration from Tennessee Colleges of Applied Technology

- During the academic year 2012-13, Tennessee Colleges of Applied Technology sent 863 students to the state's public colleges and universities (Table 9).
- Students migrating from Tennessee Colleges of Applied Technology are quite similar to traditional public transfers in terms of their demographic characteristics but include a larger percentage of female students (Figure 15).
- Unlike traditional transfers, most TCAT transfers are returning or readmitted students at their receiving institutions (Table 11).
- After transfer, about 72 percent of TCAT transfers choose one of the four majors: *Health Professions*; *Liberal Arts and Sciences*; *Business, Management and Administrative Services*; *Engineering*, and *Personal Improvement*.
- About 75 percent of TCAT transfers change their broad major fields after transferring into a college or university (Table 12).

Degree Completers at Tennessee Public Universities

- Among 2011-12 baccalaureate completers, 44.7 percent had changed schools at least once during their postsecondary academic career.
- Among 2011-12 baccalaureate completers, 33.4 percent previously enrolled at any two-year college and 29.1 percent at a Tennessee community college.

III. Complete College Tennessee Act: Articulation and Transfer Policies

Background

The State 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 of higher education. 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 PATHWAY

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 covered.

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 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.

This site has seen tremendous success in its first two years of operation. In the past year, the website has been visited 95,112 times, for an average of 220 daily visits

(up from 205 visits a day in 2011). There have been 66,937 unique visitors to the site; almost 32 percent of the traffic is generated by repeat visitors. The top five cities generating traffic are Knoxville, Chattanooga, Nashville, Memphis, and Murfreesboro. Many out-of-state visitors are coming from Georgia, North Carolina, Illinois, California, and Texas.

Tables 1 and 2 present a traffic analysis of the site by transfer pathway and institution.

Table 1. Frequently Visited Tennessee Transfer Pathways,
www.tntransferpathway.org

Ranking	Academic Pathway
1	Business Administration
2	Pre-Nursing
3	Accounting
4	Pre-Health (Dental, Medicine, Vet, etc.)
5	Biology

Table 2. Frequently Visited Tennessee Transfer Pathway Institutions,
www.tntransferpathway.org

Ranking	Institution
1	Volunteer State Community College
2	Middle Tennessee State University
3	University of Tennessee, Knoxville
4	University of Tennessee, Chattanooga
5	Southwest Tennessee Community College

[B] REVERSE TRANSFER POLICY

THEC, TBR, and UT are collaborating to develop a comprehensive *Reverse Transfer Policy*, which would allow students who transferred to a public university to also receive an associate's degree from their originating community college if, after transferring, they have accrued the required number of credit hours. 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.” When implemented, the Reverse Transfer Policy will apply to all public and 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 (SACS). The TBR and UT four-year institutions were also “authorized and encouraged” to enter into reverse transfer agreements with the TBR community colleges. Concurrently, Lumina Foundation announced it would receive grant proposals to “support partnerships of community colleges/universities that significantly scale-up approaches to awarding associate degrees to the many students who transfer from community colleges to universities *before* receiving the associates degree when students demonstrate the learning required for the degree.”

In July 2012, a taskforce was convened to begin work on the reverse transfer policy. Members of the taskforce included representatives from TBR, UT, TICUA, and THEC. The University of Maryland’s reverse transfer system served to illustrate how a similar process could be developed and implemented across the three systems of higher education in Tennessee (TBR, UT, and TICUA). Members of the Reverse Transfer Taskforce are listed in **Appendix A**.

Although the grant was not funded, the three higher education systems and THEC agreed to continue their collaboration towards a state-wide Reverse Transfer policy. Recently, Tennessee was invited to re-submit its proposal to be considered for a second round of funding.

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. Gloria Gammell, Program Manager from the UT office of Academic Affairs and Student Success, was enlisted to coordinate the project. In November 2012, the subcommittees began working on their respective charges. Subcommittees and their members are listed in **Appendix B**.

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 (**Appendix C**).

[C] PRIOR LEARNING ASSESSMENT

THEC continues to lead the work of the *Tennessee Prior Learning Assessment Task Force*. The Task Force incorporates a broad statewide team to promote and expand ways of evaluating non-traditional learning for academic credit at Tennessee public institutions. Prior Learning Assessment will decrease time to degree for many students who have acquired learning outside the traditional classroom. This effort has been funded by a competitive grant award from Complete College America with the support from the Bill & Melinda Gates Foundation.

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 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 the *Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice for Tennessee Public Colleges and Universities*,

which include guidelines for the transcription and transfer of PLA credit at public institutions.

The standards were formally approved 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 will transfer accordingly. Therefore, both systems have agreed to accept PLA credit in transfer if the credit falls within the aforementioned parameters.

In addition, the Task Force and THEC have continued to work to enhance PLA programs at institutions, with a new focus on increasing capacity, resources, and demand for PLA programs on campuses across the state. Furthermore, THEC has been working with UT and TBR to standardize the tracking and collection of student PLA-related data.

Recent Developments and Future Actions

The Articulation and Transfer Council, a collaborative body of representatives from TBR, UT, and TICUA, met in May 2013 to consider the following initiatives.

- The Council approved the work of the *Reverse Transfer Taskforce*, including policies outlining how the work should be handled on the campuses and inclusion of TICUA institutions in Reverse Transfer conversations.
- Realizing that much of the success of the initiative is tied directly to the software needed to fully automate the process, THEC, UT, and TBR will determine the best course of action regarding the software required to handle the implementation of Reverse Transfer Policy. It is anticipated that \$300,000 will be appropriated for the purchase or development of this software.
- The Council reviewed the extant transfer pathways and will take further action on the Economics pathway in fall of 2013.
- The faculty in *Early Childhood* at the University of Tennessee at Knoxville submitted a proposal to develop a pathway in that discipline. UT and TBR faculty met on September 23rd, 2013, to discuss the possibility of developing this additional pathway.
- The Council agreed that the pathways should be reviewed on a rotating basis to ensure they are current. The UT and TBR systems are developing a review cycle to begin in spring of 2014.
- The University of Tennessee will begin collecting data at the end of the fall of 2013 to determine the number of students who transferred in on the pathways. These students will be followed to determine if they persist and graduate in a timely manner.

IV. Tennessee Transfer Student Profile: Academic Year 2012-13

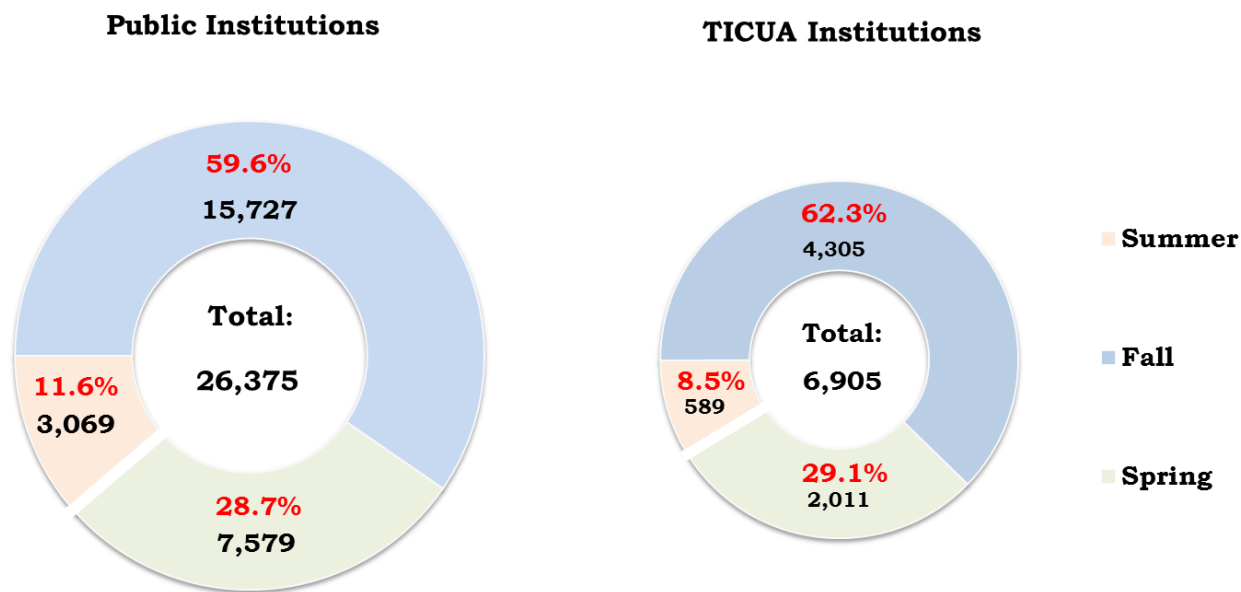
This section examines patterns in Tennessee student transfers in the 2012-13 academic year and, when appropriate, trends over time. The analysis of student transfer activity is conducted and presented at the following levels: (1) statewide transfer activity, (2) transfers within public higher education, (3) transfers by sending and receiving 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 2012-13 academic year, 26,375 students transferred into Tennessee public higher education institutions, and 6,905 students transferred into TICUA member institutions (**Figure 1**). Commensurate proportions of students moved into both sectors in each semester of the academic year. Most students transferred in the fall semester: almost 60 percent in the public sector and over 62 percent in TICUA institutions. About 29 percent of all transfers in each sector arrived in spring, and the smallest share of transfer happened in summer—11.6 percent into public institutions and 8.5 percent into TICUA institutions.

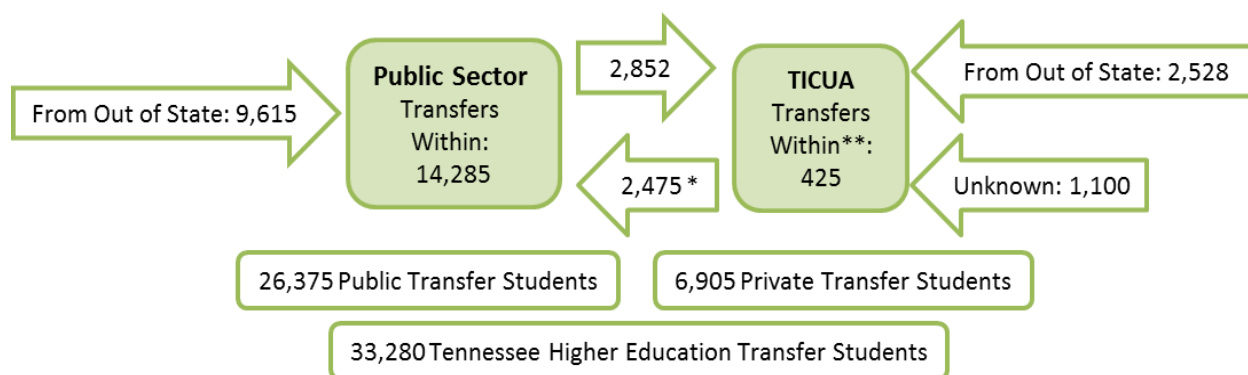
Figure 1. Student Transfer by Receiving Sector and Semester, AY 2012-13 *



* The percentages may not add up to 100 due to rounding.

During the academic year 2012-13, a total of 33,280 students transferred into a Tennessee public or TICUA member institution (**Figure 2**).

Figure 2. Student Transfer Patterns, AY 2012-13



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

** Includes transfers from non-TICUA institutions.

- The majority of students (60.2 percent or 20,037 students) moved within Tennessee higher education from one state public or private nonprofit institution to another.
- Thirty-six and a half percent (12,143 students) transferred from out-of-state institutions.
- The remaining 3.3 percent of students transferred into TICUA institutions from unknown locations (1,100 students).

Comparable proportions of out-of-state students moved into the public sector (36.5 percent) and TICUA institutions (36.6 percent). In sharp contrast, within-sector transfers accounted for 54.2 percent (14,285 students of 26,375 transfers) of the public institution total, but only 6.2 percent (425 students of 6,905 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 2012-13, the public sector received 26,375 transfer students (79.3 percent of the total), while TICUA institutions received 6,905 transfers (20.7 percent). A majority of students (17,137 students or 51.5 percent) came from Tennessee public institutions; out-of-state institutions sent 12,143 students (36.5 percent); and 2,900 students (8.7 percent) transferred from Tennessee’s independent sector (**Table 3**).

