MEETING
OF
THE

TENNESSEE HIGHER EDUCATION COMMISSION

Fall Quarterly Meeting
18th Floor, Parkway Towers
November 14, 2013

AGENDA

TENNESSEE HIGHER EDUCATION COMMISSION

Fall Quarterly Meeting

Commission Boardroom, Parkway Towers

November 14, 2013, 1:00 p.m. CST

Adoption of Agenda

Approval of Minutes, July 25, 2013 Meeting

I. **Action Items**

Approval of New Academic Degree Program

A. Tennessee State University, Professional Science Masters with a concentration in Applied Geospatial Sciences

B. Postsecondary Education Authorization

1. Authorization of New Institutions

2. Approval of New Programs

C. 2014-15 Operating State Appropriation Recommendations

D. 2014-15 Student Fee Recommendations

E. 2014-15 Capital Projects Recommendations

F. 2014 Improving Teacher Quality Grant Awards

Chairman's Report

Executive Director's Report

System's Reports

Tennessee Board of Regents

University of Tennessee

II. **Information Items**

A. Title VI Implementation Plan Update and Compliance Report

B. 2013 Articulation & Transfer Report

C. Office of P-16 Initiatives Status Report

D. Core to College Status Report

E. First to the Top Update

F. Schedule of 2014 Commission Meetings

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

Commission Members present:

Mr. Charles Bone	Mr. Cato Johnson
Mr. Evan Cope	Mr. Jon Kinsey
Ms. Sharon Hayes	Ms. Pam Koban
Mr. Adam Jarvis via conference call	State Treasurer David Lillard

Election of 2013-14 Officers

Mr. Cope noted that the Commission was currently without a chairman. Before proceeding with the meeting, Mr. Cope recognized Treasurer David Lillard to present the nomination recommendations for the 2013-14 officers. Treasurer Lillard made a motion to approve the following recommended slate of officers: Mr. Cato Johnson, Chair; Mr. Jon Kinsey, vice chair; Mr. Evan Cope, vice chair; and Mayor AC Wharton, secretary and that Mr. Kinsey also serve as member of the audit committee. Mr. Charles Bone seconded the motion; the motion was duly adopted by the following roll-call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		
Ms. Pam Koban	X		
Treasurer David Lillard	X		

Mr. Johnson thanked the Commission for the appointment and the confidence to lead the commission in the capacity of chairman. He also extended his gratitude to former chairman, Mr. Robert White, for his excellent leadership as chair.

Chairman's Report

Mr. Johnson commented on the productive work session earlier in the day and noted the excellent presentations and good discussion on the items presented. Mr. Johnson then introduced the two new members of the Commission: Ms. Pam Koban, representing the 5th Congressional district and Mr. Robert Fisher, new student member from the UT system.

Adoption of Agenda

Mr. Johnson then welcomed all and thanked them for their attendance. He called for a motion to approve the agenda. Mr. Evan Cope made a motion to approve the agenda as presented. Ms. Sharon Hayes seconded the motion; the motion was duly adopted by the following roll call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		
Ms. Pam Koban	X		
Treasurer David Lillard	X		

Action Items

Approval of Academic Degree Programs

Middle Tennessee State University, Mechatronics Engineering, Bachelor of Science

Ms. Betty Dandridge Johnson, Associate Executive Director for Academic Affairs, presented the recommendation for the new academic program. She stated that the proposed Bachelor's program in Mechatronics Engineering at Middle Tennessee State University was developed in response to requests from Nissan, Yates Services and Bridgestone/Firestone, stating an increasing need for employees who have the training to design complex manufacturing systems that incorporate mechanical, electrical, computer, and materials engineering that result in computer-controlled systems and products with embedded electronics and sensors. Ms. Dandridge Johnson noted that the proposed program will provide entry points for students as freshmen or as transfers into the junior year from community college and a transfer pathway has been established for those students who have completed an associate degree in Mechatronics at Motlow State Community College.

Mr. Johnson called for a motion to approve the proposed Mechatronics Engineering program. Treasurer David Lillard made a motion to approve. Mr. Bone seconded the motion; the motion was duly adopted by the following roll call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		
Ms. Pam Koban	X		

| Treasurer David Lillard | X | | |

East Tennessee State University, Appalachian Studies, Master of Arts

Ms. Betty Dandridge Johnson presented the recommendation for the new academic program. She stated that the Master of Arts in Appalachian Studies will formalize East Tennessee State University's 30-year commitment to Appalachian Studies. She also stated that the proposed program is an outgrowth of research and programming initiated in the Center of Excellence in Appalachian Studies and Services, which will be a strong partner for this academic program. Ms. Dandridge Johnson noted that the proposed interdisciplinary program is designed to have an impact on all aspects of the Appalachian region and its communities including heritage, economics and public health. Mr. Johnson called for a motion to approve the proposed program. Ms. Hayes made a motion to approve. Mr. Bone seconded the motion; the motion was duly adopted by the following roll call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		
Ms. Pam Koban	X		
Treasurer David Lillard	X		

University of Tennessee at Knoxville, Creative Writing, Masters of Fine Arts

Ms. Betty Dandridge Johnson presented the recommendation for the new academic program. She stated that the University of Tennessee Knoxville has developed a curriculum proposal for the Master of Fine Arts (MFA) in Creative Writing and noted the MFA degree will advance the university's institutional imperatives toward discovery, innovation and creative activities. Ms. Dandridge Johnson also noted the proposed program will transition from offering a Masters of Arts (MA) in English (creative writing concentration) and the enhancement of the MA in creative writing to an MFA will further the institutional goal of positioning UTK as a Top 25 public research university. Ms. Hayes made a motion to approve. Mr. Bone seconded the motion; the motion was duly adopted by the following roll call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		
Ms. Pam Koban	X		
Treasurer David Lillard	X		

Approval of Minutes, April 25, 2013, Meeting

Mr. Johnson called for a motion to approve the minutes of the April 25, 2013, Commission meeting. Mr. Charles Bone made a motion to approve the minutes as presented. Mr. Cope seconded the motion; the motion was duly adopted by the following roll call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		
Ms. Pam Koban	X		
Treasurer David Lillard	X		

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

Dr. Bellard-Chase then presented the recommendations of staff and the Postsecondary Education Authorization Advisory Committee to grant temporary authorization to proposed new institutions and new programs. A listing of the institutions and programs is included as Attachment A to the official copy of the minutes. A motion was made by Mr. Kinsey to adopt the recommendations, as presented. Ms. Hayes seconded the motion; the motion was duly adopted by the following roll call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		
Ms. Pam Koban	X		
Treasurer David Lillard	X		

Consideration of Committee Recommendation to Withdraw Proposed Rule Revisions

Ms. Julie Woodruff, Director of DPSA and Lead Attorney, was recognized. She stated that over 18 months ago, the Tennessee Higher Education Commission (THEC), through the Division of Postsecondary School Authorization (DPSA), began a rulemaking proceeding, since then, the filing of a petition for public hearing as well as a legislative session that resulted in changes to the exemption statute, suggestions from regulated institutions on items not addressed in the proposed revisions, and a lawsuit filed in Georgia by Berry College. Ms. Woodruff then noted that as a result of past events and in an

effort to avoid repeated rulemaking proceedings, on July 11, 2013, upon the recommendation of DPSA, the Committee on Postsecondary Education voted to recommend to the Commission that it withdraw the proposed rules and begin a new rulemaking using the rulemaking hearing process described in the Uniform Administrative Procedures Act. Treasurer Lillard made a motion to adopt the recommendations as presented. Mr. Bone seconded the motion; the motion was duly adopted by the following roll call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		
Ms. Pam Koban	X		
Treasurer David Lillard	X		

2013-14 Operating Budgets

Dr. Russ Deaton, Associate Executive Director of Fiscal Policy & Administration was recognized. Dr. Deaton commented that FY 2013-14 proposed operating budgets for higher education are balanced and campuses have again directed the majority of their resources to the teaching functions. He also noted that expenditures for auxiliary enterprises have not exceeded revenues plus unallocated auxiliary fund balances. Dr. Deaton also stated that all higher education budget entities have submitted the required financial data to the Commission and are in compliance with all the budget guidelines and legislative directives.

Ms. Hayes made a motion to adopt the FY 2013-14 operating budget recommendations and the Commission authorizes the Executive Director to make any necessary technical corrections as necessary and transmit to the department of Finance and Administration for their approval. Mr. Cope seconded the motion; the motion was duly adopted by the following roll call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		
Ms. Pam Koban	X		
Treasurer David Lillard	X		

Austin Peay State University Master Plan

Dr. Russ Deaton, Associate Executive Director of Fiscal Policy & Administration, was recognized to present the APSU master plan. He stated that a detailed presentation was provided to the Commission by Carl Manka, Senior Director,

Facilities Development, Research and Planning at the Tennessee Board of Regents at the worksession earlier in the day. He noted that the master plan provides a guide for expanding and renovating space at the main campus to support anticipated enrollment growth and addresses the long term needs of the campus with respect to academic facilities, parking, circulation, and visual improvements. Additionally Dr. Deaton indicated that the THEC Space Planning Guidelines were utilized to identify and project needs for campus space. Mr. Cope made a motion to adopt the APSU Master Plan. Ms. Hayes seconded the motion; motion was duly adopted by the following roll call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		
Ms. Pam Koban	X		
Treasurer David Lillard	X		

Emergency and Proposed Rules – Meningitis Immunization Requirements
Mr. Scott Sloan, General Counsel and Associate Executive Director for Legal & Regulatory Affairs, was recognized. Mr. Sloan reviewed Public Chapter 114, known as the "Jacob Nunley Act," which requires immunization against meningococcal disease for incoming students residing in on-campus student housing at state institutions. He also stated that the Uniform Administrative Procedures Act, Tenn. Code Ann. Section 4-5-208(a)(1), allows for the filing of "emergency rules" in instances where "an immediate danger to the public health, safety or welfare" exists.

Mr. Sloan noted it is counsel's opinion that the risk of meningitis among students in on-campus housing meets the threshold requirements and provides sufficient justification for the emergency filing and the Commission approval will appropriately amend THEC's administrative rules to effectuate the implementation of Public Chapter 114.

A motion was made by Mr. Kinsey to adopt the emergency and proposed rules for meningitis immunization recommendations and the Commission authorizes the Executive Director to make any necessary technical corrections to those rules, including changes required by the Tennessee Attorney General. Mr. Adam Jarvis seconded the motion; the motion was duly adopted by the following roll call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		

Ms. Pam Koban	X		
Treasurer David Lillard	X		

Proposed Rules – Fee Discount for the Children of Retired Public School Teachers

Mr. Scott Sloan, General Counsel and Associate Executive Director for Legal & Regulatory Affairs, was recognized. Mr. Sloan reviewed Public Chapter 345, which extends the 25 percent tuition discount available at state institutions to the children of retired public school teachers. He stated that eligibility for the discount requires that the parent retired with 30 years of full-time creditable service in Tennessee public schools, or received disability retirement after a minimum of 25 service years.

Mr. Sloan noted that Public Chapter 473 renamed the state's technology centers to "Tennessee Colleges of Applied Technology," and this revision updates references to these institutions in the administrative rule and Commission approval will appropriately amend THEC's administrative rules to effectuate the implementation of Public Chapter 345.

A motion was made by Mr. Bone to adopt the proposed rule recommendations for the fee discount program and the Commission authorizes the Executive Director to make any necessary technical corrections to those rules, including changes required by the Tennessee Attorney General. Mr. Kinsey seconded the motion; the motion was duly adopted the motion was duly adopted by the following roll call vote:

Member	Aye	No	Abstain
Mr. Charles Bone	X		
Mr. Evan Cope	X		
Ms. Sharon Hayes	X		
Mr. Adam Jarvis	X		
Mr. Cato Johnson	X		
Mr. Jon Kinsey	X		
Ms. Pam Koban	X		
Treasurer David Lillard	X		

Executive Director's Report

Dr. Rhoda began his report by congratulating the officers on their appointments. He then welcomed Ms. Pam Koban to the Commission and noted that, being in his second year of his term, Mr. Adam Jarvis is now the voting student member. He also announced the appointment of Mr. Robert Fisher, student member from the UT system. Dr. Rhoda also welcomed Dr. Daryl Carter, the 2013 Maxine Smith Fellow. He then commented on the Governor's Drive to 55 Initiative, stating that this program continues the work of the Complete College Tennessee Act (CCTA) and has brought forth several other programs in the areas of college completion and greater educational attainment, and financial aid initiatives for need-based programs.

Dr. Rhoda then commented on the launch of Western Governor's University (WGU) and announced the first chancellor of the university is Dr. Kim Estep, who previously served as chief academic officer at Nashville State Community College. He also commented on the recent Gates Foundation Strategy Lab, hosted by THEC, where other state's higher education professionals gathered to learn finance policy on the outcomes-based formula from states proficient in the area.

Dr. Rhoda discussed the litigation, which was dismissed, with Berry College and commented on waiving institutional regulations on out of state advertising, noting it was contingent on the Attorney General decision, but was in the public interest to do so.

In closing, Dr. Rhoda briefed the Commission on the new staff member, Mary Laphen, graduate assistant in the P-16 division. He then noted that Thomas Sanford has accepted a faculty position at St. Cloud University in Minnesota.

Systems' Reports

Tennessee Board of Regents

Mr. John Morgan, Chancellor of the Tennessee Board of Regents, was recognized to present his report. He began his report by announcing that Dr. Tristan Denley has accepted the position of Vice Chancellor for Academic Affairs, effective August 19, replacing Dr. Paula Short. He commended Dr. Kay Clark for his interim leadership in that capacity.

Chancellor Morgan then discussed MOOCs (Massive Online Open Courses) and the contract entered into with Coursera for a pilot project using the Coursera platform to see how the technology may be used to expand the ability to be successful with students. He then noted a similar pilot, scheduled for the spring, is in progress with edX.

Chancellor Morgan also discussed the marketing campaign for community colleges, to be launched on July 29, to attract enrollment, noting this was the first attempt at marketing for community colleges. He also stated that Tennessee Technology Centers have a name change and are now classified as Tennessee Colleges of Applied Technology.

Chancellor Morgan announced Dr. Brad Martin has accepted the position of interim president of the University of Memphis and will provide an opportunity to view things differently and move the institution forward to create a new road map. In closing, he noted that former Governor Bredesen has accepted an invitation to chair the National Commission on College and University Board Governance, an effort that the Association of Governing Boards has instituted.

University of Tennessee

Dr. Joe DiPietro, President, the University of Tennessee, was recognized to present his report. Dr. DiPietro began his report by noting that UT has also entered into a contract with Coursera for a pilot project using the Coursera platform of online learning. He noted that there are several pilot courses underway, an undergraduate program at UT Martin, and two hybrid courses that show a comparison of learning concepts.

Dr. DiPietro then commented on spring Commencements, noting 6200 graduates from UT and an increase of 20 percent in Ph.Ds produced over last year. He then noted that the Veterinary Medicine program is fully accredited and the grand opening is September 21.

Dr. DiPietro also commented that the Parsons Center at UT Martin broke ground on July 22 and the nursing program to be housed in that facility will produce 30 graduates, and he discussed the UTK College of Engineering expansion. In closing, he announced that Dr. Steve Angle is the new chancellor at UTC and Dr. Tonjanita Johnson is the new Vice President for Communications and Marketing at UT.

Information Items

Diversity in Teaching Grant Awards, 2013-2015

Mr. Herbert Brown, Academic Affairs Analyst, was recognized. Mr. Brown briefly reviewed background on the Diversity in Teaching grant program and noted that with the settlement of the *Geier* desegregation lawsuit, and in light of current federal laws, the Minority Teacher Education program has evolved into the Diversity in Teaching program. He stated that THEC remains committed to the overarching goals of the program as previously administered. Mr. Brown noted that three institutions were funded for this program totaling $380,000 and will be funded for the period August 1, 2013 to July 31, 2015.

2012-13 Tennessee Higher Education Fact Book

Dr. Kimberly Martin, Policy, Planning, and Research Analyst was recognized. Dr. Martin provided an overview of the 2012-13 *Tennessee Higher Education Fact Book*. She stated the fact book comprises four sections: Student Participation, Student Success, Academic & Fiscal Trends, and the outcomes-based public higher education Funding Formula. Dr. Martin also stated the *Fact Book* is one of THEC's statutory responsibilities, and it is updated annually.

Dr. Martin highlighted the distribution of fall 2012 enrollments across all sectors of Tennessee higher education and noted a recent downturn in first-time freshmen and total enrollment within certain public sectors, concomitant to the downturn in Tennessee's public high school graduates. She also noted that freshman-to-sophomore retention rates edged downward across all public sectors in the most recent year for which data were available, however, the report shows steady, incremental growth in six-year graduation rates across all public sectors.

First to the Top Update

Ms. Kathryn Meyer, Higher Education Program Analyst, was recognized to provide an update on the current status of the STEM teacher professional development project within the Race to the Top grant. Ms. Meyer stated this project focuses on providing professional development for current teachers in alignment with the state's policies to address science and technology gaps in the workforce through improving educational achievement. She noted that as part of the effort to expand STEM educational opportunities, THEC released two rounds of funding focusing on professional development for K-12 STEM

teachers to promote innovative practices in K-12 STEM subjects. Ms. Meyer also noted that a total of $5.2 million has been directed towards STEM Professional Development programs from THEC's Race to the Top funds.

Office of P-16 Initiatives Update

Mr. Troy Grant, Director, College Access Initiatives, was recognized to provide a status report on the GEAR UP program. Mr. Grant briefly reviewed the GEAR UP annual report and highlighted year one implementation goals and progress, noting the kickoff meeting for the collaborative project directors and site coordinators held in December. He briefed the Commission on statistics from year one, such as students served, family and student activities, and services to educators. In closing, he noted the upcoming due date for year two work plans was May 10, and commented on the 2013 Youth Summit being held June 10 and 11 at Trevecca University and college application week, planned for September 30 to October 4.