Table 3. Student Transfer Activity by Sector of Origin, AY 2012-13

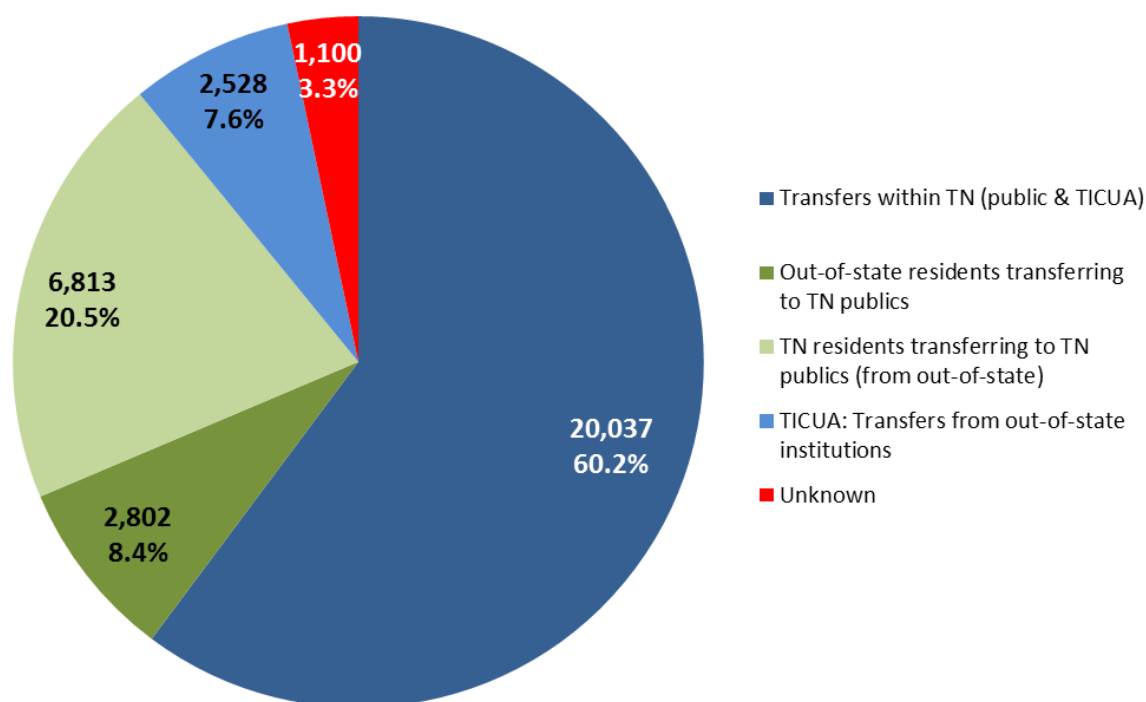
RECEIVING SECTOR	TRANSFERS BY SECTOR OF ORIGIN				Total Transfers	Overall Enrollment
	Tennessee Public	Tennessee Independent	Out-of-State	Unknown		
Public University Total	8,170	1,162	5,114		14,446	258,952
Community College Total	6,115	1,313	4,501		11,929	209,759
PUBLIC HIGHER ED. TOTAL	14,285	2,475	9,615		26,375	468,711
TICUA TOTAL	2,852	425	2,528	1,100	6,905	–
GRAND TOTAL	17,137	2,900	12,143	1,100	33,280	–

See **Appendix D** and **Appendix E** for detailed tables of academic year 2012-13 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, out-of-state students 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 their home 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 2012-13



As Figure 3 shows, Tennessee residents transferring into the state's public and private institutions accounted for 60.2 percent of all AY 2012-13 transfers into Tennessee higher education. The general group of out-of-state students accounted for 36.5 percent of all transfers and included the following categories: transfers into TICUA institutions (7.6 percent), transfers by residents of other states (8.4 percent), and transfers of Tennessee residents returning to their home state (20.5 percent).

It is remarkable that for public transfers, the group of returning Tennessee residents is 2.4 times larger than the group of "true" out-of-state students and constitutes 56.1 percent of all out-of-state transfers. From a policy perspective, this observation is critical because it may allow 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 the data on high-school graduate out-migration would suggest. Availability of lottery scholarships could be a major factor in making a decision to transfer to a home state’s public institution.¹

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 2012-13, nine states with the highest number of transfer students sent to Tennessee (more than 400 students each) accounted for 49.4 percent of all out-of-state transfers. These states included six neighboring states: Mississippi (8.8 percent), Georgia (6.7 percent), Kentucky (6.6 percent), Alabama (5.8 percent), Virginia (5.6 percent), and North Carolina (3.7 percent). This group also included three traditionally big providers of transfer students: Florida (5.3 percent), California (3.7 percent), and Texas (3.3 percent).

Figure 4. Transfers into Tennessee Public and TICUA Institutions by State of Origin, AY 2012-13

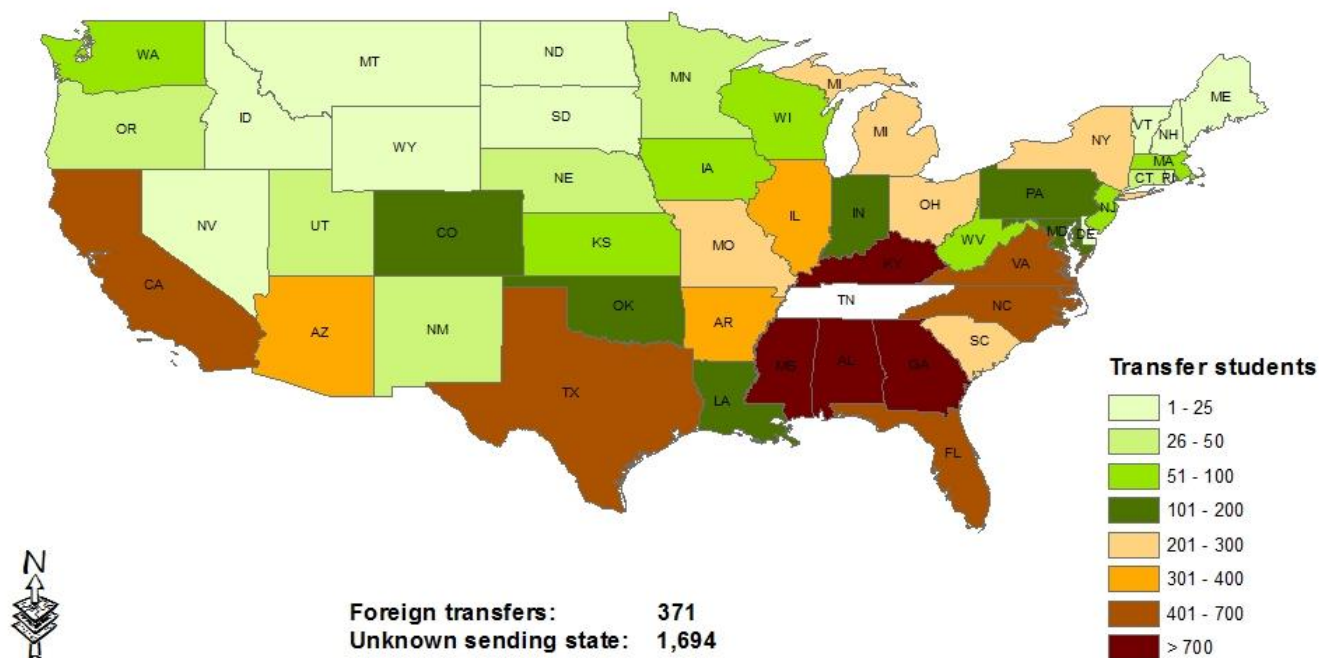


Table 4 presents this information by state, semester, and sector.

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 4. Transfers by Sending State, Semester, and Receiving Sector, AY 2012-13 *

	SUMMER 2012		FALL 2012		SPRING 2013		TOTAL
	Public sector	TICUA	Public sector	TICUA	Public sector	TICUA	
Alaska			11	1	5		17
Alabama	67	8	343	76	173	34	701
Arkansas	45	2	166	32	97	10	352
Arizona	34	7	166	31	77	25	340
California	35	11	195	76	110	17	444
Colorado	15	3	63	20	31	3	135
Connecticut	3	1	13	12	9	3	41
Washington D.C.	6		26	4	13	4	53
Delaware			7	1	2		10
Florida	65	13	260	120	145	40	643
Georgia	73	9	379	93	206	49	809
Hawaii	1		6	5	6	1	19
Iowa	13	2	45	7	21	11	99
Idaho	2		11	4	4	1	22
Illinois	34	4	158	94	75	28	393
Indiana	16	1	78	35	42	20	192
Kansas	5	1	28	29	12	5	80
Kentucky	59	7	355	115	229	35	800
Louisiana	14		54	13	27	6	114
Massachusetts	3	3	28	15	16	7	72
Maryland	10	6	63	31	29	4	143
Maine			3	4	4		11
Michigan	30	6	107	45	59	11	258
Minnesota	2		22	13	6	1	44
Missouri	20	3	90	38	46	9	206
Mississippi	110	12	479	160	224	84	1,069
Montana	3		5	4	2	1	15

Table 4 (Cont'd). Transfers by Sending State, Semester, and Receiving Sector

	SUMMER 2012		FALL 2012		SPRING 2013		TOTAL
	Public sector	TICUA	Public sector	TICUA	Public sector	TICUA	
North Carolina	34	4	205	66	114	23	446
North Dakota	2		3		3		8
Nebraska	5	2	9	15	6	6	43
New Hampshire	3		7	2		2	14
New Jersey	1	4	24	13	20	5	67
New Mexico		1	21	2	3	2	29
Nevada	4		9	2	1	3	19
New York	27	3	97	24	59	12	222
Ohio	25	3	92	54	58	15	247
Oklahoma	8	2	46	23	27	5	111
Oregon	7	1	14	5	7	1	35
Pennsylvania	17	3	55	38	18	7	138
Puerto Rico		1	2	2	2	1	8
Rhode Island	3		7	2	6	2	20
South Carolina	21	4	88	45	50	13	221
South Dakota			1	1	1	2	5
Texas	42	11	167	70	92	23	405
Utah			17	5	7	2	31
Virginia	29	35	254	172	109	83	682
Vermont	2		11	3	3		19
Washington	8	5	39	13	15	2	82
Wisconsin	7	1	28	15	10	3	64
West Virginia	7	5	25	9	12	5	63
Wyoming	2		7	5	2	1	17
Foreign							371
Unknown state							1,694
TOTAL:	919	184	4,389	1,664	2,295	627	12,143

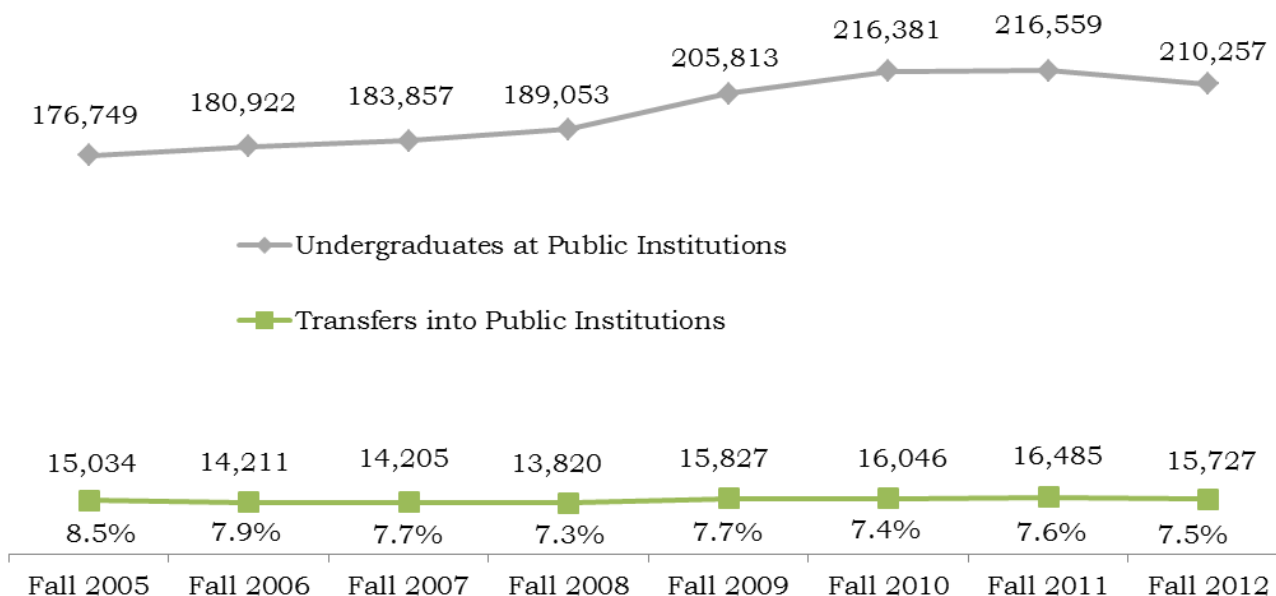
* Cells with values below six are not suppressed because students are not segregated by characteristic or institution, and, therefore, student identities are safeguarded.

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 2012, transfer students constituted 7.5 percent of the undergraduate enrollment in Tennessee public education. This figure is consistent with transfer enrollment in previous years. While undergraduate enrollment has increased by 18.9 percent since fall 2005, the fall 2012 semester experienced a drop in enrollment of 6,302 students in comparison with the previous year. Since 2005, the proportion of transfer enrollment remained stable, decreasing by one percentage point. In absolute figures, this change from 2005 translates to transfer student growth of 693 students in the fall semester.