Fall Commission Meeting

Dr. Rhoda advised the Commission the next meeting will be held on Thursday, November 14, 2013, in the THEC board room.

There being no further business, the meeting was adjourned at 2:30 p.m.

Approved:

_____
Cato Johnson
Chair

Agenda Item: I. A.

DATE: November 14, 2013

SUBJECT: New Academic Program, Tennessee State University, Professional Science Masters (concentration in Applied Geospatial Sciences)

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The proposed Professional Science Masters (PSM) program with a concentration in Applied Geospatial Sciences (AGS) will combine scientific and technical knowledge in AGS with business workplace skills highly valued by employers. Tennessee State University's groundwork for the proposed program was first established in 2005 by creating a graduate certificate program in Applied Geospatial Information Systems. The geospatial sciences, specifically geospatial information systems (GIS) and global positioning systems (GPS), and remote sensing are being applied to almost all areas of study and application in both the public and private sectors.

The PSM is a unique professional degree grounded in natural science, technology, engineering, mathematics and computational sciences and is designed to prepare students for direct entry into a variety of career options in industry, business or government. It is a distinctive advanced degree for those intending to pursue a career in the practice of science. Since 2006, the Council of Graduate Schools endorsed the PSM program model and currently 127 institutions have developed these interdisciplinary graduate programs that are characterized by science and mathematics with skills-based courses in management and leadership with an internship component.   The proposed PSM program with a concentration in Applied Geospatial Sciences meets all those criteria and will seek PSM recognition.

PROPOSED IMPLEMENTATION DATE: Spring 2014

1.1.20A MISSION: The proposed program supports Tennessee State University's mission to provide programming in the agricultural sciences and STEM disciplines. The PSM program will also contribute to the University's mission by producing graduates who will have advanced training in the cutting edge interfaces of science and management. The PSM program is in alignment with the goals outlined in the THEC 2010-15 Public Agenda for Higher Education, specifically the focus on strengthening Tennessee's Knowledge Economy and closing the gaps in the supply of graduates in high demand fields that require post-secondary credentials, particularly in the STEM fields.

1.1.20B CURRICULUM: The degree program will require completion of 36 semester credit hours, including a 15-hour major field core and 21 hours in the concentration. The curriculum is designed based on the model prescribed by the Council of Graduate Schools in order to be recognized as a "Professional Science Master's" program.   Curriculum requirements mandate that the majority of course content be derived from STEM disciplines and the inclusion

of a capstone project supervised collaboratively by faculty and employers. Courses will be delivered exclusively online with the exception of the capstone project.

1.1.20C ACADEMIC STANDARDS: Program admission requires a bachelor's degree; a 2.75 overall undergraduate GPA; satisfactory scores on the Graduate Record Examination (GRE); two letters of recommendations; and a personal statement stating the applicant's career goals and academic preparation.

Students must meet progression and graduation standards as published annually in the TSU catalog.

Projected Program Enrollment and Productivity

Students will have the option to attend the program on either a part-time or full-time basis.

Year	Full-Time Enrollment	Part-Time Enrollment	Total Headcount	Graduates
2014	6	3	9	--
2015	13	6	19	3
2016	17	10	27	9
2017	19	11	30	10
2018	21	12	33	12

1.1.20D FACULTY: The PSM program will use an interdisciplinary approach by incorporating existing faculty from three Colleges: Agriculture, Human and Natural Sciences; Public Service and Urban Affairs; and Business. All faculty involved have their terminal degree in their respective fields.

1.1.20E LIBRARY RESOURCES: Library resources are adequate for program implementation.

1.1.20F ADMINISTRATION/ORGANIZATION: This program will be offered through the Department of Agricultural and Environmental Sciences located within the College of Agriculture, Human and Natural Sciences. A departmental faculty member will serve as the program director for the proposed Professional Science Master's program.

1.1.20G SUPPORT RESOURCES: Students will have access to a wide range of support resources, including advising and mentoring support from the program director and other faculty members.

1.1.20H FACILITIES AND EQUIPMENT: Facilities and instructional equipment are adequate to support the program. Additionally, TSU has developed a delivery system for distance education that provides sufficient technical resources and support for faculty and students.

1.1.20I NEED AND DEMAND: The proposed PSM program with a concentration in Applied Geospatial Sciences (AGS) responds to the demands for continued training,

professional development and credentialing opportunities within the AGS field. With a successful Graduate Certificate Program in this field, students are asking for a Master's degree program to build upon this existing degree credential. The labor market also validates the demand for this proposed PSM program. The U.S. Department of Labor Employment and Training Administration anticipates that an additional 150,000 positions requiring geospatial skills will be created by 2020. Furthermore, according to the recently published *Future U.S. Workforce for Geospatial Intelligence* it was indicated that employers are looking for individuals with a mix of both scientific and practical skills. The PSM program model will incorporate the discipline with applied skills in communication and management.

1.1.20J NO UNNECESSARY DUPLICATION: Currently, there are no Professional Science Master's programs in Tennessee with a concentration in Applied Geospatial Sciences (AGS). This proposed program aligns with the institution's mission and other program offerings such as the undergraduate program in Agricultural Sciences (AGS concentration) and the graduate certificate program in Applied Geospatial Information Systems. TSU's proposed PSM program will provide unique opportunities to prospective students using online course delivery and a required on-ground internship.

1.1.2OK COOPERATING INSTITUTIONS: N/A

1.120L DIVERSITY AND ACCESS: Tennessee State University is committed to an inclusive and diverse campus that values the uniqueness of its student body and employees. Diversity is an objective in recruiting, mentoring, and graduating students.

1.1.20M ASSESSMENT/EVALUATION AND ACCREDITATION: There are no accrediting agencies for this specific program; however, the program is structured based on the PSM guidelines established by the Council of Graduates Schools (CGS). As of January 2012, CGS has selected the Keck Graduate Institute to administer the PSM affiliation process. The College of Agriculture, Human and Natural Sciences plans to seek recognition of the PSM program through the Keck Graduate Institute. A Professional Science Master's recognition provides assurance that the program conforms to nationally accepted criteria.

Program effectiveness will be gauged by annual data collection of enrollment, degree completion, and alumni and employer surveys. Additionally, the program faculty committee will review program and student learning outcomes and determine if any revisions to the program is warranted. Program revisions will be shared with the Advisory Board for feedback.

1.1.200 EXTERNAL JUDGMENT: External review of the proposed program was conducted during an institution site visit on April 29-30, 2013. Dr. Lindi Quackenbush, Associate Professor of Environmental Resources Engineering at State University of New York served as the external reviewer. She stated that the proposed program had several strengths that included supportive university administration, qualified faculty to deliver both the core and concentration areas; strong information technology network; strong on-line support services for students; and prior experience

with offering the graduate certificate program in Applied Geospatial Information Systems.

Dr. Quackenbush stated that "there is value in creating the proposed Professional Science Master's degree in Applied Geospatial Sciences at Tennessee State University. This field is expected to continue to expand and the requirement for professionals with technical expertise in the geospatial field combined with business training addresses a clear marketplace need."

1.1.20P COST/BENEFIT: The proposed PSM program will be funded through campus reallocations and additional tuition revenues generated by the program.

1.1.30 POST APPROVAL MONITORING: An annual performance review of the proposed program will be conducted for the first five years following program approval. The review will be based on benchmarks established in the approved proposal. At the end of this period, the campus, governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost; progress toward accreditation and other metrics set by the institution and agreed upon by governing board and Commission staff. If benchmarks are not met during the monitoring period, the Commission may recommend that the governing board terminate the program. If additional time is needed and requested by the governing board, the Commission may choose to extend the monitoring period.

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DATE: November 14, 2013

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

ACTION RECOMMENDED: Temporary Authorization

BACKGROUND INFORMATION: The Commission, under the Postsecondary Authorization Act, has the "power and duty" to act upon applications for authorization to operate an educational institution in the state.   For the institutions listed below, applications have been reviewed, site visits have been performed, and staff has determined that all necessary documentation and bonds have been secured.   The Committee on Postsecondary Educational Institutions met on October 24, 2013 and endorsed staff recommendations for Temporary Authorization of these institutions.

A. America Training Institute   **Memphis, TN**
     60 North Third, Memphis, Tennessee 38103

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

America Training Institute is seeking approval for three new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

1.	**Program:**	**Certified Nurse Assistant**
	Credential Awarded:	**Certificate of Completion**
	Length of Program:	**105 Contact Hours**
		1 Month

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

2.	**Program:**	**Heating, Ventilation, Air Conditioning/Refrigeration**
	Credential Awarded:	**Certificate of Completion**
	Length of Program:	**1080 Contact Hours**
		9 Months
3.	**Program:**	**Ministry Training**
	Credential Awarded:	**Certificate of Completion**
	Length of Program:	**120 Contact Hours**
		7 Months

B. Concorde Career College - Southaven Campus   Southaven, MS
7900 Airways, Suite 103, Southaven, Mississippi
38671

Corporate Structure: C-Corporation
Accreditation: Council on Occupational Education (COE)
Title IV Funding: Yes

Concorde Career College - Southaven Campus is seeking approval for six new programs. The programs will be offered in a residential format. The institution is recruitment only; instruction will be provided by the faculty from their authorized site in Southaven, Mississippi.

1. **Program:**   **Dental Assisting**
   Credential Awarded: **Associate of Applied Science**
   Length of Program: **64 Semester Credit Hours**
                            18 Months

License/Certification Required for Employment: Certified/Registered Dental Assistant
Licensing Board/Agency: Board of Dentistry

2. **Program:**   **Medical Assistant**
   Credential Awarded: **Associate of Applied Science**
   Length of Program: **62 Semester Credit Hours**
                            17 Months

3. **Program:**   **Medical Office Professional**
   Credential Awarded: **Associate of Applied Science**
   Length of Program: **62 Semester Credit Hours**
                            18 Months

4. **Program:**   **Dental Assisting**
   Credential Awarded: **Diploma**
   Length of Program: **31 Semester Credit Hours**
                            8 Months

License/Certification Required for Employment: Certified/Registered Dental Assistant
Licensing Board/Agency: Board of Dentistry

5. **Program:**   **Medical Assistant**
   Credential Awarded: **Diploma**
   Length of Program: **29 Semester Credit Hours**
                            8 Months

6. **Program:**   **Medical Office Professional**
   Credential Awarded: **Diploma**

Length of Program:	**29 Semester Credit Hours**
	8 Months

**C.   Embry-Riddle Aeronautical University - Worldwide   Daytona Beach, FL
Online Campus**
600 South Clyde Morris Blvd., Daytona Beach, Florida
32114

Corporate Structure:	Not-for-Profit Corporation
Accreditation:	Southern Association of Colleges and Schools Commission
	on Colleges (SACSCOC)
Title IV Funding:	Yes

The institution will provide on-line instruction for the authorized Memphis location.

D.   Franklin Institute of Wellness   Franklin, TN
1881 General George Patton Dr., Suite 104, Franklin,
Tennessee 37067

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

Franklin Institute of Wellness is seeking approval for one new program. The program will be offered in a distance learning format; all classes are available on-line.

1.	**Program:**	**Aromatherapy**
	Credential Awarded:	**Certified Aromatherapist**
	Length of Program:	**330 Contact Hours**
		9 Months Full-Time
		18 Months Part-Time

E.   Liberty Tax Service   Murfreesboro, TN
1407A NW Broad Street, Murfreesboro, Tennessee 37129

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

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

1.	**Program:**	**Basic Income Tax**
	Credential Awarded:	**Certificate of Completion**
	Length of Program:	**60 Contact Hours**
		2.5 Months

2.	**Program:**	**Rapid Class**

Credential Awarded: **Certificate of Completion**

Length of Program: **30 Contact Hours**

                                    1 Week

F. Spartan College of Aeronautics and Technology   Tulsa, OK

8820 East Pine Street, Tulsa, Oklahoma 74115

Corporate Structure:	Limited Liability Company (LLC)
Accreditation:	Accrediting Commission of Career Schools and Colleges (ACCSC)
Title IV Funding:	Yes

Change of Ownership:

Spartan College of Aeronautics and Technology was purchased by Spartan Education, LLC on December 31, 2012. The institution is a Limited Liability Company and has been authorized by THEC since January 1, 1977.

The institution will offer seven programs that are already approved by THEC. The programs will be offered in a residential format. The institution is recruitment only; instruction will be provided by faculty from their authorized site in Tulsa, Oklahoma.

1.   **Program:**   **Aviation Maintenance Technology (Revised)**

       Credential Awarded: **Associate of Applied Science**

       Length of Program: **122 Semester Credit Hours**

                                    23 Months

2.   **Program:**   **Aviation-Professional Pilot (Revised)**

       Credential Awarded: **Associate of Applied Science**

       Length of Program: **91 Semester Credit Hours**

                                    30 Months

3.   **Program:**   **Avionics Maintenance Technology (Revised)**

       Credential Awarded: **Associate of Applied Science**

       Length of Program: **100 Semester Credit Hours**

                                    18 Months

4.   **Program:**   **Quality Control (Revised)**

       Credential Awarded: **Associate of Applied Science**

       Length of Program: **117 Semester Credit Hours**

                                    21 Months

5.   **Program:**   **Aviation Maintenance Technology (Revised)**

       Credential Awarded: **Diploma**

       Length of Program: **96 Semester Credit Hours**

                                    18 Months

6.   **Program:**   **Avionics Maintenance Technology (Revised)**

       Credential Awarded: **Diploma**

       Length of Program: **80 Semester Credit Hours**

                                    15 Months

7.　**Program:**　　　　　**Nondestructive Testing (Revised)**
　　　Credential Awarded:　**Diploma**
　　　Length of Program:　**66 Semester Credit Hours**
　　　　　　　　　　　　12 Months

Spartan College of Aeronautics and Technology is seeking approval for two new programs. The programs will be offered in a residential format. The institution is recruitment only; instruction will be provided by faculty from their authorized site in Tulsa, Oklahoma.

8.　**Program:**　　　　　**Aviation Flight**
　　　Credential Awarded:　**Associate of Applied Science**
　　　Length of Program:　**87 Semester Credit Hours**
　　　　　　　　　　　　17 Months

9.　**Program:**　　　　　**Aviation Flight**
　　　Credential Awarded:　**Diploma**
　　　Length of Program:　**62 Semester Credit Hours**
　　　　　　　　　　　　12 Months

G.　The Jubilee School　　　　　　　　　　　**Nashville, TN**
　　141 Belle Forest Circle, Nashville, Tennessee 37221

Corporate Structure:　Not-for-Profit Corporation
Accreditation:　　　Association for Biblical Higher Education, Commission on Accreditation (ABHE)
Title IV Funding:　　No

The Jubilee School is seeking approval for three new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee.

1.　**Program:**　　　　　**Worship Leader**
　　　Credential Awarded:　**Graduate Certificate**
　　　Length of Program:　**24 Quarter Credit Hours**
　　　　　　　　　　　　12 Months

2.　**Program:**　　　　　**Breathecast Internship**
　　　Credential Awarded:　**Certificate**
　　　Length of Program:　**120 Contact Hours**
　　　　　　　　　　　　2.5 Months

3.　**Program:**　　　　　**Music Theory**
　　　Credential Awarded:　**Certificate**
　　　Length of Program:　**24 Quarter Credit Hours**
　　　　　　　　　　　　12 Months

Agenda Item: I.B.2.

DATE: November 14, 2013

SUBJECT: Approval of New Programs under the Postsecondary Authorization Act

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The Commission, under the Postsecondary Authorization Act, has the "power and duty" to act upon applications for authorization of educational programs in the state. Applications have been reviewed and staff has determined that all necessary documentation for the institutions submitting new program applications is in accordance with the Act and postsecondary rules.   The Committee on Postsecondary Educational Institutions, which is a review and advisory committee to the Commission, met on October 24, 2013 and affirmed staff recommendations for approval.

A.   Academy of Make-Up Arts, LLC   **Nashville, TN**
    1321 Murfreesboro Road, Suite 731, Nashville,
    Tennessee 37217

Corporate Structure:	Limited Liability Company (LLC)
Authorization Date:	November 10, 2011
Accreditation:	None
Title IV Funding:	No
Highest Credential Offered:	Certificate

Academy of Make-Up Arts, LLC is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee.

1.   Program: Fashion Makeup Program
        Credential Awarded: Certificate
        Length of Program: 192 Contact Hours
                                6 Weeks

B.   Anthem Career College   **Memphis, TN**
    5865 Shelby Oaks Circle, Suite 100, Memphis, Tennessee
    38134

Corporate Structure:	C-Corporation
Authorization Date:	July 17, 2003
Accreditation:	Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding:	Yes
Highest Credential Offered:	Associate Degree

Anthem Career College - Memphis is seeking approval for sixteen new programs.

1

The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee, as well as on-line.