Figure 5. Transfer and Total Undergraduate Headcount, Public Institutions, AY 12-13



Public Transfer Student Demographics and Enrollment Status

Figure 6 shows that transfer students are very similar to non-transfer students in terms of their demographic and academic characteristics (the latter are not presented on the graph). The only noticeable difference between these groups is age. There are more native students among traditional-age undergraduates and more transfer students among adults. In this report, *adult students* are defined as 25 years of age or older. 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 2012-13

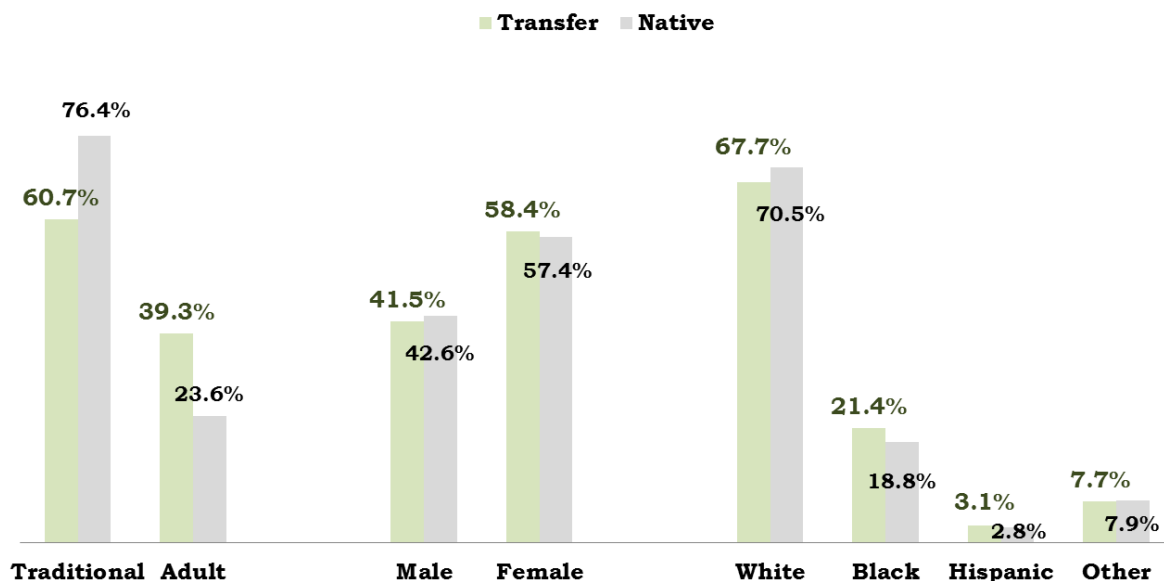
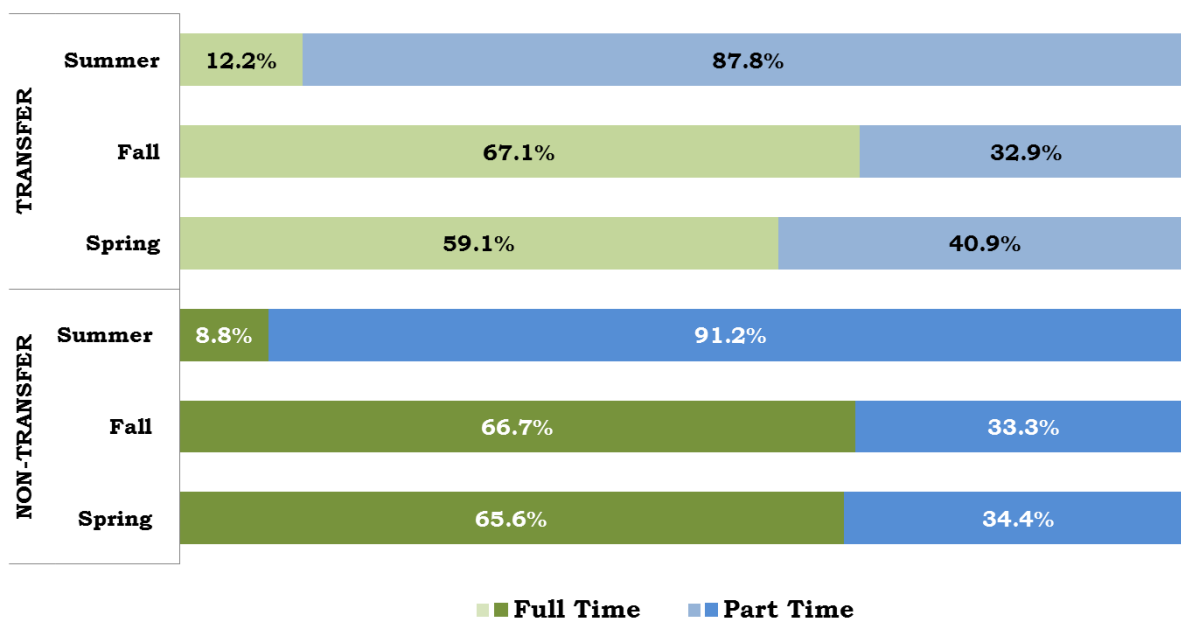


Figure 7 compares full-time and part-time enrollment of transfer and non-transfer students by semester. As defined in the **Background** section, *non-transfer students* include individuals who did not transfer in the term on interest; however, they include students who transferred in their prior academic 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 is in the spring semester when over 65 percent of non-transfer students—as opposed to 59 percent of transfers—enroll full time. This drop in full-time enrollment in spring is likely related to the reasons for transfer: inadequate 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 12-13

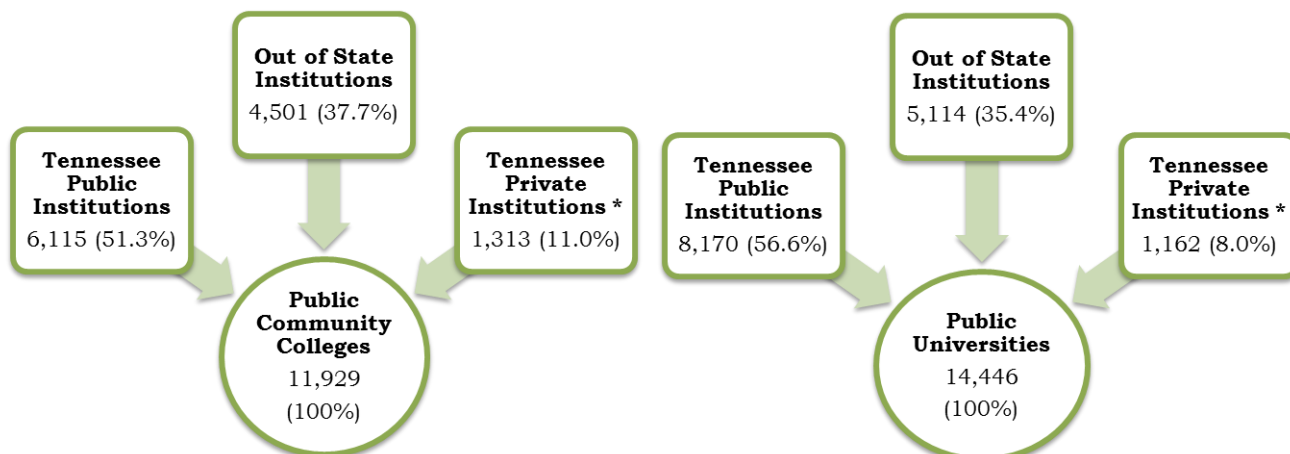


Public Transfer Activity

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 from analysis students migrating from Tennessee Colleges of Applied Technology (TCAT) 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 (51.3 percent) and out-of-state institutions (37.7 percent). The independent sector provides 11 percent of all transfers into community colleges. Public universities rely more heavily on other in-state public institutions (56.6 percent of transfers into universities) and slightly less heavily on out-of-state institutions (35.4 percent) and private institutions (8 percent).

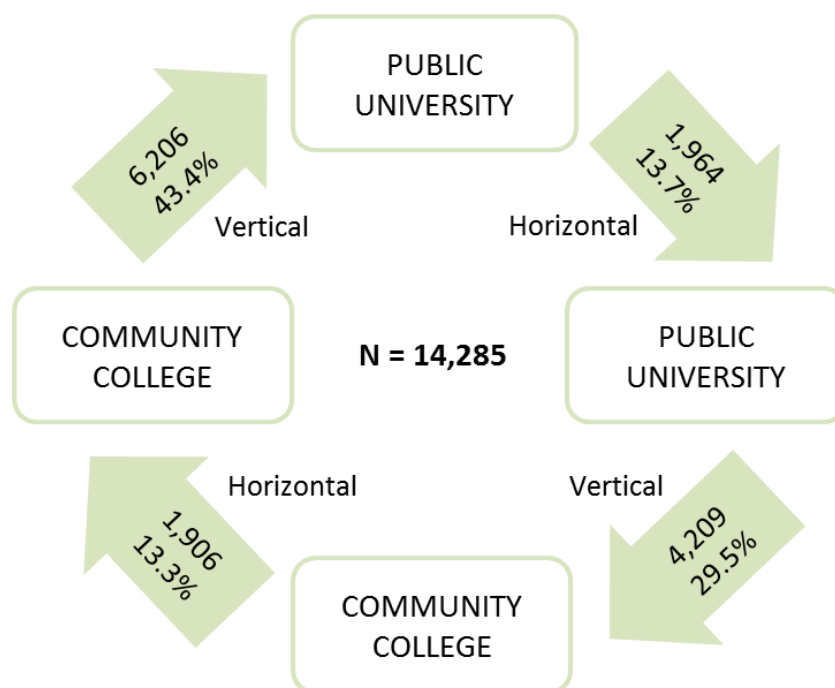
Figure 8. Transfers into Public Institutions, AY 2012-13



* 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 2012-13, over 54 percent (14,285 students) of all transfers into the public sector took place among public institutions. Most of transfer activity is vertical: 43.4 percent of students moved from community colleges into public universities, and 29.5 percent transferred from universities to community colleges. The horizontal transfer activity is less pronounced but is still sizeable: 13.7 percent of students moved among public universities, and 13.3 percent transferred from one community college to another.

Figure 9. Public Transfer Activity, AY 2012-13



When restricted to the fall semester, the observed patterns of within-public-sector transfers are consistent with the data from previous reports (**Table 5**). 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 5. Fall Transfer Activity within Tennessee Public Sector, Fall 2007—Fall 2012

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
VERTICAL TRANSFERS						
from community colleges to universities	49.8%	50.2%	48.2%	50.3%	49.9%	48.9%
from universities to community colleges	22.8%	23.4%	23.9%	22.2%	22.9%	24.2%
HORIZONTAL TRANSFERS						
among community colleges	11.9%	10.7%	12.7%	12.4%	12.7%	12.3%
among universities	15.4%	15.6%	15.1%	15.1%	14.4%	14.6%
PUBLIC TRANSFERS TOTAL	7,868	7,804	8,645	9,008	9,388	8,873

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**).

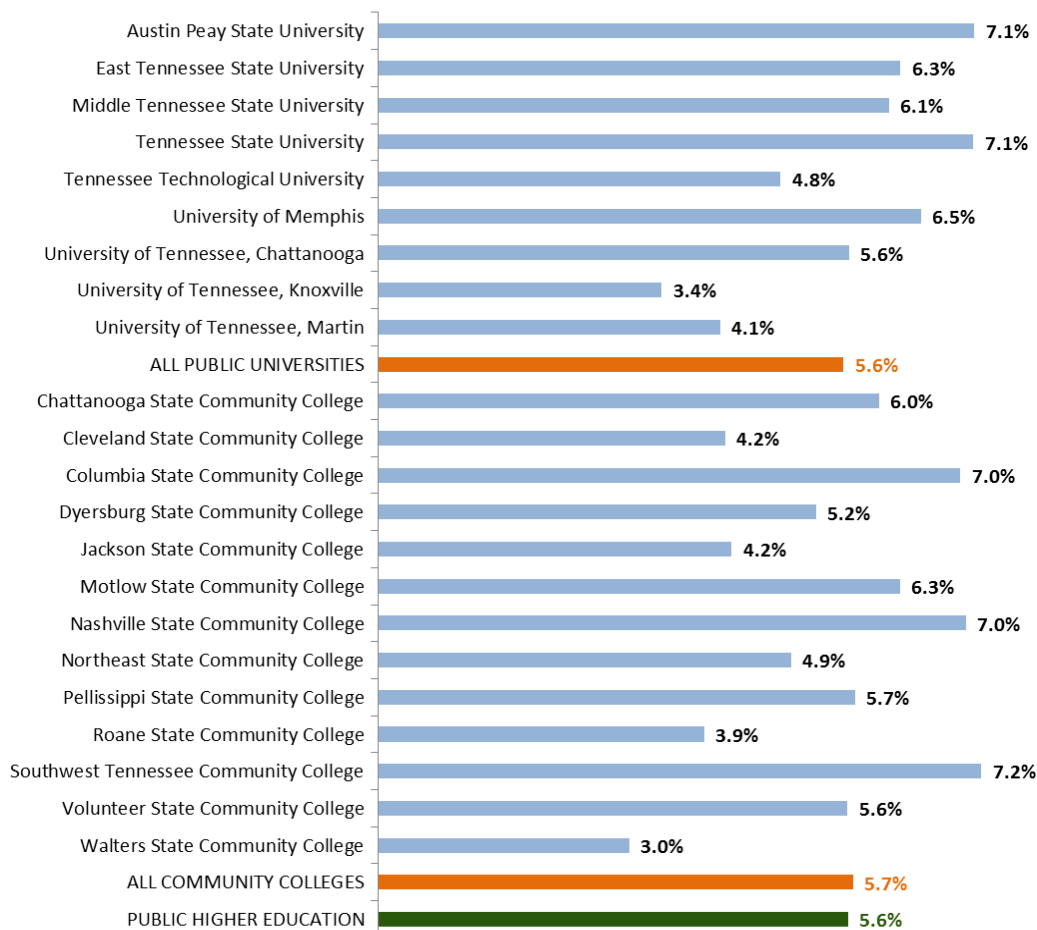
C. Student Transfer Activity by Institution

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 2012-13, the total public undergraduate enrollment was 468,711 students; 26,375 (5.6 percent) of them were transfer students. Of the 209,759 students enrolled in community colleges, 5.7 percent (11,929 students) were transfers. The percent of enrollees that moved into the university sector was similar, at 5.6 percent (14,446 students).

Except TTU, all TBR universities were above the average share of transfers relative to total undergraduate enrollment for public universities. For UT, the Chattanooga campus was above the university average; the campuses in Knoxville and Martin had percentages below the average for universities and the entire public sector (5.6 percent). For community colleges, six institutions enrolled transfer students at a proportion higher than, or equal to, the average for the sector (5.7 percent), while seven colleges were below this sector-wide average. Southwest Tennessee Community College, Austin Peay State University, and Tennessee State University had the largest populations of transfers: over 7 percent of their public undergraduate enrollment. Walters State enrolled the smallest percentage of transfer students (3 percent).

Figure 10. Transfers as a Percent of Public Undergraduate Enrollment, AY 2012-13



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 6**). For universities, the TBR system traditionally has a greater percentage of transfers than the University of Tennessee system. Public universities, on average, have more transfer students than community colleges.

Table 6. Transfers as a Percent of Public Higher Education Undergraduate Enrollment, Fall 2007-Fall 2012

Institution	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Austin Peay State University	12.1%	7.7%	9.6%	9.1%	9.7%	9.1%
East Tennessee State University	9.8%	7.5%	8.4%	8.8%	10.0%	9.7%
Middle Tennessee State University	9.3%	8.2%	8.4%	9.4%	9.3%	9.1%
Tennessee State University	8.7%	6.1%	6.4%	8.0%	9.0%	10.0%
Tennessee Technological University	9.5%	6.7%	6.9%	8.0%	8.4%	7.5%
University of Memphis	7.8%	6.0%	6.7%	8.9%	9.4%	8.8%
TBR system	9.3%	7.1%	7.8%	8.9%	9.3%	9.0%
University of Tennessee, Chattanooga	8.0%	6.8%	6.6%	9.5%	8.8%	8.2%
University of Tennessee, Knoxville	5.4%	4.4%	4.4%	5.6%	5.2%	5.0%
University of Tennessee, Martin	5.2%	6.5%	6.1%	6.4%	6.6%	5.6%
UT System	5.9%	5.3%	5.2%	6.7%	6.4%	6.0%
All Public Universities	8.2%	6.5%	6.9%	8.2%	8.4%	8.0%
Chattanooga State Community College	7.9%	6.6%	7.1%	6.8%	7.8%	7.4%
Cleveland State Community College	5.7%	6.1%	5.8%	5.6%	4.8%	5.1%
Columbia State Community College	9.6%	8.0%	7.7%	9.5%	9.1%	9.0%
Dyersburg State Community College	5.6%	6.0%	6.9%	5.9%	6.3%	5.8%
Jackson State Community College	5.8%	5.4%	6.3%	5.8%	5.5%	5.1%
Motlow State Community College	7.8%	8.3%	8.2%	6.5%	6.5%	7.1%
Nashville State Community College	8.3%	7.9%	8.4%	7.1%	8.2%	9.1%
Northeast State Community College	6.8%	6.4%	6.9%	6.7%	5.8%	6.4%
Pellissippi State Community College	7.0%	6.2%	7.6%	7.0%	6.2%	7.2%
Roane State Community College	6.7%	6.1%	5.4%	5.1%	5.1%	4.3%
Southwest Tennessee Community College	6.4%	6.8%	6.7%	6.4%	7.1%	8.0%
Volunteer State Community College	8.5%	6.6%	7.4%	7.2%	7.7%	6.5%
Walters State Community College	4.2%	4.7%	4.8%	4.1%	4.0%	3.6%
All Community Colleges	7.0%	6.6%	7.0%	6.5%	6.7%	6.8%
Public Higher Education	7.6%	6.5%	6.9%	7.4%	7.6%	7.5%

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 2012. The sector-wide percentage of TICUA transfer students (7.5 percent) was equal to that of fall transfers at public institutions (**Table 7**). In contrast to public institutions, however, the differences among TICUA institutions were larger. King University enrolled the largest percentage of transfer students at 23.9 percent, while Rhodes College had the lowest proportion at 0.5 percent. Twelve TICUA institutions (38.7 percent) had transfer enrollment of more than 10 percent. Nine institutions (29 percent) had transfer enrollment of 5 percent or less.

Figure 11. Transfers as a Percent of TICUA Undergraduate Enrollment, Fall 2012

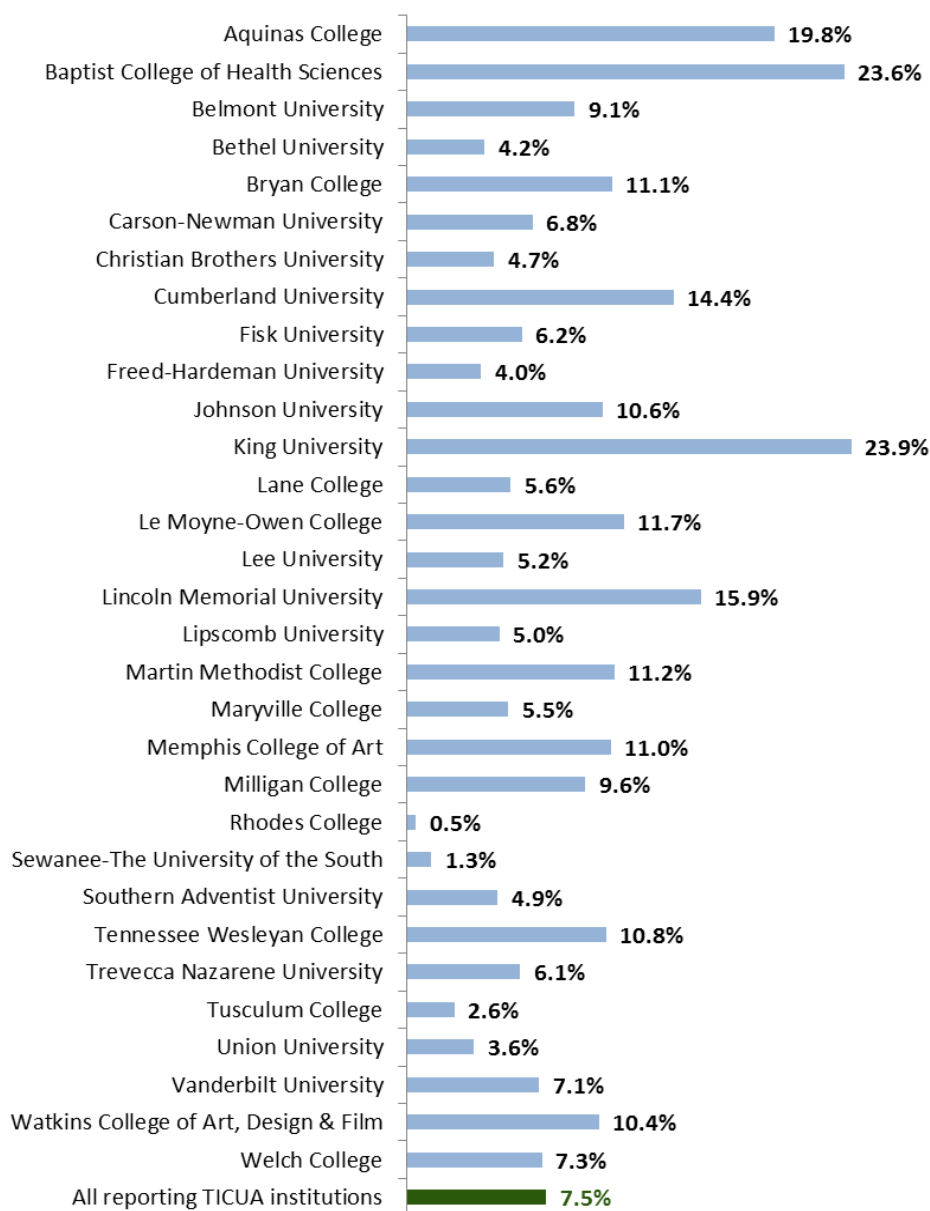


Table 7 presents a summary of transfers as a percent of undergraduate enrollment by sector and semester.

Table 7. Transfers as a Percent of Undergraduate Enrollment by Sector and Semester

SECTOR	Summer 2012	Fall 2012	Spring 2013	TOTAL
TBR universities	4.4%	9.0%	3.9%	6.3%
UT universities	2.3%	6.0%	2.6%	4.1%
TBR community colleges	5.8%	6.8%	4.4%	5.7%
PUBLIC SECTOR TOTAL	4.7%	7.5%	3.9%	5.6%
TICUA institutions	–	7.5%	–	–
ALL TENNESSEE TRANSFERS	–	7.5%	–	–

Top Sending and Receiving Public Institutions

Table 8 presents each institution's share of transfer-in and transfer-out students. Middle Tennessee State University received the largest portion of transfers (12.6 percent) of all institutions. The other top receiving institutions were the University of Memphis (9.8 percent), Southwest Tennessee Community College (7.1 percent), and East Tennessee State University (7 percent). Middle Tennessee State University was also the top sending institution (7.9 percent), followed by Southwest Tennessee (7 percent), Pellissippi State (6.8 percent), and Nashville State (6.5 percent). See **Appendix F** and **Appendix G** for a detailed count of transfer activity among all public institutions, showing the sending and receiving partners for each institution.

Table 8. Each Institution's Share of Total Public Transfer Activity, AY 2012-13

PUBLIC INSTITUTION	SENT *	RECEIVED *
Austin Peay State University	2.6%	3.0%
East Tennessee State University	4.7%	7.0%
Middle Tennessee State University	7.9%	12.6%
Tennessee State University	3.0%	4.6%
Tennessee Technological University	3.7%	5.6%
University of Memphis	5.7%	9.8%
TBR UNIVERSITIES	27.6%	42.6%
University of Tennessee, Chattanooga	6.4%	5.4%
University of Tennessee, Knoxville	6.3%	6.7%
University of Tennessee, Martin	2.9%	2.5%
UNIVERSITY OF TENNESSEE SYSTEM	15.6%	14.6%
Chattanooga State Community College	4.4%	4.4%
Cleveland State Community College	2.0%	0.8%
Columbia State Community College	3.8%	2.8%
Dyersburg State Community College	2.2%	1.9%
Jackson State Community College	3.0%	1.6%
Motlow State Community College	4.7%	2.8%
Nashville State Community College	6.5%	6.0%
Northeast State Community College	3.3%	2.7%
Pellissippi State Community College	6.8%	5.2%
Roane State Community College	4.1%	2.4%
Southwest Tennessee Community College	7.0%	7.1%
Volunteer State Community College	5.5%	3.9%
Walters State Community College	3.6%	1.3%
COMMUNITY COLLEGES	56.8%	42.8%
PUBLIC HIGHER EDUCATION	100%	100%