1. **Program:**   **Business Administration**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **324 Quarter Credit Hours**
                                       21 Months

2. **Program:**   **Business Administration/Accounting**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

3. **Program:**   **Business Administration/Criminal Justice Administration**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

4. **Program:**   **Business Administration/Healthcare Management**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

5. **Program:**   **Business Administration/Human Resource Management**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

6. **Program:**   **Business Administration/Paralegal**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

7. **Program:**   **Health Services Administration**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

8. **Program:**   **Information Technology**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    22 Months

9. **Program:**   **Information Technology/Computer Science**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    22 Months

10. **Program:** **Information Technology/Computer Security and Network Engineer**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    22 Months

11. **Program:** **Information Technology/Healthcare Information Technology Management**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    22 Months

12. **Program:** **Information Technology/Healthcare Management**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

13. **Program:** **Information Technology/IT Management**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    22 Months

14. **Program:** **Computer Network Technician**
    Credential Awarded: **Diploma**
    Length of Program: **46 Quarter Credit Hours**
    11 Months

15. **Program:** **Medical Assistant Technician**
    Credential Awarded: **Diploma**
    Length of Program: **43 Quarter Credit Hours**
    10.25 Months

16. **Program:** **Medical Front Office and Billing**
    Credential Awarded: **Diploma**
    Length of Program: **43 Quarter Credit Hours**
    10.2 Months

C. Anthem Career College   **Nashville, TN**
560 Royal Pkwy, Nashville, Tennessee 37214

Corporate Structure: C-Corporation
Authorization Date: November 20, 1998
Accreditation: Accrediting Council for Independent Colleges and Schools (ACICS)
Title IV Funding: Yes
Highest Credential Offered: Associate Degree

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

1.   **Program:**   **Business Administration**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

2.   **Program:**   **Business Administration/Accounting**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

3.   **Program:**   **Business Administration/Criminal Justice Administration**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

4.   **Program:**   **Business Administration/Healthcare Management**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

5.   **Program:**   **Business Administration/Human Resource Management**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

6.   **Program:**   **Business Administration/Paralegal**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

7.   **Program:**   **Health Services Administration**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    21 Months

8.   **Program:**   **Information Technology**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **90 Quarter Credit Hours**
    22 Months

9.   **Program:**   **Information Technology/Computer Science**
        Credential Awarded: **Associate of Applied Science**
        Length of Program: **90 Quarter Credit Hours**
                                   22 Months

10.   **Program:**   **Information Technology/Computer Security and**
                                   Network Engineer
        Credential Awarded: **Associate of Applied Science**
        Length of Program: **90 Quarter Credit Hours**
                                   22 Months

11.   **Program:**   **Information Technology/Healthcare Information**
                                   Technology Management
        Credential Awarded: **Associate of Applied Science**
        Length of Program: **90 Quarter Credit Hours**
                                   22 Months

12.   **Program:**   **Information Technology/Healthcare Management**
        Credential Awarded: **Associate of Applied Science**
        Length of Program: **90 Quarter Credit Hours**
                                   21 Months

13.   **Program:**   **Information Technology/IT Management**
        Credential Awarded: **Associate of Applied Science**
        Length of Program: **90 Quarter Credit Hours**
                                   22 Months

14.   **Program:**   **Computer Network Technician**
        Credential Awarded: **Diploma**
        Length of Program: **46 Quarter Credit Hours**
                                   11 Months

15.   **Program:**   **Medical Assistant Technician**
        Credential Awarded: **Diploma**
        Length of Program: **43 Quarter Credit Hours**
                                   10.25 Months

16.   **Program:**   **Medical Front Office and Billing**
        Credential Awarded: **Diploma**
        Length of Program: **43 Quarter Credit Hours**
                                   10.2 Months

D. Argosy University   **Nashville, TN**
   100 Centerview Drive, Suite 225, Nashville, Tennessee
   37214

Corporate Structure: C-Corporation
Authorization Date: January 28, 1999
Accreditation: Western Association of Schools and Colleges (WASC)
Title IV Funding: Yes
Highest Credential Offered: Doctorate Degree

Argosy University is seeking approval to revise one previously approved program and to offer eight new programs. The programs will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee, as well as on-line.

1.   **Program:**   **Accounting**
     Credential Awarded: **Doctor of Business Administration**
     Length of Program: **60 Semester Credit Hours**
                               36 Months Full-Time
                               72 Months Part-Time

2.   **Program:**   **Customized Professional**
     Credential Awarded: **Doctor of Business Administration**
     Length of Program: **60 Semester Credit Hours**
                               36 Months Full-Time
                               72 Months Part-Time

3.   **Program:**   **International Business**
     Credential Awarded: **Doctor of Business Administration**
     Length of Program: **60 Semester Credit Hours**
                               36 Months Full-Time
                               72 Months Part-Time

4.   **Program:**   **Management (Revised)**
     Credential Awarded: **Doctor of Business Administration**
     Length of Program: **60 Semester Credit Hours**
                               36 Months Full-Time
                               72 Months Part-Time

5.   **Program:**   **Marketing**
     Credential Awarded: **Doctor of Business Administration**
     Length of Program: **60 Semester Credit Hours**
                               36 Months Full-Time
                               72 Months Part-Time

6.   **Program:**   **Forensic Psychology/Assessment & Treatment**
     Credential Awarded: **Master of Arts**
     Length of Program: **36 Semester Credit Hours**
                               14 Months

7.   **Program:**   **Forensic Psychology/General**
       Credential Awarded: **Master of Arts**
       Length of Program: **36 Semester Credit Hours**
                                            14 Months

8.   **Program:**   **Forensic Psychology/Homeland Security**
       Credential Awarded: **Master of Arts**
       Length of Program: **36 Semester Credit Hours**
                                            14 Months

9.   **Program:**   **Forensic Psychology/Law Enforcement**
       Credential Awarded: **Master of Arts**
       Length of Program: **36 Semester Credit Hours**
                                            14 Months

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

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

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

1.   **Program:**   **Accounting**
       Credential Awarded: **Doctor of Business Administration**
       Length of Program: **60 Semester Credit Hours**
                                            36 Months Full-Time
                                          72 Months Part-Time

2.   **Program:**   **Customized Professional**
       Credential Awarded: **Doctor of Business Administration**
       Length of Program: **60 Semester Credit Hours**
                                            36 Months Full-Time
                                          72 Months Part-Time

3.   **Program:**   **International Business**
       Credential Awarded: **Doctor of Business Administration**
       Length of Program: **60 Semester Credit Hours**
                                            36 Months Full-Time
                                          72 Months Part-Time

4. **Program:**   **Management**
    Credential Awarded: **Doctor of Business Administration**
    Length of Program: **60 Semester Credit Hours**
                            36 Months Full-Time
                            72 Months Part-Time

5. **Program:**   **Marketing**
    Credential Awarded: **Doctor of Business Administration**
    Length of Program: **60 Semester Credit Hours**
                            36 Months Full-Time
                            72 Months Part-Time

6. **Program:**   **Forensic Psychology/Assessment & Treatment**
    Credential Awarded: **Master of Arts**
    Length of Program: **36 Semester Credit Hours**
                            14 Months

7. **Program:**   **Forensic Psychology/General**
    Credential Awarded: **Master of Arts**
    Length of Program: **36 Semester Credit Hours**
                            14 Months

8. **Program:**   **Forensic Psychology/Homeland Security**
    Credential Awarded: **Master of Arts**
    Length of Program: **36 Semester Credit Hours**
                            14 Months

9. **Program:**   **Forensic Psychology/Law Enforcement**
    Credential Awarded: **Master of Arts**
    Length of Program: **36 Semester Credit Hours**
                            14 Months

10. **Program:**   **Adult Education and Training**
    Credential Awarded: **Master of Arts in Education**
    Length of Program: **36 Semester Credit Hours**
                            24 Months

F. Cambridge College   **Memphis, TN**
    8000 Centerview Parkway Suite 400, Memphis, Tennessee
    38018

Corporate Structure: Not-for-Profit Corporation
Authorization Date: July 26, 2007
Accreditation: New England Association of Schools and Colleges,
                          Commission on Institutions of Higher Education
                          (NEASC)
Title IV Funding: Yes

Highest Credential Offered: Master Degree

Cambridge College is seeking approval to revise five previously approved programs and to offer one new program. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

1. **Program:**   **Management Studies/Health Care**
    Credential Awarded: **Bachelor of Arts**
    Length of Program: **120 Credit Hours**
                                48 Months Full-Time
                                72 Months Part-Time

2. **Program:**   **Multidisciplinary Studies/Early Education and Care (Revised)**
    Credential Awarded: **Bachelor of Arts**
    Length of Program: **120 Semester Credit Hours**
                                48 Months Full-Time
                                72 Months Part-Time

3. **Program:**   **Multidisciplinary Studies/General Studies (Revised)**
    Credential Awarded: **Bachelor of Arts**
    Length of Program: **120 Semester Credit Hours**
                                48 Months Full-Time
                                72 Months Part-Time

4. **Program:**   **Human Services/Addiction Studies (Revised)**
    Credential Awarded: **Bachelor of Science**
    Length of Program: **120 Semester Credit Hours**
                                48 Months Full-Time
                                72 Months Part-Time

5. **Program:**   **Human Services/Family Studies (Revised)**
    Credential Awarded: **Bachelor of Science**
    Length of Program: **120 Semester Credit Hours**
                                48 Months Full-Time
                                72 Months Part-Time

6. **Program:**   **Management Studies/General Management (Revised)**
    Credential Awarded: **Bachelor of Science**
    Length of Program: **120 Semester Credit Hours**
                                48 Months Full-Time
                                72 Months Part-Time

G. Concorde Career College   **Memphis, TN**
    5100 Poplar Avenue Suite 132, Memphis, Tennessee 38137

Corporate Structure: C-Corporation
Authorization Date: January 1, 1985
Accreditation: Council on Occupational Education (COE)
Title IV Funding: Yes
Highest Credential Offered: Associate Degree

Concorde Career College is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

1.   **Program:**   **Medical Laboratory Technician (MLT)**
      Credential Awarded: **Associate of Applied Science**
      Length of Program: **84.5 Semester Credit Hours**
                                  20 Months

**License/Certification Required for Employment: Medical Laboratory Technician
Licensing Board/Agency: Tennessee Medical Laboratory Board**

**The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
requires a developing program to submit a letter requesting the initial
application which was completed on February 15, 2012. The initial application
and fee was submitted September 2012 and approved by NAACLS on November
19, 2012. After the first cohort starts, the accreditation process consists of a
self-study with a two day site visit during the first half of the program. The
NAACLS board of directors will meet prior to graduation of the first cohort to
grant full accreditation of the program. If approval is not granted, the students
will be taught out at another institution with a Medical Laboratory Technician
Program or Concorde Career College will refund any monies paid by the students.**

H. National College of Business & Technology   **Memphis, TN**
    2576 Thousand Oaks Cove, Memphis, Tennessee 38115

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

National College of Business & Technology is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee.

1. **Program:**   **Tourism and Hospitality Management**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **96 Quarter Credit Hours**
                             20 Months Full-Time
                             44 Months Part-Time

I. National College of Business & Technology   **Nashville, TN**
    1638 Bell Rd, Nashville, Tennessee 37211

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

National College of Business & Technology is seeking approval for one new program. The program will be offered in a residential format. Instruction will be provided by faculty from their authorized site in Nashville, Tennessee.

1. **Program:**   **Tourism and Hospitality Management**
    Credential Awarded: **Associate of Applied Science**
    Length of Program: **96 Quarter Credit Hours**
                             20 Months Full-Time
                             44 Months Part-Time

J. Nossi College of Art   **Nashville, TN**
    590 Cheron Road, Nashville, Tennessee 37115

Corporate Structure: S-Corporation
Authorization Date: January 1, 1982
Accreditation: Accrediting Commission of Career Schools and
                                Colleges (ACCSC)
Title IV Funding: Yes
Highest Credential Offered: Bachelor Degree

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

1. **Program:**   **Videography**
    Credential Awarded: **Bachelor of Graphic Arts**
    Length of Program: **135 Semester Credit Hours**
                             44 Months

K. Remington College   **Memphis, TN**
2710 Nonconnah Blvd., Memphis, Tennessee 38132

Corporate Structure:	Not-for-Profit Corporation
Authorization Date:	January 1, 1987
Accreditation:	Accrediting Commission of Career Schools and Colleges (ACCSC)
Title IV Funding:	Yes
Highest Credential Offered:	Bachelor Degree

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

1.   **Program:**   **Medical Assisting**
       Credential Awarded: **Diploma**
       Length of Program: **64.5 Quarter Credit Hours**
                                  12 Months

2.   **Program:**   **Pharmacy Technician**
       Credential Awarded: **Diploma**
       Length of Program: **64.5 Quarter Credit Hours**
                                  13 Months

L. Remington College   **Nashville, TN**
441 Donelson Pike Suite 150, Nashville, Tennessee 37214

Corporate Structure:	Not-for-Profit Corporation
Authorization Date:	July 17, 2003
Accreditation:	Accrediting Commission of Career Schools and Colleges (ACCSC)
Title IV Funding:	Yes
Highest Credential Offered:	Bachelor Degree

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

1.   **Program:**   **Medical Assisting**
       Credential Awarded: **Diploma**
       Length of Program: **64.5 Quarter Credit Hours**
                                  12 Months

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

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

South College is seeking approval for two new programs. The Business Administration Program will be offered in a distance learning format; all classes will be available online. The Business Administration/Professional Brewing Science Program will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Knoxville, Tennessee, as well as on-line.

1.   **Program: Business Administration**
       Credential Awarded: Master of Business Administration
       Length of Program: 48 Quarter Credit Hours
                                       12 Months Full-Time
                                       18 Months Part-Time

2.   **Program: Business Administration/Professional Brewing**
                                       Science
       Credential Awarded: Associate of Science
       Length of Program: 120 Quarter Credit Hours
                                       24 Months Full-Time
                                       30 Months Part-Time

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

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

South College is seeking approval for one new program. The program will be offered in a distance learning format; all classes will be available on-line.

1.   **Program: Health Science/Health Education**
       Credential Awarded: Doctor of Health Science
       Length of Program: 90 Quarter Credit Hours
                                       36 Months Full-Time
                                       48 Months Part-Time

O. Strayer University - Knoxville Campus **Knoxville, TN**
   10118 Parkside Drive, Suite 200, Knoxville, Tennessee
   37922

Corporate Structure: C-Corporation
Authorization Date: November 16, 2006
Accreditation: Middle States Association of Colleges and Schools,
                              Commission on Higher Education (MSACHE)
Title IV Funding: Yes
Highest Credential Offered: Master Degree

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

1.   **Program:**   **Information Assurance**
       Credential Awarded: **Master of Science**
       Length of Program: **54 Quarter Credit Hours**
                                  18 Months Full-Time
                                  36 Months Part-Time

P. Strayer University - Nashville Campus **Nashville, TN**
   1809 Dabbs Avenue, Nashville, Tennessee 37210

Corporate Structure: C-Corporation
Authorization Date: November 14, 2002
Accreditation: Middle States Association of Colleges and Schools,
                              Commission on Higher Education (MSACHE)
Title IV Funding: Yes
Highest Credential Offered: Master Degree

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

1.   **Program:**   **Information Assurance**
       Credential Awarded: **Master of Science**
       Length of Program: **54 Quarter Credit Hours**
                                  18 Months Full-Time
                                  36 Months Part-Time

Q. Strayer University - Online   **Salt Lake City, UT**
5225 Wiley Post Way, Salt Lake City, Utah 84116

Corporate Structure:	C-Corporation
Authorization Date:	November 14, 2002
Accreditation:	Middle States Association of Colleges and Schools, Commission on Higher Education (MSACHE)
Title IV Funding:	Yes
Highest Credential Offered:	Master Degree

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

1.   Program: Information Assurance
  Credential Awarded: Master of Science
  Length of Program: 54 Quarter Credit Hours
                     18 Months Full-Time
                     36 Months Part-Time

R. Strayer University - Shelby   **Memphis, TN**
7275 Appling Farms Parkway, Memphis, Tennessee 38133

Corporate Structure:	C-Corporation
Authorization Date:	January 29, 2004
Accreditation:	Middle States Association of Colleges and Schools, Commission on Higher Education (MSACHE)
Title IV Funding:	Yes
Highest Credential Offered:	Master Degree

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

1.   Program: Information Assurance
  Credential Awarded: Master of Science
  Length of Program: 54 Quarter Credit Hours
                     18 Months Full-Time
                     36 Months Part-Time

S. Strayer University - Thousand Oaks Campus   Memphis, TN
2620 Thousand Oaks Suite 1100, Memphis, Tennessee
38118

Corporate Structure: C-Corporation
Authorization Date: November 14, 2002
Accreditation: Middle States Association of Colleges and Schools,
          Commission on Higher Education (MSACHE)
Title IV Funding: Yes
Highest Credential Offered: Master Degree

Strayer University - Thousand Oaks Campus is seeking approval for one new program. The program will be offered in a blended format. Instruction will be provided by the faculty from their authorized site in Memphis, Tennessee, as well as on-line.

1.   **Program:**   **Information Assurance**
          Credential Awarded: **Master of Science**
          Length of Program: **54 Quarter Credit Hours**
          18 Months Full-Time
          36 Months Part-Time

T. The Art Institute of Tennessee   Nashville, TN
100 Centerview Drive, Suite 250, Nashville, Tennessee
37214

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

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

1.   **Program:**   **Visual Effects & Motion Graphics**
          Credential Awarded: **Bachelor of Fine Arts**
          Length of Program: **180 Quarter Credit Hours**
          33 Months Full-Time
          49.5 Months Part-Time

U. University of Phoenix   **Chattanooga, TN**
   1208 Pointe Centre Drive, Chattanooga, Tennessee 37421

Corporate Structure: C-Corporation
Authorization Date: July 27, 2006
Accreditation: The Higher Learning Commission (HLC)
Title IV Funding: Yes
Highest Credential Offered: Master Degree

University of Phoenix is seeking approval for sixteen new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Chattanooga, Tennessee.