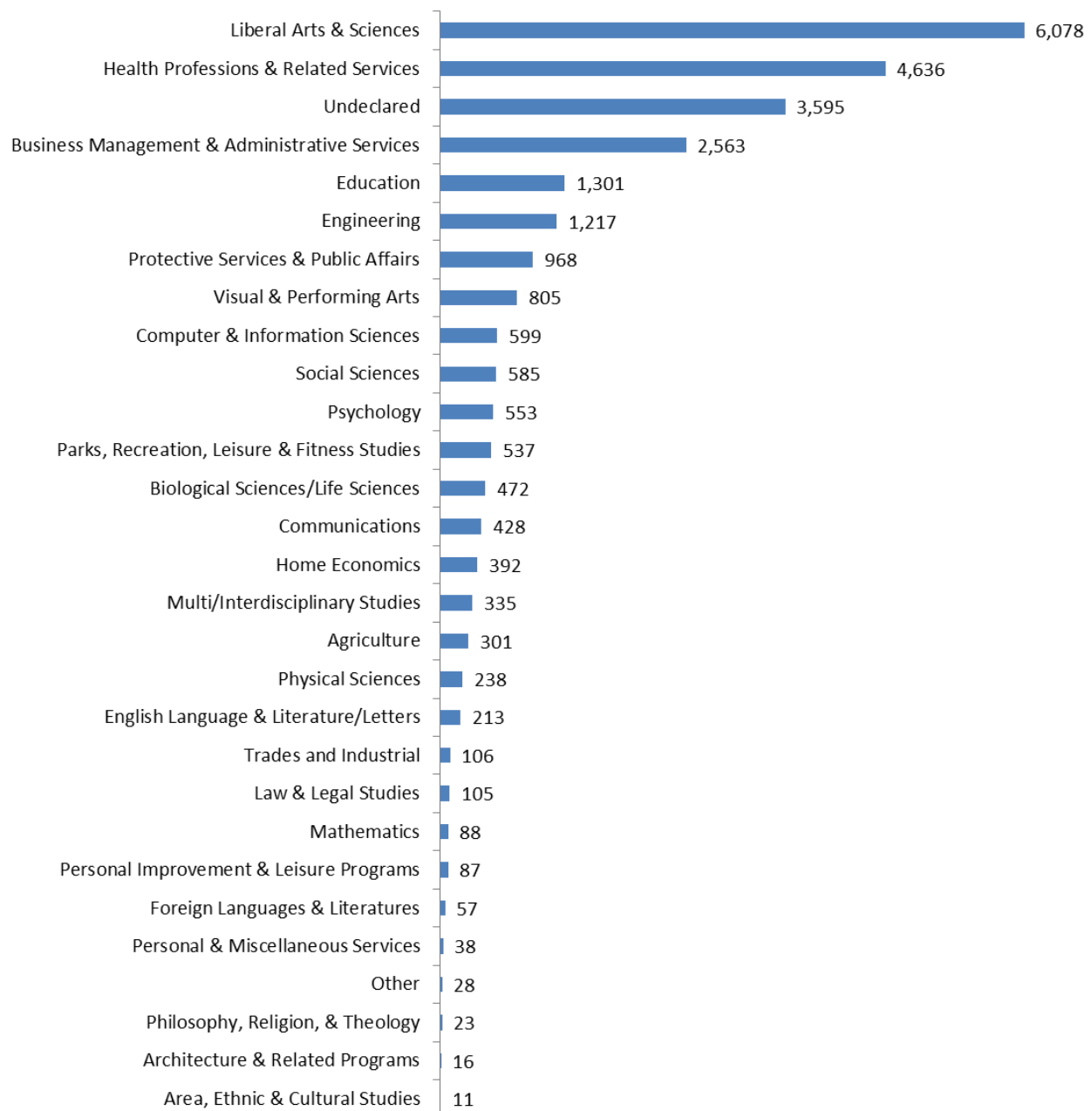
* Percent of the total transfers by category (Sent or Received)

D. Academic Characteristics of Transfer Students

Academic Major at Transfer

A few academic program choices were dominant among transfer students in the academic year 2012-2013. Three broad areas, *Liberal Arts and Sciences*, *Health Professions and Related Services*, and *Business, Management and Administrative Services*, were chosen by half (50.3 percent) of all transfers into the public sector. Additionally, 13.6 percent transferred with an unknown major, while the remaining 36 percent of transfer students chose from 25 other fields of study (**Figure 12**).

Figure 12. Academic Majors of Transfer Students at Receiving Institutions, AY 2012-13



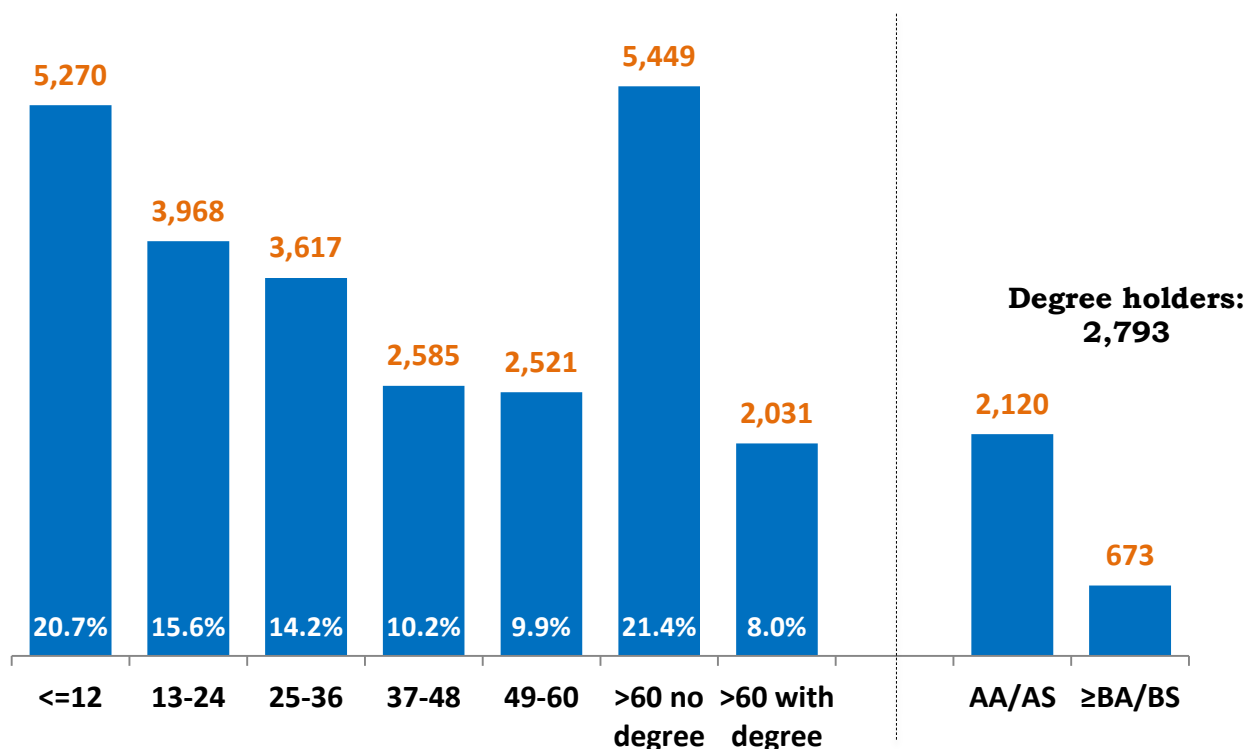
Credit Hours and Degrees at Transfer

Students transfer in the public sector at various points in their academic careers. During the academic year 2012-13, almost 21 percent of public students transferred before they earned more than 12 credit hours, and nearly 61 percent before they earned over 48 credits (**Figure 13**).

It is more common for students with a high number of credits to transfer without a degree: 5,449 transfer students (21.4 percent of students with reported credits) had accumulated more than 60 hours without earning an associate’s degree. In contrast, only 2,031 students (8 percent of students with reported credits) transferred with more than 60 credit hours after obtaining a degree. Only 8 percent of all public transfers (2,120 students) arrived at their destination institution with an associate’s degree. Another small group of transfers (673 students) already had a degree at the baccalaureate level or higher, accounting for 2.6 percent of the AY 2012-13 public transfers. The total number of degree holders (2,793 students) exceeds the number of undergraduates who transfer with more than 60 hours and with a degree (2,031 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, 762 students with previously earned degrees are included in various credit categories below 60 credits.

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

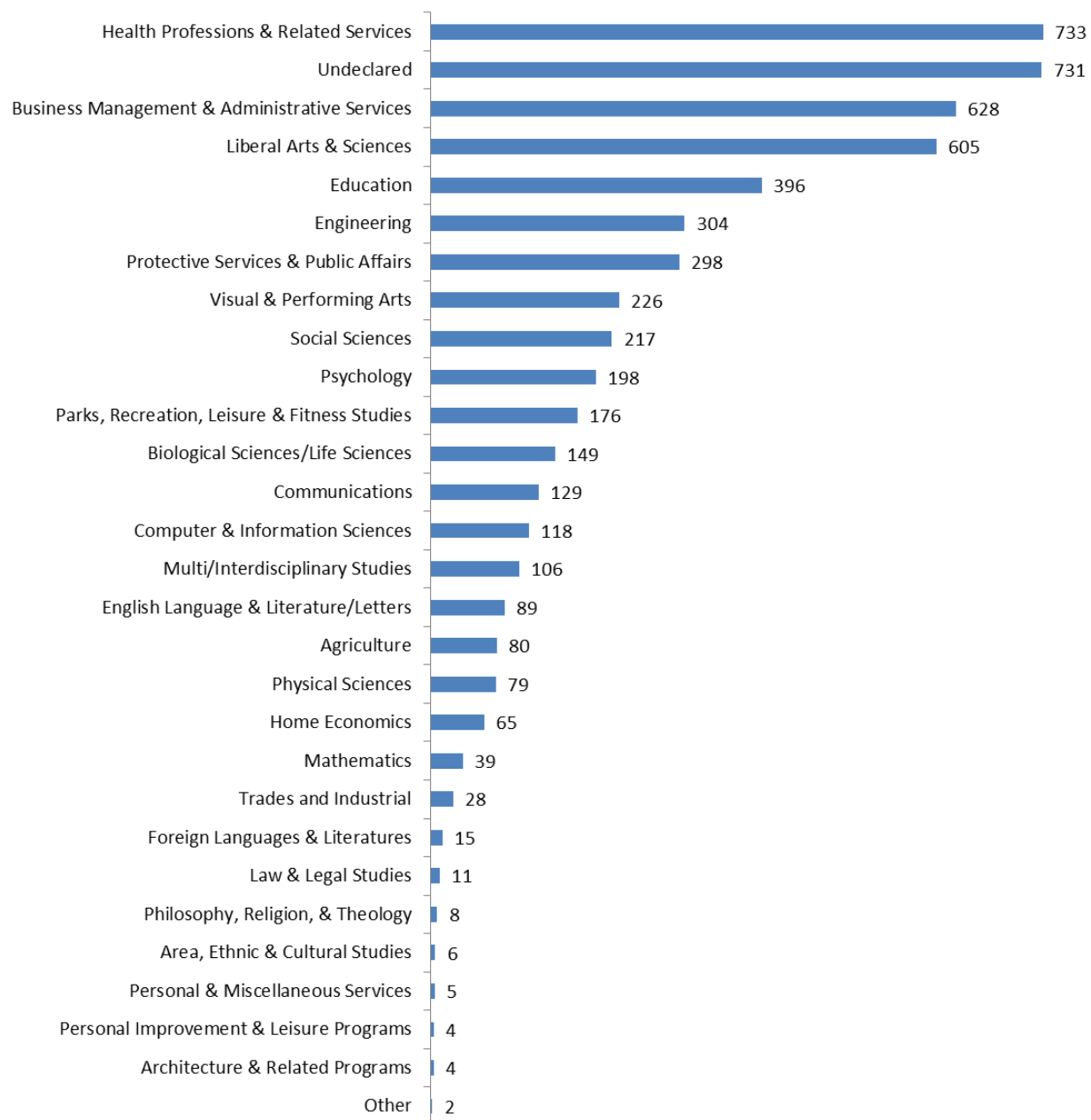
Figure 13. Transfer Students by Credits and Degrees Transferred In, AY 2012-13



* Graph and percentage exclude 934 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 in major was different. *Liberal Arts and Sciences*, the most popular field among all transfer students, occupies only 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 with More than 60 Credits and No Prior Degree, AY 2012-13



V. Student Migration 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, as specified in the **Background** section. First, most of them return to their community college or university and thus 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 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.

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 2012-13 and who 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 take into account transferred credits.

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 9 presents the institutional migration patterns of TCAT transfers by sending TCAT and receiving sector. In the academic year 2012-13, 863 students migrated from TCATs into the state’s public colleges and universities. Tennessee community colleges received 698 migrant students from all 27 Tennessee Technology Colleges of Applied Technology, while public universities received 165 students from 24 TCATs.

Eight TCATs (Chattanooga, Nashville, Murfreesboro, Knoxville, Livingston, Pulaski, Oneida, and Elizabethton) each sent more than 40 students to the public sector for a total of 542 students, which accounted for 62.8 percent of all TCAT transfers. In contrast, six other TCATs (Jacksboro, McMinnville, Whiteville, Crump, McKenzie, and Covington) sent fewer than 10 students each for a total of 5.1 percent of all TCAT transfers. The average number of TCAT transfers for all colleges of applied technology is 32 students, with the per-institution number ranging from 4 to over 125 students. Because of data suppression to ensure student privacy, these numbers are not directly retrievable from Table 9.

Table 9. Migration of TCAT Transfers into Tennessee Public Institutions, AY 2012-13

SENDING INSTITUTION	COMMUNITY COLLEGES	PUBLIC UNIVERSITIES
Tennessee College of Applied Technology at ATHENS	13	0
Tennessee College of Applied Technology at CHATTANOOGA	124	*
Tennessee College of Applied Technology at COVINGTON	*	*
Tennessee College of Applied Technology at CROSSVILLE	9	*
Tennessee College of Applied Technology at CRUMP	6	*
Tennessee College of Applied Technology at DICKSON	14	0
Tennessee College of Applied Technology at ELIZABETHTON	31	11
Tennessee College of Applied Technology at HARRIMAN	14	*
Tennessee College of Applied Technology at HARTSVILLE	24	6
Tennessee College of Applied Technology at HOHENWALD	12	*
Tennessee College of Applied Technology at JACKSBORO	9	0
Tennessee College of Applied Technology at JACKSON	28	*
Tennessee College of Applied Technology at KNOXVILLE	61	8
Tennessee College of Applied Technology at LIVINGSTON	51	*
Tennessee College of Applied Technology at MCKENZIE	*	*
Tennessee College of Applied Technology at MCMINNVILLE	6	*
Tennessee College of Applied Technology at MEMPHIS	20	10
Tennessee College of Applied Technology at MORRISTOWN	23	*
Tennessee College of Applied Technology at MURFREESBORO	43	31
Tennessee College of Applied Technology at NASHVILLE	53	34
Tennessee College of Applied Technology at NEWBERN	23	*
Tennessee College of Applied Technology at ONEIDA	41	*
Tennessee College of Applied Technology at PARIS	7	*
Tennessee College of Applied Technology at PULASKI	33	12
Tennessee College of Applied Technology at RIPLEY	19	*
Tennessee College of Applied Technology at SHELBYVILLE	20	10
Tennessee College of Applied Technology at WHITEVILLE	8	*
TOTAL (UNSUPPRESSED)	698	165

* 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 10 shows the receiving public institutions that accepted TCAT transfers during the academic year 2012-13. Among universities, Middle Tennessee State University received the most TCAT transfers: 54 students. East Tennessee State University and University of Tennessee at Martin followed with 20 TCAT transfers each. At the other end, University of Tennessee at Chattanooga accepted fewer than 6 TCAT transfers. The average number of TCAT transfers for universities is 18 students.

Table 10. Migration of TCAT Transfers by Receiving Institution, AY 2012-13

RECEIVING INSTITUTION	TCAT TRANSFERS
Austin Peay State University	10 students
East Tennessee State University	20 students
Middle Tennessee State University	54 students
Tennessee State University	15 students
Tennessee Technological University	16 students
University of Memphis	14 students
University of Tennessee, Chattanooga	*
University of Tennessee, Knoxville	11 students
University of Tennessee, Martin	20 students
Chattanooga State Community College	132 students
Cleveland State Community College	11 students
Columbia State Community College	61 students
Dyersburg State Community College	37 students
Jackson State Community College	53 students
Motlow State Community College	49 students
Nashville State Community College	60 students
Northeast State Community College	38 students
Pellissippi State Community College	48 students
Roane State Community College	81 students
Southwest Tennessee Community College	26 students
Volunteer State Community College	71 students
Walters State Community College	31 students

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

For community colleges, Chattanooga State and Roane State community colleges received the highest number of TCAT transfers, with 132 students and 81 students, respectively. Most TCAT transfers into Chattanooga State Community College (122 students) moved from the TCAT at Chattanooga located on the Chattanooga State’s campus. A large portion of TCAT transfers (39 students) into Roane State moved from the TCAT at Oneida. On the other end of the spectrum, Southwest Tennessee and Cleveland State received 26 and 11 TCAT transfers, respectively. The average for community colleges is 53 TCAT transfers per receiving institution.

Demographic and Academic Characteristics of TCAT Transfers

Because the comparison of TCAT transfers with the native students at Tennessee public institutions is not very informative, this section compares TCAT transfers to the group of traditional public transfer students, that is, students who satisfy the definition of a transfer student as specified in the **Background** section.

Figure 15 shows that TCAT transfers are quite similar to traditional transfer students. The greatest difference exists in the gender composition of these groups: there is a larger percentage of female students among TCAT transfers. The racial/ethnic composition of TCAT transfers resembles that of traditional transfer students, with Caucasian students being the predominant group and minorities accounting for slightly over 26 percent of all students coming from Tennessee Colleges of Applied Technology.

Figure 15. Demographic Characteristics of TCAT Transfers and Traditional Public Transfers, AY 2012-13

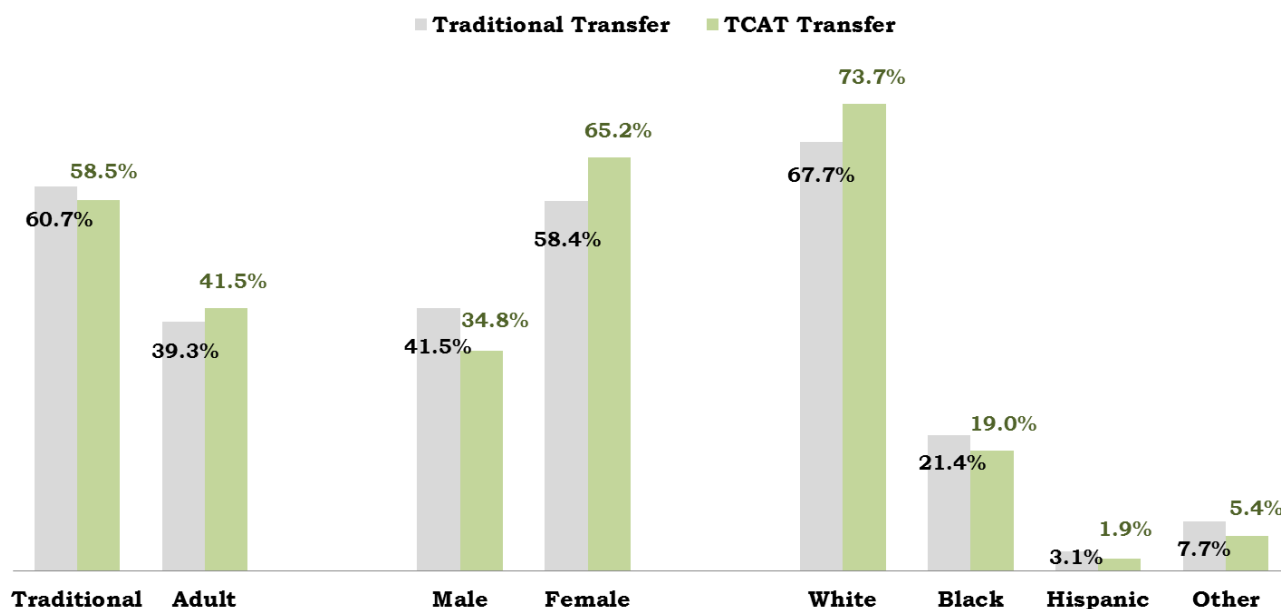


Table 11 clearly shows why TCAT transfers do not fall under the traditional definition of transfer students and, as a rule, are not coded as such by institutions. During the 2012-13 academic year, 477 students (about 55 percent) moving from

TCATs into Tennessee public institutions were either *returning students* (individuals who were registered at the institution during the preceding term) or *readmitted students* (individuals who had previously attended the institution and had a gap in their attendance). Sixty nine TCAT transfers were coded as *pre-college students* (high school students taking college courses in advance of high school graduation). Out of 317 students who enrolled at the institution for the first time, 227 were first-time college students, and only 68 former TCAT students were coded as transfer students by receiving institutions.

Table 11. Student Registration Types of TCAT Transfers, AY 2012-13

REGISTRATION TYPE	First-Time at Institution Student	Pre-College Student	Readmitted Student	Returning Student	TOTAL
First-Time College Student	227	–	–	–	227
Transfer Student	68	–	2	–	70
Transient Student	1	–	2	–	3
All Others	21	69	213	260	563
TOTAL	317	69	217	260	863

It is remarkable that 48.7 percent of TCAT transfers have some prior college experience². In other words, almost half of students migrating from Tennessee Colleges of Applied Technology had attended a Tennessee public institution before enrolling in a TCAT. Specifically, 344 such students (39.9%) had been enrolled in a Tennessee community college and 76 students (8.8%) had attended a Tennessee public university prior to enrolling in a TCAT.

Regarding academic majors, TCAT transfers predominantly chose the following fields at their TCAT: *Health Professions and Related Services* (399 students); *Trades and Industrial* (211 students); and *Business, Management and Administrative Services* (116 students) (**Table 12**). In the new institution, 72.2 percent of all TCAT transfers opted for five major academic fields: *Health Professions and Related Services* (250 students); *Liberal Arts and Sciences* (230 students); *Business, Management and Administrative Services* (60 students); *Engineering* (43 students) and *Personal Improvement and Leisure Programs* (40 students)³. Out of 863 TCAT transfers, 649 students (75.2 percent) changed their broad major field after transferring into a public institution from a Tennessee College of Applied Technology.

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

³ Estimated from the available data but not presented in tables.

Table 12. TCAT Majors and Post-transfer Major Change, TCAT Transfers, AY 2012-13

TCAT MAJOR	TCAT TRANSFERS		CHANGED MAJOR AFTER TRANSFER	
	Students	Percent of Total	Students	Percent of Total
Health Professions and Related Services	399	46.2%	204	23.6%
Trades and Industrial	211	24.4%	209	24.2%
Business, Management and Administrative Services	116	13.4%	101	11.7%
Unknown	89	10.3%	89	10.3%
Personal Improvement and Leisure Programs	31	3.6%	31	3.6%
Home Economics	14	1.6%	12	1.4%
Foreign Languages and Literatures	2	0.2%	2	0.2%
Visual and Performing Arts	1	0.1%	1	0.1%
Did not change major			214	24.8%

VI. Transfer History of 2011-12 Degree Completers at Public Universities

In addition to analyzing student transfer activity in the academic year 2012-13, this report also examines past transfer history of 2011-12 bachelor's degree completers in Tennessee public universities. The choice of AY 2011-12 for analysis is determined by data availability; the graduation data for spring 2013 will be available after 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 2011-12:

- 19,813 students received 19,956 bachelor's degree awards at a Tennessee public university;
- There were 11,144 instances when 8,863 baccalaureate graduates (44.7 percent of the total number of AY 2011-12 graduates) had changed institutions in their prior academic career;
- There were 10,021 instances when 6,608 baccalaureate graduates (33.4 percent) had attended any two-year college (including out-of-state and private colleges);
- There were 9,180 instances when 5,767 baccalaureate graduates (29.1 percent) had attended a Tennessee community college.

VII. Conclusion

Examination of student transfer activity in the 2012-13 academic year has identified several key implications for articulation and transfer policy implementation.

Although Tennessee's student population is quite mobile (nearly 45 percent of bachelor's degree completers transfer at least once in their academic career), the share of transfer students has remained stable over time. Based on past trends, one could expect that in the future, changes in the absolute numbers of transfer students will be consistently proportional to the size of the undergraduate enrollment.

A considerable number of what are termed "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 opportunities to its returning students and strive to facilitate transfer of academic credit hours for these students.

In what may be a surprise to some, many students transfer from universities to community colleges. During the entire academic year, this transfer direction accounts for more than 29 percent of all transfers among Tennessee public institutions. This trend could mean that some of these students did not find the proper fit at universities and might have been better off starting at community colleges. 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.

A consistent finding from *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 earning even an associate's degree. Prior studies and reports also showed 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 Complete College Tennessee Act. 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 many extra credits by graduation. In this regard, Tennessee should continue efforts to revise standards for transferring credit hours for programs and degrees that are not included in the current transfer pathways and for transferring credits from out-of-state institutions. Also, high school students should receive 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 an institutional type in which they can thrive personally and academically.

The 2012 THEC study investigated the effects of completing the common general education core on transfer student success. It provided solid evidence for efficacy of completing general education requirements prior to transferring. Therefore, students should be encouraged to complete general education requirements early.

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APPENDIX C. Taskforce Recommended Policies, Procedures, and Guidelines for Reverse Transfer

Introduction and Purpose

On April 4, 2012, Tennessee Governor Bill Haslam signed HB 2827 which amended Tennessee Code Annotated, Title 49 relative to higher education. This amendment added the following language to Section 1 Tennessee Code Annotated, Title 49, Chapter 7, Part 1:

The community colleges of the board of regents system are authorized and encouraged to enter into reverse articulation or reverse transfer agreements with the universities of the board of regents and the University of Tennessee systems and with private institutions of higher education that are accredited by the Southern Association of Colleges and Schools. The universities of the board of regents and the University of Tennessee systems are authorized and encouraged to enter into reverse articulation or reverse transfer agreements with the community colleges of the board of regents system.

In July 2012, a taskforce was convened to develop and implement a Reverse Transfer Process across the State of Tennessee. The original taskforce was comprised of members from the Tennessee Higher Education Commission, the Tennessee Board of Regents (TBR), the Tennessee Independent Colleges and Universities Association (TICUA), and the University of Tennessee (UT) systems.

The full taskforce defined Reverse Transfer 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.” While the remaining courses required for the associate degree are completed at a Tennessee four-year institution, it is the responsibility of the associate degree-granting institution to verify degree completion and to award the two-year degree.

Subsequently, workgroups were created and charged to develop components of the overall process. The workgroups included members from THEC, TICUA, TBR, and UT. The Policies/Procedures workgroup was charged with the development of academic policy/procedures that will serve as the framework for Reverse Transfer across the State of Tennessee and among the three systems of higher education (Tennessee Board of Regents, University of Tennessee, and the Tennessee Independent Colleges and Universities).

Definitions

1. The associate degree requirements are verified and the degree is awarded by the appropriate two-year institution.
2. Potential Reverse Transfer degree candidates are those students:
 - who are currently enrolled at a Tennessee four-year institution and were previously enrolled at a Tennessee community college or other Tennessee associate degree-granting institution,

- have earned a minimum of 15 college credits towards an associate degree at the associate degree-granting institution, and
- have earned a combined minimum of 60 total college-level credits.