1.   **Program:**   **Business Administration/Finance**
      Credential Awarded: **Master of Business Administration**
      Length of Program: **48 Semester Credit Hours**
                              24 Months

2.   **Program:**   **Health Administration/Sustainability**
                              Management
      Credential Awarded: **Master of Health Administration**
      Length of Program: **43 Semester Credit Hours**
                              22 Months

3.   **Program:**   **Mediation**
      Credential Awarded: **Graduate Certificate**
      Length of Program: **12 Semester Credit Hours**
                              6 Months

4.   **Program:**   **Information Technology/Mobile Development**
      Credential Awarded: **Bachelor of Science**
      Length of Program: **120 Semester Credit Hours**
                              50 Months

5.   **Program:**   **Information Technology/Desktop Support**
      Credential Awarded: **Associate of Arts**
      Length of Program: **60 Semester Credit Hours**
                              25 Months

6.   **Program:**   **Information Technology/General**
      Credential Awarded: **Associate of Arts**
      Length of Program: **60 Semester Credit Hours**
                              25 Months

7.   **Program:**   **Information Technology/Health Care**
      Credential Awarded: **Associate of Arts**
      Length of Program: **60 Semester Credit Hours**
                              25 Months

8.   **Program:**   **Information Technology/Network Support**
        Credential Awarded: **Associate of Arts**
        Length of Program: **60 Semester Credit Hours**
                                           25 Months

9.   **Program:**   **Information Technology/Web Development**
        Credential Awarded: **Associate of Arts**
        Length of Program: **60 Semester Credit Hours**
                                         25 Months

10.   **Program:**   **Addictions**
        Credential Awarded: **Certificate**
        Length of Program: **24 Semester Credit Hours**
                                         10 Months

11.   **Program:**   **Family and Child Services**
        Credential Awarded: **Certificate**
        Length of Program: **24 Semester Credit Hours**
                                         10 Months

12.   **Program:**   **Gerontology**
        Credential Awarded: **Certificate**
        Length of Program: **24 Semester Credit Hours**
                                         10 Months

13.   **Program:**   **Human Services Management**
        Credential Awarded: **Certificate**
        Length of Program: **24 Semester Credit Hours**
                                         10 Months

14.   **Program:**   **Emergency Management**
        Credential Awarded: **Emergency Management Certificate**
        Length of Program: **18 Semester Credit Hours**
                                         8 Months

15.   **Program:**   **Health Management**
        Credential Awarded: **Health Management Certificate**
        Length of Program: **18 Semester Credit Hours**
                                         8 Months

16.   **Program:**   **Long Term Care**
        Credential Awarded: **Long Term Care Certificate**
        Length of Program: **18 Semester Credit Hours**
                                         8 Months

V. University of Phoenix   **Cordova, TN**
65 Germantown Court, Suite 100, Cordova, Tennessee
38018

Corporate Structure:	C-Corporation
Authorization Date:	July 17, 2003
Accreditation:	The Higher Learning Commission (HLC)
Title IV Funding:	Yes
Highest Credential Offered:	Master Degree

University of Phoenix is seeking approval for sixteen new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Cordova, Tennessee.

1.   **Program:**   **Business Administration/Finance**
       Credential Awarded: **Master of Business Administration**
       Length of Program: **48 Semester Credit Hours**
       24 Months

2.   **Program:**   **Health Administration/Sustainability Management**
       Credential Awarded: **Master of Health Administration**
       Length of Program: **43 Semester Credit Hours**
       22 Months

3.   **Program:**   **Mediation**
       Credential Awarded: **Graduate Certificate**
       Length of Program: **12 Semester Credit Hours**
       6 Months

4.   **Program:**   **Information Technology/Mobile Development**
       Credential Awarded: **Bachelor of Science**
       Length of Program: **120 Semester Credit Hours**
       50 Months

5.   **Program:**   **Information Technology/Desktop Support**
       Credential Awarded: **Associate of Arts**
       Length of Program: **60 Semester Credit Hours**
       25 Months

6.   **Program:**   **Information Technology/General**
       Credential Awarded: **Associate of Arts**
       Length of Program: **60 Semester Credit Hours**
       25 Months

7.   **Program:**   **Information Technology/Health Care**
       Credential Awarded: **Associate of Arts**
       Length of Program: **60 Semester Credit Hours**

25 Months

8.   **Program:**   **Information Technology/Network Support**
      Credential Awarded: **Associate of Arts**
      Length of Program: **60 Semester Credit Hours**
                                    25 Months

9.   **Program:**   **Information Technology/Web Development**
      Credential Awarded: **Associate of Arts**
      Length of Program: **60 Semester Credit Hours**
                                    25 Months

10.   **Program:**   **Addictions**
      Credential Awarded: **Certificate**
      Length of Program: **24 Semester Credit Hours**
                                    10 Months

11.   **Program:**   **Family and Child Services**
      Credential Awarded: **Certificate**
      Length of Program: **24 Semester Credit Hours**
                                    10 Months

12.   **Program:**   **Gerontology**
      Credential Awarded: **Certificate**
      Length of Program: **24 Semester Credit Hours**
                                    10 Months

13.   **Program:**   **Human Services Management**
      Credential Awarded: **Certificate**
      Length of Program: **24 Semester Credit Hours**
                                    10 Months

14.   **Program:**   **Emergency Management**
      Credential Awarded: **Emergency Management Certificate**
      Length of Program: **18 Semester Credit Hours**
                                    8 Months

15.   **Program:**   **Health Management**
      Credential Awarded: **Health Management Certificate**
      Length of Program: **18 Semester Credit Hours**
                                    8 Months

16.   **Program:**   **Long Term Care**
      Credential Awarded: **Long Term Care Certificate**
      Length of Program: **18 Semester Credit Hours**
                                    8 Months

W.   **University of Phoenix**   **Nashville, TN**
616 Marriott Drive, Suite 150, Nashville, Tennessee
37214

Corporate Structure:	C-Corporation
Authorization Date:	January 31, 2002
Accreditation:	The Higher Learning Commission (HLC)
Title IV Funding:	Yes
Highest Credential Offered:	Doctorate Degree

University of Phoenix is seeking approval for sixteen new programs. The programs will be offered in a residential format. Instruction will be provided by the faculty from their authorized site in Nashville, Tennessee.

1. **Program:**   **Business Administration/Finance**
   Credential Awarded: **Master of Business Administration**
   Length of Program: **48 Semester Credit Hours**
                             24 Months

2. **Program:**   **Health Administration/Sustainability Management**
   Credential Awarded: **Master of Health Administration**
   Length of Program: **43 Semester Credit Hours**
                             22 Months

3. **Program:**   **Mediation**
   Credential Awarded: **Graduate Certificate**
   Length of Program: **12 Semester Credit Hours**
                             6 Months

4. **Program:**   **Information Technology/Mobile Development**
   Credential Awarded: **Bachelor of Science**
   Length of Program: **120 Semester Credit Hours**
                             50 Months

5. **Program:**   **Information Technology/Desktop Support**
   Credential Awarded: **Associate of Arts**
   Length of Program: **60 Semester Credit Hours**
                             25 Months

6. **Program:**   **Information Technology/General**
   Credential Awarded: **Associate of Arts**
   Length of Program: **60 Semester Credit Hours**
                             25 Months

7. **Program:**   **Information Technology/Health Care**
   Credential Awarded: **Associate of Arts**
   Length of Program: **60 Semester Credit Hours**

25 Months

8.   **Program:**   **Information Technology/Network Support**
     Credential Awarded: **Associate of Arts**
     Length of Program: **60 Semester Credit Hours**
                               25 Months

9.   **Program:**   **Information Technology/Web Development**
     Credential Awarded: **Associate of Arts**
     Length of Program: **60 Semester Credit Hours**
                               25 Months

10. **Program:**   **Addictions**
     Credential Awarded: **Certificate**
     Length of Program: **24 Semester Credit Hours**
                               10 Months

11. **Program:**   **Family and Child Services**
     Credential Awarded: **Certificate**
     Length of Program: **24 Semester Credit Hours**
                               10 Months

12. **Program:**   **Gerontology**
     Credential Awarded: **Certificate**
     Length of Program: **24 Semester Credit Hours**
                               10 Months

13. **Program:**   **Human Services Management**
     Credential Awarded: **Certificate**
     Length of Program: **24 Semester Credit Hours**
                               10 Months

14. **Program:**   **Emergency Management**
     Credential Awarded: **Emergency Management Certificate**
     Length of Program: **18 Semester Credit Hours**
                               8 Months

15. **Program:**   **Health Management**
     Credential Awarded: **Health Management Certificate**
     Length of Program: **18 Semester Credit Hours**
                               8 Months

16. **Program:**   **Long Term Care**
     Credential Awarded: **Long Term Care Certificate**
     Length of Program: **18 Semester Credit Hours**
                               8 Months

X.   University of Phoenix   **Phoenix, AZ**
   3157 East Elwood Street, Phoenix, Arizona 85072

Corporate Structure:	C-Corporation
Authorization Date:	November 15, 2001
Accreditation:	The Higher Learning Commission (HLC)
Title IV Funding:	Yes
Highest Credential Offered:	Doctorate Degree

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

1.   **Program:**   **Business Administration/Finance**
     Credential Awarded: **Master of Business Administration**
     Length of Program: **48 Semester Credit Hours**
                                  24 Months

2.   **Program:**   **Health Administration/Sustainability**
                                 Management
     Credential Awarded: **Master of Health Administration**
     Length of Program: **43 Semester Credit Hours**
                                  22 Months

3.   **Program:**   **Mediation**
     Credential Awarded: **Graduate Certificate**
     Length of Program: **12 Semester Credit Hours**
                                  6 Months

4.   **Program:**   **Business**
     Credential Awarded: **Bachelor of Science**
     Length of Program: **120 Semester Credit Hours**
                                  50 Months

5.   **Program:**   **Information Technology/Mobile Development**
     Credential Awarded: **Bachelor of Science**
     Length of Program: **120 Semester Credit Hours**
                                  50 Months

6.   **Program:**   **Health Care Administration/Electronic Health**
                                 Records
     Credential Awarded: **Associate of Arts**
     Length of Program: **60 Semester Credit Hours**
                                  25 Months

7.   **Program:**   **Health Care Administration/Health and Wellness**
                                 Administration
     Credential Awarded: **Associate of Arts**
     Length of Program: **60 Semester Credit Hours**
                                  25 Months

8.   **Program:**   **Information Technology/Desktop Support**
           Credential Awarded: **Associate of Arts**
           Length of Program: **60 Semester Credit Hours**
                                   25 Months

9.   **Program:**   **Information Technology/General**
           Credential Awarded: **Associate of Arts**
           Length of Program: **60 Semester Credit Hours**
                                   25 Months

10.   **Program:**   **Information Technology/Health Care**
           Credential Awarded: **Associate of Arts**
           Length of Program: **60 Semester Credit Hours**
                                   25 Months

11.   **Program:**   **Information Technology/Network Support**
           Credential Awarded: **Associate of Arts**
           Length of Program: **60 Semester Credit Hours**
                                   25 Months

12.   **Program:**   **Information Technology/Web Administration**
           Credential Awarded: **Associate of Arts**
           Length of Program: **60 Semester Credit Hours**
                                   25 Months

13.   **Program:**   **Bookkeeping**
           Credential Awarded: **Bookkeeping Certificate**
           Length of Program: **18 Semester Credit Hours**
                                   8 Months

14.   **Program:**   **Addictions**
           Credential Awarded: **Certificate**
           Length of Program: **24 Semester Credit Hours**
                                   10 Months

15.   **Program:**   **Business Administration**
           Credential Awarded: **Certificate**
           Length of Program: **18 Semester Credit Hours**
                                   8 Months

16.   **Program:**   **Family and Child Services**
           Credential Awarded: **Certificate**
           Length of Program: **24 Semester Credit Hours**
                                   10 Months

17.   **Program:**   **Gerontology**
           Credential Awarded: **Certificate**
           Length of Program: **24 Semester Credit Hours**
                                   10 Months

18.   **Program:**   **Human Services Management**
      Credential Awarded: **Certificate**
      Length of Program: **24 Semester Credit Hours**
                                  10 Months

19.   **Program:**   **Marketing**
      Credential Awarded: **Certificate**
      Length of Program: **18 Semester Credit Hours**
                                  8 Months

20.   **Program:**   **Operations Management**
      Credential Awarded: **Certificate**
      Length of Program: **18 Semester Credit Hours**
                                  8 Months

21.   **Program:**   **Small Business Management and**
                                  Entrepreneurship
      Credential Awarded: **Certificate**
      Length of Program: **18 Semester Credit Hours**
                                  8 Months

22.   **Program:**   **Supply Chain Management**
      Credential Awarded: **Certificate**
      Length of Program: **18 Semester Credit Hours**
                                  8 Months

23.   **Program:**   **Electronic Health Records**
      Credential Awarded: **Electronic Health Records Certificate**
      Length of Program: **18 Semester Credit Hours**
                                  8 Months

24.   **Program:**   **Emergency Management**
      Credential Awarded: **Emergency Management Certificate**
      Length of Program: **18 Semester Credit Hours**
                                  8 Months

25.   **Program:**   **Health and Wellness Administration**
      Credential Awarded: **Health and Wellness Administration Certificate**
      Length of Program: **18 Semester Credit Hours**
                                  8 Months

26.   **Program:**   **Health Management**
      Credential Awarded: **Health Management Certificate**
      Length of Program: **18 Semester Credit Hours**
                                  8 Months

27.   **Program:**   **Long Term Care**
      Credential Awarded: **Long Term Care Certificate**

| Length of Program: | 18 Semester Credit Hours |
| | 8 Months |

Y. Wyoming Technical Institute   **Laramie, WY**
4373 North 3rd. Street, Laramie, Wyoming 82072

Corporate Structure:	C-Corporation
Authorization Date:	November 14, 2002
Accreditation:	Accrediting Commission of Career Schools and Colleges (ACCSC)
Title IV Funding:	Yes
Highest Credential Offered:	Associate Degree

Wyoming Technical Institute is seeking approval for three new programs. The programs will be offered in a residential format. The institution is recruitment only; instruction will be provided by the faculty from their authorized site in Laramie, Wyoming.

1. **Program:**   **Automotive Technology with Off-Road Power**
    Credential Awarded: **Diploma**
    Length of Program: **60 Semester Credit Hours**
    9 Months

2. **Program:**   **Collision/Refinishing Technology with Off-Road Power**
    Credential Awarded: **Diploma**
    Length of Program: **65 Semester Credit Hours**
    9 Months

3. **Program:**   **Diesel Technology with Off-Road Power**
    Credential Awarded: **Diploma**
    Length of Program: **60 Semester Credit Hours**
    9 Months

Agenda Item: I.C.

DATE: November 14, 2013

SUBJECT: 2014-15 Operating State Appropriation Recommendations

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION
Based on the outcomes-based funding formula, the following recommendations for operating state appropriations are presented in the attachments for consideration. With the full phase-out of the Hold Harmless provision in 2013-14, fiscal year 2014-15 marks the second year in which all state appropriations distributed through the outcomes-based formula are allocated based strictly on performance. Funds are allocated on a pro-rata basis and all campuses are recommended to receive the same percentage of their formula calculation.

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

RECOMMENDATION SUMMARY
Institutions showed continued improvement in many of the outcomes in 2012-13, the most recent year of data that is utilized for the 2014-15 budget cycle. In part, this increase in productivity is a function of the enrollment surge that occurred in the aftermath of the recent economic downturn. Higher enrollments, though not a factor themselves in state appropriations, continue to translate into productivity increases as students subsequently trigger outcomes, such as degree completion.

An increase of $29.6 million in state appropriations would be required to fund the growth in the outcomes formula. This growth is largely due to the aggregate increase in outcomes — including the institutional mission weights — across all universities and community colleges. This distribution, along with an equivalent increase in funding for non-formula units and program initiatives totaling $11.6 million, is included

in the THEC staff recommendation for 2014-15 operating funds, as detailed in Attachment II.

The staff recommendations include other components of note. First is an improvement to the state's need-based grant, the Tennessee Student Assistance Award (TSAA). In 2013-14, the program will fund approximately 35,000 students with $64.5 million across public, private and proprietary institutions in Tennessee. In September, the TSAC Board recommended that funding increase in 2014-15 by $31.7 million, which would fund 20 percent of the estimated 130,000 students that are eligible for the award, based on financial need, but currently do not receive the grant due to limited funds being exhausted. THEC staff concur with this recommendation and believe that this improvement, coupled with the student fee recommendations presented in Item I.D., represent continued advancement in college affordability for Tennesseans.

Second, the Public Agenda for Tennessee Higher Education — also known as the master plan — identifies workforce and economic development as a primary goal. Critical to that effort is the infrastructure necessary to train and educate students, providing the backbone of the Tennessee business and industry workforce. Community Colleges and the Tennessee Colleges of Applied Technology (TCATs) are at the forefront of workforce training and development, where up-to-date equipment is a crucial need. In 2013-14, TBR received $16.5 million in non-recurring funds to update and replace equipment vital to the mission of these campuses. Based upon the recommendation of TBR, THEC staff recommend an additional $16.5 million in non-recurring funds in 2014-15 to complete this equipment replenishment initiative. This funding will continue to help address over 60 existing workforce programs at community colleges by updating equipment and expanding programs into additional areas, while also providing seed money for up to 20 new workforce programs across Tennessee that address current and emerging employer workforce training needs. This funding also allows the TCATs to address 26 specific high demand programs that are offered across the state, providing upgrades or replacement equipment in order to meet specific industry needs of employers.

Finally, THEC staff is recommending $5 million in non-recurring funds to continue the work of the Online Innovation Initiative, which in 2013-14 received $3 million to fund several initiatives across higher education. Among other projects, this seed money funded course delivery pilots at four institutions across the UT and TBR systems via Coursera and edX, two of the leading education companies in online education technology, delivery and analytics. Funding was also utilized for the expansion of an innovative remedial education program called SAILS (Seamless Alignment and Integrated Learning Support), developed by Chattanooga State Community College, to other community colleges serving approximately 8,000 students

across Tennessee. These and other initiatives funded by the Online Innovation Initiative help identify and scale up policy innovation and activity that is crucial to the educational attainment and workforce development goals of the Public Agenda, as well as Governor Haslam's Drive to 55 initiative which seeks to have 55 percent of adult Tennesseans with a postsecondary credential by 2025.

The grand total recurring and non-recurring recommendation for all higher education operating appropriations for 2014-14 is $1.3 billion. This grand total includes $29.6 million to fund outcome growth, $11.6 million for other institutional operating costs across "non-formula units", $31.7 million for TSAA funding, $16.5 million to complete the equipment replenishment program and $5 million for the continuation of the Online Innovation Initiative. These recurring and non-recurring recommendations total $94.4 million or an increase of 7.7 percent. The improvement in recurring funds only is $72.9 million or 6 percent.

Finally, the Department of Finance & Administration has requested that state agencies prepare the 2014-15 budget with a five percent reduction in state appropriations. Financial aid funding provided by the Tennessee Student Assistance Corporation, primarily through the need-based grant award, is exempted from these reduction scenarios. For higher education this would result in a reduction in state appropriations of $57.3 million. This distribution is detailed in Attachment III.

ATTACHMENT I
State Appropriations History

Academic Formula Units	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13 *	2013-14 **
TBR Universities							
Austin Peay	$36,196,500	$32,935,800	$27,228,700	$25,570,600	$26,107,600	$28,537,600	$32,995,000
East Tennessee	63,070,900	57,792,100	48,353,800	45,582,600	44,000,700	45,772,200	48,685,000
Middle Tennessee	100,775,700	91,965,400	76,102,500	71,318,700	73,423,800	77,193,600	81,024,600
Tennessee State	42,553,700	38,448,300	30,371,100	28,554,800	29,335,100	30,810,900	32,610,800
Tennessee Tech	49,204,400	45,198,900	38,341,600	35,853,000	35,086,300	37,288,600	39,559,500
University of Memphis	123,224,900	113,093,400	97,397,500	91,785,400	85,464,300	87,346,700	89,106,400
Subtotal	**$415,026,100**	**$379,433,900**	**$317,795,200**	**$298,665,100**	**$293,417,800**	**$306,949,600**	**$323,981,300**
Community Colleges							
Chattanooga	$24,993,200	$23,667,300	$21,297,300	$20,086,100	$19,970,200	$21,902,500	$26,624,800
Cleveland	10,830,700	10,271,300	9,408,300	9,062,000	8,421,200	8,672,000	8,997,100
Columbia	14,015,400	13,246,700	12,025,200	11,439,800	11,121,800	11,294,400	12,339,500
Dyersburg	7,581,500	7,190,000	6,506,300	6,168,000	6,484,500	6,867,800	7,238,900
Jackson	13,096,600	12,393,900	11,104,800	10,479,000	10,518,500	10,821,400	11,510,200
Motlow	10,910,000	10,302,500	9,159,600	8,591,400	9,662,900	10,310,000	11,017,200
Nashville	16,285,700	15,375,500	13,429,500	12,677,800	13,794,900	14,516,500	15,983,500
Northeast	13,156,400	12,442,600	11,051,400	10,605,000	11,924,900	12,920,300	13,648,200
Pellissippi	21,961,000	20,741,200	18,242,100	17,199,100	18,692,600	20,819,800	22,913,400
Roane	19,061,900	18,044,100	16,437,400	15,684,300	14,750,900	15,244,700	16,619,800
Southwest	40,042,000	37,845,200	34,396,200	32,436,900	28,648,100	27,953,000	25,739,300
Volunteer	19,159,800	18,134,900	16,269,400	15,389,800	15,281,400	15,614,700	16,075,400
Walters	19,355,100	18,347,900	16,578,900	16,032,000	15,745,100	17,043,300	19,866,900
Subtotal	**$230,449,300**	**$218,003,100**	**$195,906,400**	**$185,851,200**	**$185,017,000**	**$193,980,400**	**$208,574,200**
UT Universities							
UT Chattanooga	$46,033,200	$42,102,800	$35,886,300	$33,463,400	$33,294,400	$34,601,800	$36,128,500
UT Knoxville	195,397,500	178,669,100	152,036,100	143,699,500	144,150,000	153,343,900	174,335,300
UT Martin	33,231,400	30,386,700	25,683,900	24,047,300	23,636,300	24,609,100	25,243,000
Subtotal	**$274,662,100**	**$251,158,600**	**$213,606,300**	**$201,210,200**	**$201,080,700**	**$212,554,800**	**$235,706,800**
Total Colleges and Universities	**$920,137,500**	**$848,595,600**	**$727,307,900**	**$685,726,500**	**$679,515,500**	**$713,484,800**	**$768,262,300**
Technology Centers	**$53,607,000**	**$50,825,800**	**$47,842,700**	**$46,263,500**	**$52,260,300**	**$53,848,800**	**$57,400,500**
Total Academic Formula Units	**$973,744,500**	**$899,421,400**	**$775,150,600**	**$731,990,000**	**$731,775,800**	**$767,333,600**	**$825,662,800**

Note: All years of appropriations are recurring funds only.

*Community College detail was determined by the Tennessee Board of Regents. Beginning in 2012-13, funds were allocated to the Community Colleges as a system.

**Community College detail provided by TBR and represents actual allocations.

ATTACHMENT I
State Appropriations History

Specialized Units	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Medical Education							
ETSU College of Medicine	$29,028,900	$27,619,200	$26,297,600	$25,377,900	$25,859,200	$27,321,000	$28,893,900
ETSU Family Practice	5,677,800	5,408,600	5,333,500	5,150,800	5,322,000	5,731,700	6,117,800
UT College of Medicine	49,340,900	46,573,700	44,057,000	42,524,700	42,820,200	44,883,300	47,065,400
UT Family Practice	10,161,400	9,654,000	9,487,500	9,187,200	9,313,200	9,870,100	10,458,800
UT Memphis	71,168,300	68,934,900	64,637,400	62,105,000	63,089,600	66,869,800	71,363,200
UT College of Vet Medicine	16,631,600	15,799,600	14,718,500	14,160,600	14,416,600	15,385,200	16,453,000
Subtotal	$182,008,900	$173,990,000	$164,531,500	$158,506,200	$160,820,800	$170,061,100	$180,352,100
Research and Public Service							
UT Agriculture Experiment Station	$25,094,000	$23,841,500	$23,377,800	$22,812,000	$23,111,900	$24,342,600	$25,438,800
UT Agriculture Extension Service	30,095,000	28,694,300	28,143,100	27,416,300	27,825,100	29,431,800	30,836,900
TSU McMinnville Center	531,200	503,100	521,500	527,900	527,300	543,300	560,400
TSU Institute of Ag. and Environmental Research	2,173,000	2,055,700	2,109,800	2,156,200	2,145,000	2,208,900	2,280,500
TSU Cooperative Education	1,927,000	1,823,000	2,371,700	2,918,300	2,918,200	3,010,500	3,110,400
TSU McIntire-Stennis Forestry Research	-	-	185,400	171,900	170,600	174,100	179,400
UT Space Institute	8,282,000	7,821,000	7,465,900	7,212,500	7,276,600	7,603,400	7,896,700
UT Institute for Public Service	4,980,000	4,806,500	4,705,100	4,312,800	4,341,200	4,541,300	5,232,400
UT County Technical Assistance Service	1,605,300	1,519,600	1,491,700	1,482,500	1,521,800	1,646,200	1,753,200
UT Municipal Technical Advisory Service	2,743,100	2,601,900	2,556,500	2,499,300	2,554,300	2,732,200	2,886,200
Subtotal	$77,430,600	$73,666,600	$72,928,500	$71,509,700	$72,392,000	$76,234,300	$80,174,900
Other Specialized Units							
UT University-Wide Administration	$4,564,500	$4,399,600	$4,353,700	$4,143,800	$4,209,000	$4,440,900	$4,589,300
TN Board of Regents Administration	4,871,700	4,517,100	4,429,300	4,407,400	4,563,400	4,881,800	5,104,200
TN Student Assistance Corporation	49,836,900	48,712,900	48,589,500	48,567,100	48,579,200	55,205,400	61,586,800
Tennessee Student Assistance Awards	47,108,500	46,162,500	46,162,500	46,162,500	46,162,500	52,762,500	57,762,500
Tennessee Students Assistance Corporation	1,537,400	1,359,400	1,236,000	1,213,600	1,225,700	1,251,900	1,353,500
Loan/Scholarships Program	1,191,000	1,191,000	1,191,000	1,191,000	1,191,000	1,191,000	1,220,800
Endowment Scholarships	-	-	-	-	-	-	1,250,000
TN Higher Education Commission	2,381,500	2,207,300	2,186,500	2,160,300	2,224,500	2,292,100	2,479,200
TN Foreign Language Institute	372,200	369,000	349,100	338,100	352,800	378,600	410,300
Contract Education	2,542,700	2,490,700	2,289,700	2,217,000	2,198,200	2,178,400	2,232,900
Subtotal	$64,569,500	$62,696,600	$62,197,800	$61,833,700	$62,127,100	$69,377,200	$76,402,700
Program Initiatives							
Campus Centers of Excellence	$19,635,500	$18,774,500	$17,717,700	$17,238,700	$17,328,000	$17,538,300	$18,193,700
Campus Centers of Emphasis	1,429,600	1,344,900	1,269,200	1,240,700	1,247,600	1,265,900	1,313,300
Academic Scholars Program	401,800	401,800	401,800	401,800	401,800	401,800	411,800
UT Access and Diversity Initiative	6,448,900	6,181,900	5,833,900	5,648,700	5,600,600	5,550,100	5,688,900
TBR Access and Diversity Initiative	11,391,100	10,543,000	10,313,200	9,977,400	9,892,900	9,803,700	10,048,800
THEC Grants	2,715,900	2,581,800	2,436,500	2,359,200	2,339,200	2,318,100	2,403,300
Research Initiatives - UT	6,500,000	6,231,000	5,880,300	5,693,700	5,645,200	5,594,300	5,734,200
Subtotal	$48,522,800	$46,058,900	$43,852,600	$42,560,200	$42,455,300	$42,472,200	$43,794,000
Total Operating	$1,346,276,300	$1,255,833,500	$1,118,661,000	$1,066,399,800	$1,069,571,000	$1,125,478,400	$1,206,386,500

Note: All years of appropriations are recurring funds only.

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ATTACHMENT II
2014-15 State Appropriations Distribution Recommendation

	A	B	C	D	E = C + D	F = E + A	G = E / A	H = F / B
			Breakdown of 2014-15 Changes					
Academic Formula Units	2013-14 Appropriation[1]	2014-15 Formula Recommendation	Outcomes Formula Adjustments	Share of New Funding	2014-15 Changes	2014-15 Appropriation	Percent Change	Percent Funded
TBR Universities								
Austin Peay	$32,995,000	$56,186,000	$1,041,100	$1,224,900	$2,266,000	$35,261,000	6.9%	62.8%
East Tennessee	48,685,000	78,623,000	(1,057,200)	1,714,100	656,900	49,341,900	1.3%	62.8%
Middle Tennessee	81,024,600	135,820,500	1,252,000	2,961,100	4,213,100	85,237,700	5.2%	62.8%
Tennessee State	32,610,800	52,609,300	(741,400)	1,147,000	405,600	33,016,400	1.2%	62.8%
Tennessee Tech	39,559,500	62,960,900	(1,419,400)	1,372,600	(46,800)	39,512,700	-0.1%	62.8%
University of Memphis	89,106,400	146,528,000	(343,500)	3,194,500	2,851,000	91,957,400	3.2%	62.8%
Subtotal	**$323,981,300**	**$532,727,700**	**($1,268,400)**	**$11,614,200**	**$10,345,800**	**$334,327,100**	**3.2%**	**62.8%**
Community Colleges[2]								
Chattanooga	$26,624,800	$42,730,000	($740,100)	$931,600	$191,500	$26,816,300	0.7%	62.8%
Cleveland	8,997,100	14,530,000	(195,200)	316,800	121,600	9,118,700	1.4%	62.8%
Columbia	12,339,500	20,290,700	(47,900)	442,400	394,500	12,734,000	3.2%	62.8%
Dyersburg	7,238,900	12,024,000	44,900	262,100	307,000	7,545,900	4.2%	62.8%
Jackson	11,510,200	18,229,000	(467,500)	397,400	(70,100)	11,440,100	-0.6%	62.8%
Motlow	11,017,200	17,508,000	(411,300)	381,700	(29,600)	10,987,600	-0.3%	62.8%
Nashville	15,983,500	26,060,000	(197,000)	568,100	371,100	16,354,600	2.3%	62.8%
Northeast	13,648,200	21,726,000	(487,100)	473,700	(13,400)	13,634,800	-0.1%	62.8%
Pellissippi	22,913,400	38,498,000	407,700	839,300	1,247,000	24,160,400	5.4%	62.8%
Roane	16,619,800	28,591,000	699,900	623,300	1,323,200	17,943,000	8.0%	62.8%
Southwest	25,739,300	40,541,000	(1,180,600)	883,900	(296,700)	25,442,600	-1.2%	62.8%
Volunteer	16,075,400	26,644,000	64,900	580,900	645,800	16,721,200	4.0%	62.8%
Walters	19,866,900	33,438,000	389,000	729,000	1,118,000	20,984,900	5.6%	62.8%
Community College Subtotal	**$208,574,200**	**$340,809,700**	**($2,120,300)**	**$7,430,200**	**$5,309,900**	**$213,884,100**	**2.5%**	**62.8%**
UT Universities								
UT Chattanooga	$36,128,500	$61,485,000	$1,117,500	$1,340,500	$2,458,000	$38,586,500	6.8%	62.8%
UT Knoxville[3]	171,335,300	289,041,000	3,758,400	6,301,500	10,059,900	181,395,200	5.9%	62.8%
UT Martin[3]	25,043,000	42,686,000	815,100	930,600	1,745,700	26,788,700	7.0%	62.8%
Subtotal	**$232,506,800**	**$393,212,000**	**$5,691,000**	**$8,572,600**	**$14,263,600**	**$246,770,400**	**6.1%**	**62.8%**
Total Colleges and Universities	**$765,062,300**	**$1,266,749,400**	**$2,302,300**	**$27,617,000**	**$29,919,300**	**$794,981,600**	**3.9%**	**62.8%**
TN Colleges of Applied Technology	**$57,400,500**	**$90,955,000**	**($2,302,300)**	**$1,983,000**	**($319,300)**	**$57,081,200**	**-0.6%**	**62.8%**
Total Academic Formula Units	**$822,462,800**	**$1,357,704,400**	**$0**	**$29,600,000**	**$29,600,000**	**$852,062,800**	**3.6%**	**62.8%**

1 - Recurring

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

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

ATTACHMENT II
2014-15 State Appropriations Distribution Recommendation

	A	**B**	**C** = B - A	**D** = C / A
	2013-14	2014-15	Total	Percent
Specialized Units	Appropriation[1]	Appropriation[1]	Change	Change
Medical Education				
ETSU College of Medicine	$28,893,900	$29,933,800	$1,039,900	3.6%
ETSU Family Practice	6,117,800	6,338,000	220,200	3.6%
UT College of Medicine	47,065,400	48,759,300	1,693,900	3.6%
UT Family Practice	10,458,800	10,835,200	376,400	3.6%
UT Memphis	71,363,200	73,931,500	2,568,300	3.6%
UT College of Vet Medicine	16,453,000	17,045,100	592,100	3.6%
Subtotal	**$180,352,100**	**$186,842,900**	**$6,490,800**	**3.6%**
Research and Public Service				
UT Agriculture Experiment Station	$25,438,800	$26,354,300	$915,500	3.6%
UT Agriculture Extension Service	30,836,900	31,946,700	1,109,800	3.6%
TSU McMinnville Center	560,400	580,600	20,200	3.6%
TSU Institute of Ag. and Environmental Research	2,280,500	2,362,600	82,100	3.6%
TSU Cooperative Education	3,110,400	3,222,300	111,900	3.6%
TSU McIntire-Stennis Forestry Research	179,400	185,900	6,500	3.6%
UT Space Institute	7,896,700	8,180,900	284,200	3.6%
UT Institute for Public Service	5,232,400	5,420,700	188,300	3.6%
UT County Technical Assistance Service	1,753,200	1,816,300	63,100	3.6%
UT Municipal Technical Advisory Service	2,886,200	2,990,100	103,900	3.6%
Subtotal	**$80,174,900**	**$83,060,400**	**$2,885,500**	**3.6%**
Other Specialized Units				
UT University-Wide Administration	$4,589,300	$4,754,500	$165,200	3.6%
TN Board of Regents Administration	5,104,200	5,287,900	183,700	3.6%
TN Student Assistance Corporation	61,586,800	93,379,400	31,792,600	51.6%
Tennessee Student Assistance Awards	57,762,500	89,462,500	31,700,000	54.9%
Tennessee Students Assistance Corporation	1,353,500	1,402,200	48,700	3.6%
Loan/Scholarships Program	1,220,800	1,264,700	43,900	3.6%
Endowment Scholarships	1,250,000	1,250,000	-	0.0%
TN Higher Education Commission	2,479,200	2,568,400	89,200	3.6%
TN Foreign Language Institute	410,300	425,100	14,800	3.6%
Contract Education	2,232,900	2,313,300	80,400	3.6%
Subtotal	**$76,402,700**	**$108,728,600**	**$32,325,900**	**42.3%**
Program Initiatives				
Campus Centers of Excellence	$18,193,700	$18,848,500	$654,800	3.6%
Campus Centers of Emphasis	1,313,300	1,360,600	47,300	3.6%
Academic Scholars Program	411,800	426,600	14,800	3.6%
UT Access and Diversity Initiative	5,688,900	5,893,600	204,700	3.6%
TBR Access and Diversity Initiative	10,048,800	10,410,500	361,700	3.6%
THEC Grants	2,403,300	2,489,800	86,500	3.6%
Research Initiatives - UT	5,734,200	5,940,600	206,400	3.6%
UT Martin Parsons Center [2]	200,000	200,000	-	NA
UT Knoxville College of Engineering [2]	3,000,000	3,000,000	-	NA
Equipment Replenishment Program [3]	16,500,000	16,500,000	-	NA
Online Innovation Initiative[4]	3,000,000	5,000,000	2,000,000	NA
Governor's Initiative on Higher Education Access & Quality[4]	750,000	-	(750,000)	NA
Subtotal	**$46,994,000**	**$48,570,200**	**$1,576,200**	**3.4%**
Total Recurring	**$1,206,386,500**	**$1,279,264,900**	**$72,878,400**	**6.0%**
Total with Non-Recurring Request	**$1,226,636,500**	**$1,300,764,900**	**$74,128,400**	**6.0%**

1 - Recurring funds unless otherwise footnoted.