Participation

1. All TBR and UT institutions will participate in Reverse Transfer as encouraged and supported by the State of Tennessee HB 2827. TICUA institutions may choose to participate.

Governance and Compliance

1. The UT-TBR-TICUA Articulation and Transfer Council will have oversight of the Reverse Transfer process and policies and will review the policy and its impact annually. Oversight responsibilities include, but are not limited to, assessment and evaluation of the process, reporting to the Legislature, and modifications in the process/policies as needed.
2. The Tennessee Higher Education Commission (THEC) will house and maintain the server and will have primary responsibility for the stored data (demographic and academic) as well as the data extracted for evaluation and reporting purposes. THEC will serve as a 3rd party to maintain the confidentiality and integrity of the data and will have primary responsibility for research and reporting related to Reverse Transfer.
3. Policies/procedures must be in compliance with the standards of accreditation set forth by the Southern Association of Colleges and Schools (SACS).
 - a. Reverse Transfer candidates must complete "...at least 25 percent of the credit hours required for the degree" at the Tennessee institution awarding the associate's degree. (SACS 3.5.2)
 - b. Reverse Transfer candidates must adhere to the Catalog requirements established by the degree-granting institution. (SACS 3.5.3)
4. All student information shared between and among institutions to facilitate Reverse Transfer awards must be in compliance with FERPA guidelines and applicable State of Tennessee statutes.

Policies

1. The Tennessee Higher Education Commission will work to identify and make any necessary modifications to the funding formula to reflect a spirit of full collaboration among Tennessee institutions of higher education and reward participating Tennessee institutions accordingly. Reverse Transfer, an initiative to promote the educational attainment of adult learners through the full cooperation and collaboration among Tennessee institutions of higher education, will result in the generation of student and institutional outcomes where none previously existed.

2. Each institution will be responsible for the accuracy of Equivalency Tables and degree audits. Equivalency tables and degree audits must be reviewed and updated annually, or as new programs are approved.
3. The “last hours” policy shall be waived for Reverse Transfer degree candidates at all Tennessee institutions. Requiring students to complete any number of “last hours” at the community college would potentially place undue hardship on the student and would be counter-intuitive to the intent of Reverse Transfer.
4. To adhere to the FERPA guidelines, the four-year institution must have written permission from the student to send an electronic transcript to the associate degree-granting institution for reverse transfer degree audit purposes.
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
According to LeRoy Rooker, AACRAO Senior Fellow and authority on FERPA, schools must obtain written consent from those students who appear to have the credits for associate degree completion and then send the transcript to the associate degree-granting institution. Additionally, four year institutions may provide a section on the transfer application to allow for the exchange of transcripts for reverse transfer audit purposes or to opt out of the reverse transfer degree audit.
5. If a Reverse Transfer degree candidate attended more than one associate degree-granting institution prior to transferring to a four-year institution, the degree confirming institution will be the institution where the student earned the most credits, provided the student earned a minimum of 15 credits at that institution to meet the SACS residency requirement (SACS 3.5.2) and the student meets the requirements for an associate degree at that institution. In the event the student has earned the same number of credits and meets the residency and degree requirements at two or more institutions, the institution that the student attended most recently will be considered as the degree-granting institution.
6. Students will not be assessed a fee for electronic transcripts exchanged in the degree audit process of Reverse Transfer.
7. Reverse Transfer degree recipients will not be assessed a graduation fee at the associate degree-granting institution.
8. Each community college and each participating four-year institution will designate a contact person for Reverse Transfer. The contact person will serve as a point of information to students, faculty, and advisors.
9. Students are afforded due process under the appeals process and procedures outlined in the Catalog at the appropriate institution.

Procedures

1. Initially, Reverse Transfer degree awards will be limited to those degree programs that are currently identified as a Tennessee Transfer Pathway major. All other associate degree majors should be added to the Reverse Transfer process as quickly as feasible.
2. The degree awarding process will be institution-initiated.
 - a. Reports will be generated each spring and fall semester (for May and December degree awards, respectively) to identify potential degree candidates and sent to the associate degree-granting institution for a degree audit and confirmation of degree. Potential degree candidates will be identified through a match of descriptive attributes which may include full name, permanent address, birth date, or other identifiers.
 - b. The associate degree-granting institution will send eligible students a letter of degree confirmation, information regarding participation in graduation ceremonies, and then mail diploma. Students will not need to file degree application for the associate degree.
 - c. A student may decline the degree.
3. The associate degree-granting institution will notify, in writing, those students whose associate degree audit indicates outstanding academic requirements for the Reverse Transfer associate degree and any “holds” the student may have.
 - a. Students will be notified of their progress toward the Reverse Transfer degree twice a year (spring and fall) to coincide with the reporting schedule identified in Procedure 2.
 - b. It is the student’s responsibility to complete any outstanding academic requirements within his/her Catalog time limit in order to be considered for a Reverse Transfer degree.
 - c. It is the student’s responsibility to clear any and all “holds” to be considered for a Reverse Transfer degree.
4. Website information for Reverse Transfer will be developed with input from UT, TBR, and TICUA, and will be located on the Tennessee Transfer Pathway website which is maintained by Tennessee Technological University. Each participating associate-degree granting institution will have a Reverse Transfer page that will include a link to the Reverse Transfer website. The institution’s Reverse Transfer contact person’s name, email, and telephone number as well as general information about Reverse Transfer will be included on the institution page.

Guidelines

1. All two-year degrees (A.A., A.S., and A.A.S.) may be considered for and awarded through Reverse Transfer. While it is likely that the majority of Reverse Transfer degrees awarded will be either A.A. or A.S. degrees, it is possible that a student could complete the A.A.S. degree requirements at a four-year institution.
2. The general education assessment requirement may be waived for Reverse Transfer degree candidates at the discretion of the degree-granting institution.

- a) The 2010 Tennessee Higher Education Commission's *Quality Assurance* guidelines concerning General Education Assessment (p. 7) indicate: "Institutions may exclude students from testing for 'good cause.' Good cause exemptions must be supported by documentation from the institution's chief academic officer. Exceptions should not be approved for simple inconvenience. This material should be available for review by Commission staff if needed."
http://www.tennessee.gov/thec/Divisions/AcademicAffairs/performance_funding/PF%202010-15%20Guidebook%20Mar%2017%202011.pdf
 - b) Reverse Transfer degree recipients will then complete the general education assessment as graduating seniors from a Tennessee baccalaureate degree program.
 - c) Therefore, community colleges will not be penalized under THEC Performance Funding *Quality Assurance* guidelines for waiving the general education assessment requirement for Reverse Transfer degree recipients (See Policy 1 in this document).
3. Upper division courses completed at a four-year institution may be considered for lower division course substitution on a case-by-case basis and in accordance with current policy at the associate degree-granting institution.
 4. Reverse Transfer degree recipients may participate in the graduation ceremonies at the degree-granting institution. Students who choose to participate in the ceremony will be responsible for cap and gown rental.

Approved by the Full Reverse Transfer Taskforce: 04/26/2013

Submitted by: Dr. Gloria R. Gammell
University of Tennessee
05/03/2013

Revised and Approved by the Articulation and Transfer Council: 05/29/2013

APPENDIX D. Transfers by Sector of Origin and as a Percent of Undergraduate Enrollment, Public Institutions, AY 2012-13

RECEIVING INSTITUTION	TRANSFERS BY SECTOR OF ORIGIN			Transfer Student COUNT *	Transfers as PERCENT of Undergrad. Enrollment	Total Undergrad. Enrollment
	Tennessee Public	Tennessee Independent	Out-of-State			
Austin Peay State University	428	87	1,029	1,544	7.1%	21,607
East Tennessee State University	1,005	125	566	1,696	6.3%	27,088
Middle Tennessee State University	1,798	266	1,017	3,081	6.1%	50,296
Tennessee State University	660	99	330	1,089	7.1%	15,266
Tennessee Technological University	799	70	173	1,042	4.8%	21,609
University of Memphis	1,398	204	928	2,530	6.5%	38,881
TBR System	6,088	851	4,043	10,982	6.3%	174,747
University of Tennessee, Chattanooga	770	95	369	1,234	5.6%	21,885
University of Tennessee, Knoxville	950	123	500	1,573	3.4%	46,273
University of Tennessee, Martin	362	93	202	657	4.1%	16,047
UT System	2,082	311	1,071	3,464	4.1%	84,205
PUBLIC UNIVERSITY TOTAL	8,170	1,162	5,114	14,446	5.6%	258,952
Chattanooga State	629	127	603	1,359	6.0%	22,641
Cleveland State	111	62	157	330	4.2%	7,940
Columbia State	394	100	343	837	7.0%	11,994
Dyersburg State	273	33	90	396	5.2%	7,548
Jackson State	225	78	128	431	4.2%	10,171
Motlow State	399	64	203	666	6.3%	10,649
Nashville State	857	169	677	1,703	7.0%	24,181
Northeast State	386	71	262	719	4.9%	14,530
Pellissippi State	740	168	501	1,409	5.7%	24,661
Roane State	345	64	162	571	3.9%	14,614
Southwest Tennessee	1,010	202	828	2,040	7.2%	28,225
Volunteer State	554	107	387	1,048	5.6%	18,633
Walters State	192	68	160	420	3.0%	13,972
COMMUNITY COLLEGE TOTAL	6,115	1,313	4,501	11,929	5.7%	209,759
PUBLIC HIGHER EDUCATION TOTAL	14,285	2,475	9,615	26,375	5.6%	468,711

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

APPENDIX E. Transfers by Sector of Origin, TICUA Member Institutions, AY 2012-13

RECEIVING INSTITUTION	TRANSFERS BY SECTOR OF ORIGIN *					Transfer Student COUNT **
	Tennessee Public	TICUA	Non-TICUA	Out-of-state	Unknown	
Aquinas College	97	10		28	36	171
Baptist College of Health Sciences	182	12		148	44	386
Belmont University	143	40	*	357	134	674
Bethel University	155	13	10	83	189	450
Bryan College	187	17	6	101	75	386
Carson-Newman College	71	*	*	73	19	163
Christian Brothers University	72	11	*	53	*	136
Cumberland University	169	31	*	96	10	306
Fisk University	6	*		23	6	35
Freed-Hardeman University	24	*		47	*	71
Johnson University	40	7	*	66	15	128
King College	417	24	13	331	56	841
Lane College	30	*		43	81	154
Le Moyne-Owen College	94	35		69	19	217
Lee University	90	9	*	177	39	315
Lincoln Memorial University	276	12	6	105	11	410
Lipscomb University	62	12		102	42	218
Martin Methodist College	83	*		29	44	156
Maryville College	41	11	*	26	*	78
Memphis College of Art	17	14	*	20	*	51
Milligan College	79	11		32	*	122
Rhodes College	*	*		13		13
Sewanee-The University of the South	*	*		22	*	22
Southern Adventist University	28	*		200	8	236
Tennessee Wesleyan College	155	24		38	12	229
Trevecca Nazarene University	23	10	*	34		67
Tusculum College	21	*		39	6	66
Union University	266	43	*	138	10	457
Vanderbilt University ***					216	216
Watkins College of Art, Design & Film	14	7	*	16	9	46
Welch College	*	*		19	*	19
TOTAL (SUPPRESSED) *	2,852	372	53	2,528	1,100	6,839
TOTAL (UNSUPPRESSED)						6,905

* 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 F. Transfer Students by Sending Institution and Receiving University,
Public Institutions, AY 2012-13**

SENDING INSTITUTION	TOTAL SENT **	RECEIVING INSTITUTION *								
		APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM
Austin Peay State University	157		12	43	28	11	21	14	8	20
East Tennessee State University	145	17	*	31	*	15	6	22	54	*
Middle Tennessee State University	370	28	19	*	82	33	83	48	44	33
Tennessee State University	124	22	7	50		*	34	*		11
Tennessee Technological University	148	16	14	79	*		*	15	15	9
University of Memphis	129	18	*	44	13	*	*	7	23	24
University of Tennessee, Chattanooga	385	22	54	125	17	37	55	52		23
University of Tennessee, Knoxville	332	24	13	98	14	12	54	49	60	8
University of Tennessee, Martin	128	20	*	35	*	*	63	*	10	
Chattanooga State Community College	517	*	64	36	11	44	8	337	17	*
Cleveland State Community College	139	*	20	19	*	12	*	68	20	*
Columbia State Community College	404	21	8	234	23	27	7	34	20	30
Dyersburg State Community College	213	*		13	*	*	106		*	94
Jackson State Community College	325	20	3	41	*	*	164	7	8	82
Motlow State Community College	502	13	7	322	23	115	*	14	8	*
Nashville State Community College	703	90	6	238	251	71	13	18	16	*
Northeast State Community College	403		364	13	*	12	*	*	14	*
Pellissippi State Community College	714	11	113	56	*	90	11	28	405	*
Roane State Community College	395	7	58	34		192	*	10	94	*
Southwest Tennessee Community College	868	13	8	53	25	*	749	7	6	7
Volunteer State Community College	593	69	6	215	150	97	*	25	31	*
Walters State Community College	356	8	222	18		13	*	*	95	
TOTAL (SUPPRESSED) **	8,050	419	998	1,797	637	781	1,374	755	948	341
TOTAL (UNSUPPRESSED)	8,170	428	1,005	1,798	660	799	1,398	770	950	362