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

3 - Non-recurring funds used for TCAT and Community College equipment replenishment program in 2013-14. An equivalent amount is being requested in 2014-15 as a second half of this replenishment program.

4 - Non-recurring funds.

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ATTACHMENT III
2014-15 State Appropriations Distribution With a 5% Reduction

	A	B	C	D	E = C + D	F = E + A	G = E / A	H = F / B
			Breakdown of 2014-15 Changes					
Academic Formula Units	2013-14 Appropriation[1]	2014-15 Formula Recommendation	Outcomes Formula Adjustments	5% Reduction to Higher Education	2014-15 Change	2014-15 Appropriation	Percent Change	Percent Funded
TBR Universities								
Austin Peay	$32,995,000	$56,186,000	$1,041,100	($1,973,000)	($931,900)	$32,063,100	-2.8%	57.1%
East Tennessee	48,685,000	78,623,000	(1,057,200)	(2,760,800)	(3,818,000)	44,867,000	-7.8%	57.1%
Middle Tennessee	81,024,600	135,820,500	1,252,000	(4,769,300)	(3,517,300)	77,507,300	-4.3%	57.1%
Tennessee State	32,610,800	52,609,300	(741,400)	(1,847,400)	(2,588,800)	30,022,000	-7.9%	57.1%
Tennessee Tech	39,559,500	62,960,900	(1,419,400)	(2,210,900)	(3,630,300)	35,929,200	-9.2%	57.1%
University of Memphis	89,106,400	146,528,000	(343,500)	(5,145,300)	(5,488,800)	83,617,600	-6.2%	57.1%
Subtotal	**$323,981,300**	**$532,727,700**	**($1,268,400)**	**($18,706,700)**	**($19,975,100)**	**$304,006,200**	**-6.2%**	**57.1%**
Community Colleges[2]								
Chattanooga	$26,624,800	$42,730,000	($740,100)	($1,500,500)	($2,240,600)	$24,384,200	-8.4%	57.1%
Cleveland	8,997,100	14,530,000	(195,200)	(510,200)	(705,400)	8,291,700	-7.8%	57.1%
Columbia	12,339,500	20,290,700	(47,900)	(712,500)	(760,400)	11,579,100	-6.2%	57.1%
Dyersburg	7,238,900	12,024,000	44,900	(422,200)	(377,300)	6,861,600	-5.2%	57.1%
Jackson	11,510,200	18,229,000	(467,500)	(640,000)	(1,107,500)	10,402,700	-9.6%	57.1%
Motlow	11,017,200	17,508,000	(411,300)	(614,800)	(1,026,100)	9,991,100	-9.3%	57.1%
Nashville	15,983,500	26,060,000	(197,000)	(915,100)	(1,112,100)	14,871,400	-7.0%	57.1%
Northeast	13,648,200	21,726,000	(487,100)	(762,900)	(1,250,000)	12,398,200	-9.2%	57.1%
Pellissippi	22,913,400	38,498,000	407,700	(1,351,900)	(944,200)	21,969,200	-4.1%	57.1%
Roane	16,619,800	28,591,000	699,900	(1,004,000)	(304,100)	16,315,700	-1.8%	57.1%
Southwest	25,739,300	40,541,000	(1,180,600)	(1,423,600)	(2,604,200)	23,135,100	-10.1%	57.1%
Volunteer	16,075,400	26,644,000	64,900	(935,600)	(870,700)	15,204,700	-5.4%	57.1%
Walters	19,866,900	33,438,000	389,000	(1,174,200)	(785,200)	19,081,700	-4.0%	57.1%
Community College Subtotal	**$208,574,200**	**$340,809,700**	**($2,120,300)**	**($11,967,500)**	**($14,087,800)**	**$194,486,400**	**-6.8%**	**57.1%**
UT Universities								
UT Chattanooga	$36,128,500	$61,485,000	$1,117,500	($2,159,000)	($1,041,500)	$35,087,000	-2.9%	57.1%
UT Knoxville[3]	171,335,300	289,041,000	3,758,400	(10,149,700)	(6,391,300)	164,944,000	-3.7%	57.1%
UT Martin[3]	25,043,000	42,686,000	815,100	(1,498,900)	(683,800)	24,359,200	-2.7%	57.1%
Subtotal	**$232,506,800**	**$393,212,000**	**$5,691,000**	**($13,807,600)**	**($8,116,600)**	**$224,390,200**	**-3.5%**	**57.1%**
Total Colleges and Universities	**$765,062,300**	**$1,266,749,400**	**$2,302,300**	**($44,481,800)**	**($42,179,500)**	**$722,882,800**	**-5.5%**	**57.1%**
TN Colleges of Applied Technology	**$57,400,500**	**$90,955,000**	**($2,302,300)**	**($3,193,900)**	**($5,496,200)**	**$51,904,300**	**-9.6%**	**57.1%**
Total Academic Formula Units	**$822,462,800**	**$1,357,704,400**	**$0**	**($47,675,700)**	**($47,675,700)**	**$774,787,100**	**-5.8%**	**57.1%**

1 - Recurring

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

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

ATTACHMENT III
2014-15 State Appropriations Distribution With a 5% Reduction

	A	B	C = B - A	D = C / A
Specialized Units	2013-14 Appropriation[1]	2014-15 Appropriation[1]	Difference	Percent Change
Medical Education				
ETSU College of Medicine	$28,893,900	$28,007,900	($886,000)	-3.1%
ETSU Family Practice	6,117,800	5,975,000	(142,800)	-2.3%
UT College of Medicine	47,065,400	45,377,500	(1,687,900)	-3.6%
UT Family Practice	10,458,800	10,214,700	(244,100)	-2.3%
UT Memphis	71,363,200	68,650,900	(2,712,300)	-3.8%
UT College of Vet Medicine	16,453,000	15,810,200	(642,800)	-3.9%
Subtotal	**$180,352,100**	**$174,036,200**	**($6,315,900)**	**-3.5%**
Research and Public Service				
UT Agriculture Experiment Station	$25,438,800	$24,845,000	($593,800)	-2.3%
UT Agriculture Extension Service	30,836,900	30,117,100	(719,800)	-2.3%
TSU McMinnville Center	560,400	547,300	(13,100)	-2.3%
TSU Institute of Ag. and Environmental Research	2,280,500	2,227,300	(53,200)	-2.3%
TSU Cooperative Education	3,110,400	3,037,800	(72,600)	-2.3%
TSU McIntire-Stennis Forestry Research	179,400	175,200	(4,200)	-2.3%
UT Space Institute	7,896,700	7,678,500	(218,200)	-2.8%
UT Institute for Public Service	5,232,400	5,110,300	(122,100)	-2.3%
UT County Technical Assistance Service	1,753,200	1,712,300	(40,900)	-2.3%
UT Municipal Technical Advisory Service	2,886,200	2,818,800	(67,400)	-2.3%
Subtotal	**$80,174,900**	**$78,269,600**	**($1,905,300)**	**-2.4%**
Other Specialized Units				
UT University-Wide Administration	$4,589,300	$4,482,200	($107,100)	-2.3%
TN Board of Regents Administration	5,104,200	4,985,100	(119,100)	-2.3%
TN Student Assistance Corporation	61,586,800	61,555,200	(31,600)	-0.1%
Tennessee Student Assistance Awards	57,762,500	57,762,500	-	0.0%
Tennessee Students Assistance Corporation	1,353,500	1,321,900	(31,600)	-2.3%
Loan/Scholarships Program	1,220,800	1,220,800	-	0.0%
Endowment Scholarships	1,250,000	1,250,000	-	0.0%
TN Higher Education Commission	2,479,200	2,421,300	(57,900)	-2.3%
TN Foreign Language Institute	410,300	400,700	(9,600)	-2.3%
Contract Education	2,232,900	2,180,800	(52,100)	-2.3%
Subtotal	**$76,402,700**	**$76,025,300**	**($377,400)**	**-0.5%**
Program Initiatives				
Campus Centers of Excellence	$18,193,700	$17,769,000	($424,700)	-2.3%
Campus Centers of Emphasis	1,313,300	1,282,600	(30,700)	-2.3%
Academic Scholars Program	411,800	411,800	-	0.0%
UT Access and Diversity Initiative	5,688,900	5,556,100	(132,800)	-2.3%
TBR Access and Diversity Initiative	10,048,800	9,814,200	(234,600)	-2.3%
THEC Grants	2,403,300	2,347,200	(56,100)	-2.3%
Research Initiatives - UT	5,734,200	5,600,400	(133,800)	-2.3%
UT Martin Parsons Center [2]	200,000	200,000	-	NA
UT Knoxville College of Engineering [2]	3,000,000	3,000,000	-	NA
Subtotal	**$46,994,000**	**$45,981,300**	**($1,012,700)**	**-2.2%**
Total	**$1,206,386,500**	**$1,149,099,500**	**($57,287,000)**	**-4.7%**

1 - Recurring

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

NOTE: TSAA Awards, Loan/Scholarship Program, Academic Scholars Program and Endowment Scholarships are exempt from 2014-15 reductions per F&A budget instructions.

ATTACHMENT IV
Changes in Formula Outcomes

Community Colleges

Outcomes	2013-14	2014-15	Change	
Students Accumulating 12 hrs	30,595	25,270	(5,325)	-17.4%
Students Accumulating 24 hrs	22,545	19,787	(2,758)	-12.2%
Students Accumulating 36 hrs	17,734	16,493	(1,241)	-7.0%
Dual Enrollment	11,957	12,894	937	7.8%
Associates	8,312	8,887	575	6.9%
Certificates 1-2 Year	676	732	56	8.3%
Certificates <1 Year	1,220	1,853	633	51.8%
Job Placements	3,757	3,921	163	4.3%
Remedial & Developmental Success	23,560	26,323	2,763	11.7%
Student Transfers	5,767	6,099	331	5.7%
Workforce Training (Contact Hours)	729,085	795,505	66,420	9.1%
Awards per 100 FTE	14.25	15.41	1.16	8.1%
Adults Accumulating 12 hrs	9,260	7,348	(1,912)	-20.7%
Adults Accumulating 24 hrs	8,084	7,104	(980)	-12.1%
Adults Accumulating 36 hrs	7,198	6,723	(475)	-6.6%
Adult Associates	4,657	5,042	385	8.3%
Adult 1-2 Year Certificates	443	493	50	11.2%
Adult <1yr Certificates	801	1,115	314	39.1%
Low-income Accumulating 12 hrs	19,283	15,566	(3,717)	-19.3%
Low-income Accumulating 24 hrs	14,578	12,993	(1,585)	-10.9%
Low-income Accumulating 36 hrs	11,501	11,057	(444)	-3.9%
Low-income Associates	5,148	5,809	661	12.8%
Low-income 1-2 Year Certificates	354	411	56	15.9%
Low-income <1yr Certificates	636	1,061	424	66.7%

Universities

Outcomes	2013-14	2014-15	Change	
Students Accumulating 24 hrs	19,148	18,043	(1,106)	-5.8%
Students Accumulating 48 hrs	18,307	17,913	(394)	-2.2%
Students Accumulating 72 hrs	19,367	19,215	(153)	-0.8%
Bachelors and Associates	19,365	20,329	964	5.0%
Masters / Ed Specialists	5,892	5,955	62	1.1%
Doctoral / Law Degree	1,015	1,051	36	3.5%
Research and Service	$ 320,173,511	$ 314,411,554	$ (5,761,957)	-1.8%
Student Transfers	3,240	3,509	269	8.3%
Degrees per 100 FTE	18.05	18.83	0.78	4.3%
Six-Year Graduation Rate	50.92	51.24	0.32	0.6%
Adults Accumulating 24 hrs	1,269	1,088	(181)	-14.2%
Adults Accumulating 48 hrs	1,777	1,684	(93)	-5.3%
Adults Accumulating 72 hrs	2,901	2,846	(54)	-1.9%
Adults Bachelors and Associates	6,707	7,126	419	6.2%
Low-income Accumulating 24 hrs	8,894	8,360	(534)	-6.0%
Low-income Accumulating 48 hrs	8,460	8,550	90	1.1%
Low-income Accumulating 72 hrs	9,056	9,413	357	3.9%
Low-income Bachelors and Associates	8,901	9,919	1,018	11.4%

ATTACHMENT V
2014-15 Total Formula Revenue Analysis

Academic Formula Units	State Appropriation Recommendation[1]	Maintenance Fees[2]	Out-of-State Tuition[2]	Total Revenue	Total Formula Revenue Need	Difference (Short)	Percent Funded
Austin Peay	$ 35,261,000	$ 58,746,700	$ 3,516,900	$ 97,524,600	$ 103,685,000	$ (6,160,400)	94.1%
East Tennessee	49,341,900	88,429,000	13,037,800	150,808,700	152,953,000	(2,144,300)	98.6%
Middle Tennessee	85,237,700	150,744,000	14,007,700	249,989,400	251,465,500	(1,476,100)	99.4%
Tennessee State	33,016,400	51,969,500	17,303,200	102,289,100	105,052,300	(2,763,200)	97.4%
Tennessee Tech	39,512,700	64,129,100	11,788,000	115,429,800	118,101,900	(2,672,100)	97.7%
University of Memphis	91,957,400	152,450,000	11,439,600	255,847,000	279,474,000	(23,627,000)	91.5%
Subtotal TBR Universities	**$ 334,327,100**	**$ 566,468,300**	**$ 71,093,200**	**$ 971,888,600**	**$ 1,010,731,700**	**$ (38,843,100)**	**96.2%**
Chattanooga	$ 26,816,300	$ 31,096,000	$ 842,400	$ 58,754,700	$ 65,212,000	$ (6,457,300)	90.1%
Cleveland	9,118,700	10,652,200	300,100	20,071,000	21,864,000	(1,793,000)	91.8%
Columbia	12,734,000	13,364,000	372,700	26,470,700	30,501,700	(4,031,000)	86.8%
Dyersburg	7,545,900	8,896,500	100,900	16,543,300	18,083,000	(1,539,700)	91.5%
Jackson	11,440,100	13,259,100	69,800	24,769,000	27,431,000	(2,662,000)	90.3%
Motlow	10,987,600	12,236,500	216,100	23,440,200	26,361,000	(2,920,800)	88.9%
Nashville	16,354,600	25,009,900	741,500	42,106,000	39,262,000	2,844,000	107.2%
Northeast	13,634,800	18,042,500	36,800	31,714,100	32,598,000	(883,900)	97.3%
Pellissippi	24,160,400	30,612,400	1,222,000	55,994,800	58,073,000	(2,078,200)	96.4%
Roane	17,943,000	17,610,600	392,500	35,946,100	43,069,000	(7,122,900)	83.5%
Southwest	25,442,600	34,491,000	1,826,200	61,759,800	61,028,000	731,800	101.2%
Volunteer	16,721,200	22,984,000	616,200	40,321,400	40,145,000	176,400	100.4%
Walters	20,984,900	19,800,800	452,800	41,238,500	50,358,000	(9,119,500)	81.9%
Subtotal Community Colleges	**$ 213,884,100**	**$ 258,055,500**	**$ 7,190,000**	**$ 479,129,600**	**$ 513,985,700**	**$ (34,856,100)**	**93.2%**
UT Chattanooga	$ 38,586,500	$ 68,931,200	$ 6,638,300	$ 114,156,000	$ 114,818,000	$ (662,000)	99.4%
UT Knoxville	181,395,200	240,536,100	36,481,700	458,413,000	544,461,000	(86,048,000)	84.2%
UT Martin	26,788,700	48,814,700	4,718,800	80,322,200	79,634,000	688,200	100.9%
Subtotal UT Universities	**$ 246,770,400**	**$ 358,282,000**	**$ 47,838,800**	**$ 652,891,200**	**$ 738,913,000**	**$ (86,021,800)**	**88.4%**
TN Colleges of Applied Technology	$ 57,081,200	$ 26,539,800	$ -	$ 83,621,000	$113,417,000	$ (29,796,000)	73.7%
Total Academic Formula Units	**$ 852,062,800**	**$ 1,209,345,600**	**$ 126,122,000**	**$ 2,187,530,400**	**$ 2,377,047,400**	**$ (189,517,000)**	**92.0%**

1 - Recurring; accounts for recommended $29.6M in additional funding for formula units.

2 - Assumes 4% tuition increases and 0% enrollment increases at Universities, Community Colleges and the TN Colleges of Applied Technology in 2014-15.

Agenda Item: I.D.

DATE: November 14, 2013

SUBJECT: 2014-15 Student Fee Recommendations

ACTION RECOMMENDED: Approval

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

These recommendations are particularly informed by an analysis of the income profile and financial aid packages of Tennessee students. One of the clearest measures of ability to pay is the income data of students and families as measured by the Federal government's Free Application for Federal Student Aid — or FAFSA — which calculates a family's Expected Family Contribution (EFC). This measure is a proxy for a student's ability to pay for college and is the basis for awarding need-based financial aid such as the Federal Pell grant and the Tennessee Student Assistance Award (TSAA). A macro level analysis that accompanied THEC staff recommendations for student fees at this time last year highlighted the fact that 62 percent of university and community college students had an EFC low enough to qualify for the Pell grant and, by definition, the TSAA in 2011. In 2007 that figure was 52 percent indicating that Tennessee students' and families' ability to pay had deteriorated during the Great Recession of 2008.

More intensive analysis on student level financial aid data, which has been part of THEC's grant from the Lumina Foundation focusing on potential reforms to student financial aid, revealed that roughly half of university students borrow money for college. And while Tennessee's average debt levels are among the lowest in the nation for students who receive a degree, there is extensive borrowing among the many students who do not graduate. Borrowing also occurs even at the upper reaches of the income scale, indicating that students and families are borrowing perhaps because they have access to Federal loan money, even though it is not evident that an acute financial need exists.

RECOMMENDATION SUMMARY
The THEC staff recommendations are maintenance fee increases of two to four percent at universities, community colleges and colleges of applied technology. Scenarios for tuition increases in 2014-15 of two, three or four percent at the universities, community colleges and colleges of applied technology are presented and summarized in Attachment I. These recommendation ranges are a companion piece to the recommended state appropriations increase of $29.6 million. It is also recommended that UT and TBR further implement differential tuition rates, which might consider program, cost, student level, institution or other factors.

ATTACHMENT I
2014-15 Tuition and Mandatory Fees Recommendation

THEC Recommendation Summary

Universities	**2% to 4% Maintenance Fee Increase**
CCs	**2% to 4% Maintenance Fee Increase**
TCATs	**2% to 4% Maintenance Fee Increase**

2014-15 Projected Tuition and Fee Levels

	2013-14		2014-15 Tuition Scenarios[2]		
	Maintenance Fee	Mandatory Fees	**2.0%**	**3.0%**	**4.0%**
APSU	$5,874	$1,284	$7,275	$7,334	$7,393
ETSU	6,198	1,345	7,667	7,729	7,791
MTSU	6,222	1,618	7,964	8,027	8,089
TSU	5,844	930	6,891	6,949	7,008
TTU	6,096	1,287	7,505	7,566	7,627
UM	7,410	1,256	8,814	8,888	8,962
UTC	6,065	1,490	7,677	7,737	7,798
UTK[1]	8,648	1,414	10,235	10,321	10,408
UTM	6,336	1,178	7,641	7,704	7,767
CC Avg	3,504	283	3,857	3,892	3,927
TCATs	2,946	230	3,235	3,264	3,294

1 - The 2013-14 maintenance fee rate for new students at UT Knoxville (Freshmen and entering transfer students) is a flat rate for 15 semester credit hours, regardless of the number of credit hours taken by the student. This policy was approved in 2012 by the UT Board for introduction in Fall 2013. UTK's maintenance fee is a weighted average across the undergraduate population.

2 - Percent increase applied to maintenance fee only.

ATTACHMENT II
2014-15 Tuition Model Analysis Scenarios

The following scenarios utilize the THEC Tuition Model to estimate the tuition increase required to maintain the 2013-14 estimated total revenue per FTE. The scenarios assume zero percent enrollment growth and a three percent increase in cost inflation. This analysis is presented for information and is meant to provide guidance on the tuition recommendation analysis.

Average Increase Needed With a $29.6M (3.6%) Increase in State Appropriations

Model Assumptions	Universities	CCs	TCATs
Fixed Costs	3.0%	3.0%	3.0%
Enrollment	0.0%	0.0%	0.0%
State Appropriations	4.4%	2.5%	-0.6%
Average Tuition Rate Increase	2.8%	3.6%	11.9%

Average Increase Needed With Overall Flat Appropriations

Model Assumptions	Universities	CCs	TCATs
Fixed Costs	3.0%	3.0%	3.0%
Enrollment	0.0%	0.0%	0.0%
State Appropriations	0.8%	-1.0%	-4.0%
Average Tuition Rate Increase	5.1%	6.7%	20.2%

Average Increase Needed With a $47.7M (5.8%) Reduction in Appropriations

Model Assumptions	Universities	CCs	TCATs
Fixed Costs	3.0%	3.0%	3.0%
Enrollment	0.0%	0.0%	0.0%
State Appropriations	-5.0%	-6.8%	-9.6%
Average Tuition Rate Increase	9.0%	11.8%	33.8%

ATTACHMENT III
Tuition and Mandatory Fees History

Maintenance and Mandatory Fees History

	2008-09	2012-13	2013-14	1 Year Change	5 Year Change
APSU	$5,526	$6,918	$7,158	3.5%	29.5%
ETSU	5,201	6,997	7,543	7.8%	45.0%
MTSU	5,700	7,492	7,840	4.6%	37.5%
TSU	5,102	6,702	6,774	1.1%	32.8%
TTU	5,244	6,948	7,383	6.3%	40.8%
UM	6,128	8,234	8,666	5.2%	41.4%
UTC	5,310	7,212	7,555	4.8%	42.3%
UTK[1]	6,250	9,092	10,062	10.7%	61.0%
UTM	5,255	7,056	7,514	6.5%	43.0%
CC Avg	2,773	3,684	3,787	2.8%	36.6%
TCATs	2,285	3,146	3,176	1.0%	39.0%

1 - The 2013-14 maintenance fee rate for new students at UT Knoxville (Freshmen and entering transfer students) is a flat rate for 15 semester credit hours, regardless of the number of credit hours taken by the student. This policy was approved in 2012 by the UT Board for introduction in Fall 2013. UTK's maintenance fee is a weighted average across the undergraduate population.

Mandatory Fees Only History

	2008-09	2012-13	2013-14	1 Year Change	5 Year Change
APSU	$1,224	$1,224	$1,284	4.9%	4.9%
ETSU	899	1,075	1,345	25.1%	49.6%
MTSU	1,398	1,594	1,618	1.5%	15.7%
TSU	800	930	930	0.0%	16.3%
TTU	942	1,200	1,287	7.3%	36.6%
UM	1,150	1,256	1,256	0.0%	9.2%
UTC	1,100	1,490	1,490	0.0%	35.5%
UTK	822	1,290	1,414	9.6%	72.0%
UTM	855	1,078	1,178	9.3%	37.8%
CC Avg	267	282	283	0.4%	6.0%
TCATs	200	200	230	15.0%	15.0%

Agenda Item: I.E.

DATE: November 14, 2013

SUBJECT: 2014-15 Capital Project Recommendations

ACTION RECOMMENDED: Approval

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

Each of these three types of projects has a historically different funding pattern. Funding levels for capital outlay projects tend to be irregular. Whereas from 2004-05 to 2007-08 the legislature approved a total of $680.7 million of capital outlay projects, in 2008-09 and 2009-10 no capital projects were approved for state funding. A special capital allocation of $120 million was made in 2010-11 followed by an allocation of $11 million in 2011-12. Capital outlay funding rebounded in 2012-13 and 2013-14, with $426 million in total funding over those two fiscal years.

Unlike capital outlay projects, maintenance projects have been consistently funded in recent years. Since 2004-05, capital maintenance funding has averaged $49 million per year, including a record high amount of $77 million in 2004-05.

RECOMMENDATION SUMMARY
Capital Outlay
The capital outlay recommendation for 2014-15 totals $213.1 million. As shown in Attachment I, this includes two projects for the University of Tennessee totaling $103.5 million, or 49 percent of the total, and five projects for the Tennessee Board of Regents totaling $109.6 million, or 51 percent of the total.

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

In 2013-14, higher education institutions received $155.9 million to fund the top four projects from THEC's 2013-14 capital outlay recommendations. The legislature funded an additional $60.8 million for four projects not recommended by THEC, totaling $216.7 million for capital outlay projects in 2013-14.

Capital Maintenance
The 2014-15 recommendation for capital maintenance for the Tennessee Board of Regents and the University of Tennessee systems is $114.8 million. As shown in Attachment IV, this includes 11 projects for the University of Tennessee totaling $45.7 million — or 40 percent of the total and 60 projects for the Tennessee Board of Regents totaling $69.1 million — or 60 percent of the total.

In 2013-14, higher education institutions received $56.7 million to fund 36 capital maintenance projects.

Disclosure of Revenue-Funded Projects
Projects of this nature are funded through institutional funds, Tennessee State School Bond Authority, auxiliary funds, or sources other than state appropriations. For 2014-15, 34 revenue-funded projects totaling $264.3 million for both the Tennessee Board of Regents and the University of Tennessee systems are being disclosed. As shown in Attachment V, the listing includes 17 projects totaling $233.6 million for the University of Tennessee, and 17 projects totaling $30.7 million for the Tennessee Board of Regents.

ATTACHMENT I
THEC 2014-15 Capital Projects Recommendation Summary

THEC Priority	Capital Outlay			Total Project Cost	Match	Total Match Funds[1]	Previous Years Match Funds[2]	2014-15 Match Funds	State Funds Request
1	UT	UTK	Science Laboratory Facility (Cumberland & 13th St.)	$96,000,000	25%	$18,750,000	$3,000,000	$15,750,000	$77,250,000
2	TBR	Volunteer	Humanities Building	30,200,000	10%	3,020,000	1,500,000	1,520,000	27,180,000
3	TBR	Columbia	Williamson County Center Relocation	38,500,000	10%	3,850,000	1,800,000	2,050,000	34,650,000
4	TBR	TCATs	TCAT Improvements	17,940,000	5%	897,000	800,000	97,000	17,043,000
5	UT	UTC	Academic Classroom Building Renovation (Lupton/Fine Arts)	35,000,000	25%	8,750,000	0	8,750,000	26,250,000
6	TBR	APSU	Fine Arts Improvements	20,630,000	25%	5,158,000	1,000,000	4,158,000	15,472,000
7	TBR	Jackson	Health Sciences Building	17,000,000	10%	1,700,000	1,000,000	700,000	15,300,000
	TBR Total			**$124,270,000**	**5%-25%**	**$14,625,000**	**$6,100,000**	**$8,525,000**	**$109,645,000**
	UT Total			**$131,000,000**	**25%**	**$27,500,000**	**$3,000,000**	**$24,500,000**	**$103,500,000**

	Capital Outlay Full Planning			Total Project Cost	Match	Total Match Funds[1]	Institutional Planning Funds[3]	Remaining Match Funds	State Funds Request
	UT	UTC	Academic Classroom Building Renovation (Lupton/Fine Arts)	$35,000,000	25%	$8,750,000	$2,000,000	$6,750,000	$0
	UT	UTK	Engineering Services Facility	98,000,000	25%	18,750,000	3,000,000	15,750,000	0
	TBR Total			**$0**	**25%**	**$0**	**$0**		**$0**
	UT Total			**$133,000,000**	**25%**	**$27,500,000**	**$5,000,000**		**$0**

Capital Maintenance	Total	Projects	State Funds Request
TBR Total	$69,050,000	60	$69,050,000
UT Total	$45,700,000	11	$45,700,000

Total	Total	Total Match Funds[1]	Projects	State Funds Request
Total Capital Outlay	$255,270,000	$42,125,000	7	$213,145,000
Total Capital Outlay Full Planning	$133,000,000	$27,500,000	2	$0
Total Capital Maintenance	$114,750,000	$0	71	$114,750,000
Total Capital Investment	**$503,020,000**	**$69,625,000**	**80**	**$327,895,000**

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

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

3 - Funds disclosed in 2014-15 that will be used to meet the requirements of the match.

ATTACHMENT II
2014-15 THEC Capital Outlay Projects Recommendation

THEC Priority	System Priority	Institution	Project Name	A 2014-15 Project Cost	B Match Percentage	C = A * B Total Match Funds[1]	D + E = C		F = A - C State Appropriation Request
							D Previous Years Match Funds[2]	E 2014-15 Match Funds	
1	1	UTK	Science Laboratory Facility (Cumberland & 13th St.)	$ 96,000,000	25%	$ 18,750,000	$ 3,000,000	$ 15,750,000	$ 77,250,000
2	1	Volunteer	Humanities Building	$ 30,200,000	10%	$ 3,020,000	$ 1,500,000	$ 1,520,000	$ 27,180,000
3	2	Columbia	Williamson County Center Relocation	$ 38,500,000	10%	$ 3,850,000	$ 1,800,000	$ 2,050,000	$ 34,650,000
4	3	TCATs	TCAT Improvements[3]	$ 17,940,000	5%	$ 897,000	$ 800,000	$ 97,000	$ 17,043,000
5	2	UTC	Academic Classroom Building Renovation (Lupton/Fine Arts)[4]	$ 35,000,000	25%	$ 8,750,000	$ -	$ 8,750,000	$ 26,250,000
6	4	APSU	Fine Arts Improvements	$ 20,630,000	25%	$ 5,158,000	$ 1,000,000	$ 4,158,000	$ 15,472,000
7	5	Jackson	Health Sciences Building	$ 17,000,000	10%	$ 1,700,000	$ 1,000,000	$ 700,000	$ 15,300,000
			2014-15 TBR Total	$ 124,270,000	5%-25%	$ 14,625,000	$ 6,100,000	$ 8,525,000	$ 109,645,000
			2014-15 UT Total	$ 131,000,000	5%-25%	$ 27,500,000	$ 3,000,000	$ 24,500,000	$ 103,500,000
			2014-15 THEC Capital Outlay Projects Recommendation	$ 255,270,000	5%-25%	$ 42,125,000	$ 9,100,000	$ 33,025,000	$ 213,145,000

1 - Match is required only on the first $75 million of each capital outlay project; consists of previous years' match funds and 2014-15 match funds.
2 - Institutional funding expended in 2012-13 and/or 2013-14 for project planning.
3 - Project includes improvements on TCAT campuses in Chattanooga, Jackson, Paris and Shelbyville.
4 - Planning funds for this project are being disclosed for 2014-15. If state funding is not appropriated in 2014-15 for this project, UTC will use $2M in institutional funds to begin planning the project for a future year.

ATTACHMENT III
THEC 2014-15 Capital Outlay Projects Descriptions

THEC Priority	System Priority	System	Institution	Project Name	Total Project Cost	State Request	Project Description
1	1	UT	UTK	Science Laboratory Facility (Cumberland & 13th St.)	$ 96,000,000	$ 77,250,000	This project will provide a new, approximately 222,000 Gross Square Foot, multidisciplinary science laboratory facility at Cumberland Avenue and 13th Street. This facility will house research and teaching laboratories, associated support services, faculty and departmental offices, and a vivarium. In Fiscal Year 2012-13, $3 million was approved for Planning of this project.
2	1	TBR	Volunteer	Humanities Building	$ 30,200,000	$ 27,180,000	Provide a new 76,425 square foot Humanities Building with classrooms, studios, laboratories and faculty and administrative office space, in support of the College's university-parallel, general education, developmental studies, and career programs. Expand related supporting facilities in the Maintenance Building by about 12,000 square feet and in the Information Technologies section of the "W" building by about 2,000 square feet.
3	2	TBR	Columbia	Williamson County Center Relocation	$ 38,500,000	$ 34,650,000	This project will construct a facility to meet the objective of providing educational programs to serve an estimated headcount of 2,600 and FTE of 2,000. Enrollment exceeds capacity at the current facility and design of this space is inadequate for current use. Any renovation costs to rectify these issues would exceed replacement costs. Suitable land for this project was acquired in 2011-12 as a line-item appropriation.
4	3	TBR	TCATs	TCAT Improvements	$ 17,940,000	$ 17,043,000	This project includes improvements on TCAT campuses in Chattanooga, Jackson, Paris and Shelbyville. In Chattanooga, it will provide for a 3,240 square foot greenhouse, 1,200 square foot wintering house, and a 2,773 square foot head house. In Jackson, it will provide more training spaces in the lab areas for commercial equipment needed for training. In Paris, it will add classroom and lab space for the Industrial Maintenance, Industrial Electronics, Surgical Technology, Business Systems Technology and Bookstore. In Shelbyville, it will add administrative offices, Computer Operations classrooms, 2 computer labs, Allied Health classroom and an Allied Health laboratory.
5	2	UT	UTC	Academic Classroom Building Renovation (Lupton/Fine Arts)	$ 35,000,000	$ 26,250,000	This project will provide expanded floor space for the Departments of Art, Theater, Music, general classrooms and liberal arts department offices through the renovation of the existing Lupton Library and the Fine Arts Center. The 116,000 square foot existing library renovation project includes replacement of all mechanical, electrical and plumbing systems. Building finishes, fire alarm and lighting to be replaced. Life Safety code upgrades are included as necessary. The building will include a combination of general classrooms, Arts & Science offices and other academic spaces. This project would also renovate the existing Fine Arts Center which contains 72,300 square feet of space. The building's structural, ceiling, lighting, HVAC and telecommunications systems will be upgraded as well. The two large theaters and adjacent costume shop will be brought up to current ADA code requirements. Also, included is building-out of existing two-story spaces in the art, theater and music wings.
6	4	TBR	APSU	Fine Arts Improvements	$ 20,630,000	$ 15,472,000	This project will renovate and expand the Trahern Building to provide a creative and improved functional environment for the Art and Theatre Departments. It will also provide for the total replacement of the HVAC system to provide for cooling and humidity control in the ground level shops and laboratories. Site work and building configuration will include a visually screened sculpture courtyard, landscaping and loading docks.
7	5	TBR	Jackson	Health Sciences Building	$ 17,000,000	$ 15,300,000	This project will provide space for existing Allied Health programs on campus that require room for expansion. It will also provide for new facilities for new programs. By relocating Allied Health programs to this new 44,000 gross square footage building, existing space on campus will be freed up for other instructional use. Building was identified in the 2013 Master Plan as the top future capital outlay project for the campus.