* 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 G. Transfer Students by Sending Institution and Receiving Community College, Public Institutions, AY 2012-13

SENDING INSTITUTION	TOTAL SENT **	RECEIVING INSTITUTION *												
		CHSCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NASCC	NESCC	PSCC	RSCC	STCC	VSCC	WSCC
Austin Peay State University	204	14	*	11	10	*	*	91	*	7		16	55	*
East Tennessee State University	503	40	7	8	*		*	*	295	79	24	*	*	50
Middle Tennessee State University	758	37	*	84	18	23	177	153	8	39	12	83	118	6
Tennessee State University	291	7	*	11	6	10	11	133		*		74	39	*
Tennessee Technological University	357	25	7	21	*	*	42	103	*	30	37	7	74	11
University of Memphis	670	6		11	33	17	*	9	*	6	*	588	*	
University of Tennessee, Chattanooga	527	32	10	24	*	8	10	34	18	241	45	51	29	25
University of Tennessee, Knoxville	553	271	21	47	*	6	21	35	*	54	14	56	28	*
University of Tennessee, Martin	274	6		20	71	83	6	18		*		60	10	*
Chattanooga State Community College	94		40	8	*		11	7	*	10	9	*	9	*
Cleveland State Community College	121	86		*		*	*	*	*	17	12	*	*	6
Columbia State Community College	123	15			*	*	28	54		9		*	17	*
Dyersburg State Community College	81	*		*		40	*	8		*		33	*	
Jackson State Community College	74	*	*	*	49		*	10		*		15	*	
Motlow State Community College	148	21	*	40	*	*		47	*	6	*	*	34	
Nashville State Community College	219	9	*	53	*	12	32			8	*	*	105	
Northeast State Community College	44	*				*	*	*	*	14	*		*	30
Pellissippi State Community College	235	22	*	*			*	11	*		157	7	10	28
Roane State Community College	179	13	11	*	*		8	12	*	116		*	*	19
Southwest Tennessee Community College	111	*		6	64	9	6	17	*	9	*		*	
Volunteer State Community College	174	7	*	28	*	*	20	101	*	9	9			
Walters State Community College	136	*		6		*	*	*	37	77	16	*	*	
TOTAL (SUPPRESSED) **	5,876	611	96	378	251	208	372	843	358	731	335	990	528	175
TOTAL (UNSUPPRESSED)	6,115	629	111	394	273	225	399	857	386	740	345	1,010	554	192

* 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 H. Transfer Students by Credits and Degrees Brought to Receiving Institutions, AY 2012-13

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	149	186	206	163	150	551	79	1,484	73	12
East Tennessee State University	94	123	173	147	203	534	327	1,601	380	17
Middle Tennessee State University	169	251	385	363	359	1040	343	2,910	355	54
Tennessee State University	98	114	95	88	116	380	100	991	111	25
Tennessee Technological University	78	69	104	109	166	302	192	1,020	241	13
University of Memphis	78	179	349	296	357	901	245	2,405	285	38
University of Tennessee, Chattanooga	65	86	147	122	163	328	182	1,093	192	100
University of Tennessee, Knoxville	40	131	276	190	273	399	225	1,534	271	12
University of Tennessee, Martin	65	88	94	80	67	161	78	633	88	4
PUBLIC UNIVERSITY TOTAL	836	1,227	1,829	1,558	1,854	4,596	1,771	13,671	1,996	275
Chattanooga State	388	288	230	165	127	117	44	1,359	16	47
Cleveland State	167	59	45	25	16	15	3	330	4	3
Columbia State	314	254	160	66	26	16	1	837	8	32
Dyersburg State	103	88	66	47	28	49	2	383	2	4
Jackson State	183	95	77	28	19	25	4	431	4	13
Motlow State	208	151	97	61	32	71	17	637	11	20
Nashville State	597	367	270	160	121	119	67	1,701	21	63
Northeast State	277	153	96	68	54	47	24	719	6	28
Pellissippi State	379	360	248	142	103	133	34	1,399	17	44
Roane State	125	105	91	66	34	91	25	537	17	25
Southwest State	1272	509	184	56	13	3	2	2,039	4	54
Volunteer State	320	232	139	100	58	118	29	996	8	49
Walters State	101	80	85	43	36	49	8	402	6	16
COMMUNITY COLLEGE TOTAL	4,434	2,741	1,788	1,027	667	853	260	11,770	124	398
GRAND TOTAL	5,270	3,968	3,617	2,585	2,521	5,449	2,031	25,441	2,120	673

* Table excludes 934 students with missing data on credits.

APPENDIX H (Cont'd). Transfer Students by Credits and Degrees Brought to Receiving Institutions, AY 2012-13

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	10.0%	12.5%	13.9%	11.0%	10.1%	37.1%	5.3%	1,484	4.9%	0.8%
East Tennessee State University	5.9%	7.7%	10.8%	9.2%	12.7%	33.4%	20.4%	1,601	23.7%	1.1%
Middle Tennessee State University	5.8%	8.6%	13.2%	12.5%	12.3%	35.7%	11.8%	2,910	12.2%	1.9%
Tennessee State University	9.9%	11.5%	9.6%	8.9%	11.7%	38.3%	10.1%	991	11.2%	2.5%
Tennessee Technological University	7.6%	6.8%	10.2%	10.7%	16.3%	29.6%	18.8%	1,020	23.6%	1.3%
University of Memphis	3.2%	7.4%	14.5%	12.3%	14.8%	37.5%	10.2%	2,405	11.9%	1.6%
University of Tennessee, Chattanooga	5.9%	7.9%	13.4%	11.2%	14.9%	30.0%	16.7%	1,093	17.6%	9.1%
University of Tennessee, Knoxville	2.6%	8.5%	18.0%	12.4%	17.8%	26.0%	14.7%	1,534	17.7%	0.8%
University of Tennessee, Martin	10.3%	13.9%	14.8%	12.6%	10.6%	25.4%	12.3%	633	13.9%	0.6%
PUBLIC UNIVERSITY TOTAL	6.1%	9.0%	13.4%	11.4%	13.6%	33.6%	13.0%	13,671	14.6%	2.0%
Chattanooga State	28.6%	21.2%	16.9%	12.1%	9.3%	8.6%	3.2%	1,359	1.2%	3.5%
Cleveland State	50.6%	17.9%	13.6%	7.6%	4.8%	4.5%	0.9%	330	1.2%	0.9%
Columbia State	37.5%	30.3%	19.1%	7.9%	3.1%	1.9%	0.1%	837	1.0%	3.8%
Dyersburg State	26.9%	23.0%	17.2%	12.3%	7.3%	12.8%	0.5%	383	0.5%	1.0%
Jackson State	42.5%	22.0%	17.9%	6.5%	4.4%	5.8%	0.9%	431	0.9%	3.0%
Motlow State	32.7%	23.7%	15.2%	9.6%	5.0%	11.1%	2.7%	637	1.7%	3.1%
Nashville State	35.1%	21.6%	15.9%	9.4%	7.1%	7.0%	3.9%	1,701	1.2%	3.7%
Northeast State	38.5%	21.3%	13.4%	9.5%	7.5%	6.5%	3.3%	719	0.8%	3.9%
Pellissippi State	27.1%	25.7%	17.7%	10.2%	7.4%	9.5%	2.4%	1,399	1.2%	3.1%
Roane State	23.3%	19.6%	16.9%	12.3%	6.3%	16.9%	4.7%	537	3.2%	4.7%
Southwest State	62.4%	25.0%	9.0%	2.7%	0.6%	0.1%	0.1%	2,039	0.2%	2.6%
Volunteer State	32.1%	23.3%	14.0%	10.0%	5.8%	11.8%	2.9%	996	0.8%	4.9%
Walters State	25.1%	19.9%	21.1%	10.7%	9.0%	12.2%	2.0%	402	1.5%	4.0%
COMMUNITY COLLEGE TOTAL	37.7%	23.3%	15.2%	8.7%	5.7%	7.2%	2.2%	11,770	1.1%	3.4%
GRAND TOTAL	20.7%	15.6%	14.2%	10.2%	9.9%	21.4%	8.0%	25,441	8.3%	2.6%

* Table excludes 934 students with missing data on credits.

APPENDIX I. Public Transfer Students by Credit Hours Earned at Sending Institutions, AY 2012-13

SENDING INSTITUTION	CREDIT HOURS AT TRANSFER						Total Public Transfers *
	<12	12-23	24-35	36-47	48-59	>= 60	
Austin Peay State University	58	65	60	43	31	94	351
East Tennessee State University	100	123	133	71	43	163	633
Middle Tennessee State University	153	201	191	111	109	315	1,080
Tennessee State University	68	81	75	45	27	115	411
Tennessee Technological University	84	105	83	51	52	122	497
University of Memphis	109	168	156	86	68	175	762
University of Tennessee, Chattanooga	108	196	183	104	63	188	842
University of Tennessee, Knoxville	87	151	157	116	81	273	865
University of Tennessee, Martin	55	87	78	43	44	78	385
PUBLIC UNIVERSITY TOTAL	822	1,177	1,116	670	518	1,523	5,826
Chattanooga State	31	53	66	47	52	358	607
Cleveland State	38	27	46	28	40	98	277
Columbia State	48	55	77	44	62	238	524
Dyersburg State	26	46	43	35	28	128	306
Jackson State	32	35	56	40	36	210	409
Motlow State	53	53	81	71	75	319	652
Nashville State	106	118	96	104	105	371	900
Northeast State	25	34	24	33	38	305	459
Pellissippi State	80	78	109	80	81	499	927
Roane State	55	48	48	50	62	306	569
Southwest State	61	120	168	128	102	377	956
Volunteer State	63	74	93	99	94	334	757
Walters State	40	38	54	36	59	268	495
COMMUNITY COLLEGE TOTAL	658	779	961	795	834	3,811	7,838
GRAND TOTAL	1,480	1,956	2,077	1,465	1,352	5,334	13,664

* Table excludes 621 students with missing data on credits.

APPENDIX I (Cont'd). Public Transfer Students by Credit Hours Earned at Sending Institutions, AY 2012-13

SENDING INSTITUTION	CREDIT HOURS AT TRANSFER						Total Public Transfers *
	<12	12-23	24-35	36-47	48-59	>= 60	
Austin Peay State University	16.5%	18.5%	17.1%	12.3%	8.8%	26.8%	351
East Tennessee State University	15.8%	19.4%	21.0%	11.2%	6.8%	25.8%	633
Middle Tennessee State University	14.2%	18.6%	17.7%	10.3%	10.1%	29.2%	1,080
Tennessee State University	16.5%	19.7%	18.2%	10.9%	6.6%	28.0%	411
Tennessee Technological University	16.9%	21.1%	16.7%	10.3%	10.5%	24.5%	497
University of Memphis	14.3%	22.0%	20.5%	11.3%	8.9%	23.0%	762
University of Tennessee, Chattanooga	12.8%	23.3%	21.7%	12.4%	7.5%	22.3%	842
University of Tennessee, Knoxville	10.1%	17.5%	18.2%	13.4%	9.4%	31.6%	865
University of Tennessee, Martin	14.3%	22.6%	20.3%	11.2%	11.4%	20.3%	385
PUBLIC UNIVERSITY TOTAL	14.1%	20.2%	19.2%	11.5%	8.9%	26.1%	5,826
Chattanooga State	5.1%	8.7%	10.9%	7.7%	8.6%	59.0%	607
Cleveland State	13.7%	9.7%	16.6%	10.1%	14.4%	35.4%	277
Columbia State	9.2%	10.5%	14.7%	8.4%	11.8%	45.4%	524
Dyersburg State	8.5%	15.0%	14.1%	11.4%	9.2%	41.8%	306
Jackson State	7.8%	8.6%	13.7%	9.8%	8.8%	51.3%	409
Motlow State	8.1%	8.1%	12.4%	10.9%	11.5%	48.9%	652
Nashville State	11.8%	13.1%	10.7%	11.6%	11.7%	41.2%	900
Northeast State	5.4%	7.4%	5.2%	7.2%	8.3%	66.4%	459
Pellissippi State	8.6%	8.4%	11.8%	8.6%	8.7%	53.8%	927
Roane State	9.7%	8.4%	8.4%	8.8%	10.9%	53.8%	569
Southwest State	6.4%	12.6%	17.6%	13.4%	10.7%	39.4%	956
Volunteer State	8.3%	9.8%	12.3%	13.1%	12.4%	44.1%	757
Walters State	8.1%	7.7%	10.9%	7.3%	11.9%	54.1%	495
COMMUNITY COLLEGE TOTAL	8.4%	9.9%	12.3%	10.1%	10.6%	48.6%	7,838
GRAND TOTAL	10.8%	14.3%	15.2%	10.7%	9.9%	39.0%	13,664

* Table excludes 621 students with missing data on credits.