THEC 2014-15 Capital Maintenance Projects Recommendation

Tennessee Board of Regents

		Total
TCATs	TCAT Roof Replacements (Statewide)	$1,700,000
UM	Building Code and Safety Updates A (Several Buildings)	3,000,000
Northeast	Student Services Roof and Exterior Repairs	270,000
Jackson	McWherter Roof and Envelope Repairs	720,000
MTSU	Chiller and Tower Replacement (Absorption Chiller Facility)	1,320,000
ETSU	Elevator Updates (Several Buildings)	1,500,000
Chattanooga	Cooling Tower Replacement (Central Energy/Chiller Plant)	550,000
Volunteer	Mattox Building HVAC Updates	400,000
TSU	Campuswide Elevator Replacements Phase I	2,250,000
Cleveland	Elevator Modernizations (Several Buildings)	600,000
APSU	Claxton Building HVAC Corrections	1,630,000
Roane	Several Buildings HVAC Corrections	610,000
Southwest	Union Campus Mechanical Systems Updates	1,100,000
TCATs	TCAT Chiller Replacements (Statewide)	850,000
Motlow	Central Power Plant Chiller Replace	920,000
Dyersburg	Glover and Eller Buildings Mechanical Updates Phase I - B	660,000
Columbia	Warf Building HVAC Updates	1,480,000
Walters	Site Corrections (New Traffic Patterns around Several Buildings)	740,000
TTU	Several Buildings Upgrades A	1,710,000
Pellissippi	Division Street Codes and Repairs	500,000
ETSU	Roof Replacements (Several Buildings)	1,500,000
TTU	Roof Replacements (Volpe Library and Clement Hall)	700,000
MTSU	Electrical Updates (Several Buildings)	1,300,000
ETSU	Valleybrook Building System Replacement	1,300,000
TTU	Roaden University Center Electricity Updates A	800,000
TSU	Building Updates (Several Buildings)	1,000,000
UM	Envelope Repairs A Phase I (Several Buildings)	2,000,000
Pellissippi	Paving Repairs (Hardin Valley and Strawberry Plains campuses)	500,000
Chattanooga	Parking Lot Updates (Omniplex and Center for Media Technology)	850,000
TCATs	TCAT Parking and Paving Repairs (Statewide)	1,160,000
UM	Various Roof Replacements Phase I	2,000,000
Roane	Technology Building Roof Replacement	200,000
ETSU	College of Medicine Sprinkler Updates (Several Buildings)	750,000
MTSU	HVAC and Control Updates (Bell Street Building and Central Plant)	920,000
MTSU	Domestic Water-Sewer Systems Updates (Campuswide)	610,000
Volunteer	HVAC Updates (Several Buildings)	500,000
APSU	Music Mass Communications HVAC Replace Phase I	1,000,000
Walters	Chiller and Cooling Tower Replacement	750,000
Southwest	Mechanical Systems Modernization (HVAC Updates for Several Buildings)	1,100,000
MTSU	Exterior Repairs (Several Buildings)	1,320,000
UM	Envelope Repairs A Phase II (Several Buildings)	2,000,000
TTU	Several Buildings Waterproof & Exterior Repairs	1,770,000
Northeast	Faculty Building Glass Replacement	210,000

Tennessee Board of Regents (continued)

		Total
Pellissippi	Window Replacements (Several Buildings)	$300,000
Cleveland	Testing and Advising Center Updates	350,000
TCATs	TCAT Restroom Repairs (Statewide)	600,000
Cleveland	Nursing Department Lab Modernization	350,000
ETSU	Memorial Center Code Updates	2,500,000
ETSU	Accessibility and Code Corrections	2,000,000
UM	Various Roof Replacements Phase II	2,100,000
MTSU	Peck Hall HVAC Update	1,200,000
TSU	Campuswide Elevator Replacements Phase II	2,250,000
MTSU	Jones Hall Plumbing Updates	1,300,000
ETSU	College of Medicine Clinical Education Building HVAC Replacement	1,400,000
MTSU	Campus Stormwater Plan	720,000
Walters	Greeneville Campus Mechanical Corrections	760,000
APSU	Music Mass Communications HVAC Replacement Phase II	1,500,000
TSU	Tunnel Utility Piping Updates	2,500,000
Chattanooga	Electrical Updates (Several Buildings)	800,000
TCATs	TCAT Maintenance Repairs and Corrections (Statewide)	1,670,000
2014-15 TBR Total		**$69,050,000**

University of Tennessee

		Total
UTM	Upgrade Steam Lines	$4,100,000
UTC	Utility Distribution System Expansion	5,300,000
UTK	Chiller System Improvements (Several Chiller Facilities)	5,000,000
UTIA	ETREC-Little River Animal and Environmental Research Unit Waste Handling Improvements	1,400,000
UTHSC	Link Building HVAC Improvements	3,000,000
UTC	Building Exterior Repairs (Several Buildings)	2,500,000
UTIA	Research and Education Center Greenhouse Improvements	1,300,000
UTK	Science Engineering System Improvements	9,000,000
UTM	Clement Building System Improvements	7,000,000
UTC	Elevator Improvements (Several Buildings)	2,600,000
UTK/UTSI	UTSI Building Improvements (Several Buildings)	4,500,000
2014-15 UT Total		**$45,700,000**

	Projects	Total
TBR	60	$69,050,000
UT	11	$45,700,000
Total	71	$114,750,000

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THEC Disclosure of Revenue-Funded Capital Projects 2014-15

TENNESSEE BOARD OF REGENTS

Institution	Project	Funding Source	Project Cost	New Sq.Ft.	TSSBA	Gifts	Grants	Auxiliary	Operating
APSU	Foy Center Expansion	Plant Funds Auxiliary	$ 8,700,000	23,000	$ -	$ -	$ -	$ 8,700,000	$ -
ETSU	Athletic Weight Room Renovations	Gifts	$ 300,000	0	$ -	$ 300,000	$ -	$ -	$ -
ETSU	Outdoor Track and Field Facility	Plant Funds Auxiliary - Athletics & Gifts	$ 4,200,000	0	$ -	$ 4,185,000	$ -	$ 15,000	$ -
TSU	Hale Stadium Upgrades	Plant Funds Non-Auxiliary	$ 500,000	0	$ -	$ -	$ -	$ -	$ 500,000
TSU	Incubation Center Construction	Plant Funds Non-Auxiliary & Gifts	$ 2,500,000	40,000	$ -	$ 500,000	$ -	$ -	$ 2,000,000
TSU	McMinnville Nursery Crop Research Station Expansion	Federal Grant	$ 5,500,000	10,000	$ -	$ -	$ 5,500,000	$ -	$ -
UM	Public Health Upgrades	Plant Funds Non-Auxiliary	$ 1,350,000	0	$ -	$ -	$ -	$ -	$ 1,350,000
Cleveland	Field Lighting Updates	Plant Funds Non-Auxiliary	$ 350,000	0	$ -	$ -	$ -	$ -	$ 350,000
Northeast	Campus Security Enhancements	Plant Funds Non-Auxiliary	$ 250,000	0	$ -	$ -	$ -	$ -	$ 250,000
Pellissippi	Student Recreation Center Upgrades	Plant Funds - Auxiliary - Student Fees	$ 300,000	700	$ -	$ -	$ -	$ 300,000	$ -
Pellissippi	Magnolia Courtyard Improvements	Plant Funds Non-Auxiliary & Plant Funds-Auxiliary-Student Fees	$ 250,000	0	$ -	$ -	$ -	$ 10,000	$ 240,000
Pellissippi	Magnolia Print Shop Relocation	Plant Funds Non-Auxiliary	$ 150,000	0	$ -	$ -	$ -	$ -	$ 150,000
Pellissippi	Hardin Valley Courtyard Improvements	Plant Funds Non-Auxiliary & Plant Funds-Auxiliary-Student Fees	$ 1,950,000	0	$ -	$ -	$ -	$ 50,000	$ 1,900,000
Volunteer	Paving Repairs and Front Entrance Upgrades	Plant Funds Non-Auxiliary	$ 3,000,000	0	$ -	$ -	$ -	$ -	$ 3,000,000
Volunteer	Duffer Plaza Site Improvements	Plant Funds Non-Auxiliary	$ 700,000	0	$ -	$ -	$ -	$ -	$ 700,000
Walters	Maples Marshall Improvements	Gifts	$ 420,000	0	$ -	$ 420,000	$ -	$ -	$ -
Walters	Public Safety Center Corrections	Plant Funds Non-Auxiliary	$ 270,000	0	$ -	$ -	$ -	$ -	$ 270,000
17 Projects	**TOTAL TBR DISCLOSED PROJECTS**		$ 30,690,000	73,700	$ -	$ 5,405,000	$ 5,500,000	$ 9,075,000	$ 10,710,000

ATTACHMENT V
THEC Disclosure of Revenue-Funded Capital Projects 2014-15

UNIVERSITY OF TENNESSEE

Institution	Project	Funding Source	Project Cost	New Sq.Ft.	TSSBA	Gifts	Grants	Auxiliary	Operating
UTC	Disability Resource Center	Plant Funds - Non-Auxiliary	$ 800,000	5,300	$ -	$ -	$ -	$ -	$ 800,000
UTC	Football Training Facility - Phase II (Planning)	Plant Funds-Auxiliary-Athletics	$ 1,000,000	60,300	$ -	$ -	$ -	$ 1,000,000	$ -
UTHSC	Pharmacy Building - Completion of Basement	Plant Funds - Non-Auxiliary	$ 3,000,000	4,300	$ -	$ -	$ -	$ -	$ 3,000,000
UTIA	Biosystems Engineering Learning & Innovation Hub	Plant Funds - Non-Auxiliary	$ 350,000	1,800	$ -	$ -	$ -	$ -	$ 350,000
UTK	Parking Garages/Parking Lots Repairs (2014-2015)	Plant Funds - Auxiliary - Parking	$ 1,000,000	0	$ -	$ -	$ -	$ 1,000,000	$ -
UTK	Dining Services Improvements (2014-2015)	Plant Funds - Auxiliary - Food Service	$ 750,000	0	$ -	$ -	$ -	$ 750,000	$ -
UTK	Environmental Initiatives (2014-2015)	Plant Funds - Non-Auxiliary	$ 1,500,000	0	$ -	$ -	$ -	$ -	$ 1,500,000
UTK	Campus Beautification Projects (2014-2015)	Plant Funds - Non-Auxiliary	$ 4,000,000	0	$ -	$ -	$ -	$ -	$ 4,000,000
UTK	Classroom Upgrades (2014-2015)	Plant Funds - Non-Auxiliary	$ 5,000,000	0	$ -	$ -	$ -	$ -	$ 5,000,000
UTK	University Avenue Buildings Improvements	Plant Funds - Non-Auxiliary	$ 2,100,000	44,800	$ -	$ -	$ -	$ -	$ 2,100,000

Projects disclosed for TSSBA funding

Institution	Project	Funding Source	Project Cost	New Sq.Ft.	TSSBA	Gifts	Grants	Auxiliary	Operating
UTC	Lighting Upgrades	TSSBA	$ 2,700,000	0	$ 2,700,000	$ -	$ -	$ -	$ -
UTC	Retrofit State Buildings	Plant Funds - Non-Auxiliary & TSSBA	$ 4,000,000	258,300	$ 2,350,000	$ -	$ -	$ -	$ 1,650,000
UTK	Arena Renovations and Repairs	Plant Funds - Non-Auxiliary & TSSBA	$ 15,000,000	405,953	$ 13,000,000	$ -	$ -	$ -	$ 2,000,000
UTK	Replacement Residence Hall	Plant Funds-Auxiliary-Housing & TSSBA	$ 127,000,000	400,000	$ 120,000,000	$ -	$ -	$ 7,000,000	$ -
UTK	New Student Housing	Plant Funds-Auxiliary-Housing/Dining & TSSBA	$ 65,400,000	250,000	$ 58,400,000	$ -	$ -	$ 7,000,000	$ -

Capital Outlay Match Funds

Institution	Project	Funding Source	Project Cost	New Sq.Ft.	TSSBA	Gifts	Grants	Auxiliary	Operating
UTC	Academic Classroom Building Renovation (Lupton/Fine Arts) (Planning)	Gifts	$ 2,000,000	198,049	$ -	$ 2,000,000	$ -	$ -	$ -
UTK	Engineering Services Facility (Planning)	Plant Funds - Non-Auxiliary & Gifts	$ 3,000,000	21,900	$ -	$ -	$ -	$ -	$ 3,000,000

17 Projects	**TOTAL UT DISCLOSED PROJECTS**		$ 238,600,000	1,650,702	$ 196,450,000	$ 2,000,000	$ -	$ 16,750,000	$ 23,400,000

34 Projects	**TOTAL TBR & UT DISCLOSED PROJECTS**		$ 269,290,000	1,724,402	$ 196,450,000	$ 7,405,000	$ 5,500,000	$ 25,825,000	$ 34,110,000

		A	B	C	D = (A * B) - C	E = A - C - D
TBR Capital Outlay Out Years		**Total Project Cost**	**Target Match**	**Planning Funds[1]**	**Match Funds Less Planning[2]**	**State Funds Request**
ETSU	Fine Arts Classroom Building[3]	$39,200,000	25%	$1,500,000	$8,300,000	$29,400,000
TSU	Library Addition and Renovation	16,580,000	25%	$1,000,000	3,145,000	12,435,000
TTU	New Chemistry Building and Infrastructure	81,750,000	25%	$4,000,000	14,750,000	63,000,000
ETSU	Lamb Hall Renovation	21,050,000	25%	TBD from Match	5,262,500	15,787,500
UM	Biochemistry and Biology Facility	33,800,000	25%	$1,200,000	7,037,500	26,762,500
MTSU	Academic Classroom Building	28,500,000	25%	TBD from Match	7,125,000	21,375,000
Statewide	Community Colleges Additions and Renovations	28,730,000	10%	TBD from Match	2,873,000	25,857,000
Statewide	TCATs Additions and Renovations	12,700,000	5%	TBD from Match	635,000	12,065,000
Statewide	Un-prioritized Projects	150,000,000				150,000,000
Statewide	Un-prioritized Projects	150,000,000				150,000,000
TBR Total		**$523,110,000**	**5% - 25%**	**TBD from Match**	**$40,828,000**	**$477,282,000**

		Total	**Target Match**	**Full Planning Funds[1]**	**Match Funds Less Planning[2]**	**State Funds Request**
UT Capital Outlay Out Years						
UTIA	Energy and Environmental Science Building[3]	$72,750,000	10%	$2,000,000	$5,275,000	$65,475,000
UTK	Engineering Services Facility[3]	98,000,000	25%	TBD from Match	18,750,000	79,250,000
UTM	Classroom and Laboratory Renovation and Addition	55,000,000	25%	TBD from Match	13,750,000	41,250,000
UTK	Academic and Instructional Support Facility (Melrose)	84,000,000	25%	$3,000,000	15,750,000	65,250,000
UTIA	Interdisciplinary Residential and Education Greenhouses	4,000,000	10%	TBD from Match	400,000	3,600,000
UTK	Life Sciences and Laboratory Facility (Walters)	110,000,000	25%	$3,000,000	15,750,000	91,250,000
UTC	Life Sciences Laboratory Building	59,500,000	25%	$3,000,000	11,875,000	44,625,000
UTM	Fine Arts Renovation and Addition Phase II	14,600,000	25%	$500,000	3,150,000	10,950,000
UTC	Health Sciences Laboratory Facility	55,300,000	25%	TBD from Match	13,825,000	41,475,000
UTK	Classroom and Laboratory Facility (Harris)	40,000,000	25%	TBD from Match	10,000,000	30,000,000
UTHSC	Medicine/Administration Building	60,000,000	10%	TBD from Match	6,000,000	54,000,000
UTK	Nursing Building Renovation and Addition	45,800,000	25%	TBD from Match	11,450,000	34,350,000
UTIA	West Tennessee 4-H Center Replacement Project	36,000,000	10%	TBD from Match	3,600,000	32,400,000
UTHSC	Dentistry Faculty Practice/Research Building	18,000,000	10%	TBD from Match	1,800,000	16,200,000
UTC	Communications Classroom Building	24,000,000	25%	TBD from Match	6,000,000	18,000,000
UT Total		**$776,950,000**		**TBD from Match**	**$137,375,000**	**$628,075,000**

	Total	**Target Match**	**Full Planning Funds[1]**	**Match Funds Less Planning[2]**	**State Funds Request**
Capital Maintenance Out Years					
TBR Total	$127,790,000	NA	$0	$0	$127,790,000
UT Total	$291,750,000	NA	$0	$0	$291,750,000

			Institution Funds		
	Total	**Target Match**	**Full Planning Funds[1]**	**Match Funds Less Planning[2]**	**State Funds Request**
Total Out Years					
Total Capital Outlay Out Years 2015-16 through 2018-19	$1,300,060,000	5%-25%	TBD from Match	$178,203,000	$1,105,357,000
Total Capital Maintenance Out Years 2015-16 through 2018-19	$419,540,000		$0	$0	$419,540,000
Total Capital Investment 2015-16 through 2018-19	**$1,719,600,000**		**TBD from Match**	**$178,203,000**	**$1,524,897,000**

1 - Full planning funds come from the institutional match. Some planning funds have not yet been broken out from total match funds. All UT projects with full planning funds identified expended those funds in 2012-13. The TSU Library Addition and Renovation and TTU New Chemistry Building expended planning funds in 2013-14. The UM Biochemistry and Biology Facility expended planning funds in the 2011-12 funding cycle, after the matching policy was implemented in spring 2012.

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

3 - These projects were recommended by their respective systems for 2014-15.

ATTACHMENT VII
THEC Five-Year Plan for Capital Maintenance Projects - Out Years 2015-16 through 2018-19

Tennessee Board of Regents

Year	Campus	Project	Total
2015-16	UM	Electrical Updates	$4,500,000
2015-16	Jackson	Elevator Modernization	730,000
2015-16	Cleveland	Electrical Infrastructure Modernization	500,000
2015-16	ETSU	College of Medicine Building 178 Mechanical Updates	2,000,000
2015-16	UM	Envelope Repairs B	4,000,000
2015-16	MTSU	Campus Sidewalk Repairs	500,000
2015-16	TTU	Several Buildings Upgrades B	1,440,000
2015-16	Motlow	Simon Hall Flooring Updates	380,000
2015-16	Walters	Expo Center Access Corrections	750,000
2015-16	Roane	Oak Ridge Campus Roof Replacement	1,140,000
2016-17	Cleveland	Several Buildings Roof Replacement	450,000
2016-17	TTU	Campus Steam Line Replacement	3,220,000
2016-17	Columbia	Powerhouse System Repairs	260,000
2016-17	Dyersburg	Glover and Eller Buildings Mechanical Updates Phase II	320,000
2016-17	APSU	Campus Fire Alarm Modernization Phase I	1,200,000
2016-17	ETSU	Campuswide Water Line Repairs	2,200,000
2016-17	UM	Academic Facilities HVAC Replacement	5,500,000
2016-17	Jackson	Administration Building HVAC System Update	390,000
2016-17	Motlow	Underground Utility Lines Replacement	1,060,000
2016-17	Volunteer	Paving Updates	860,000
2016-17	Southwest	Macon Academic Building Envelope Corrections	1,100,000
2016-17	TSU	Entrance Colonnade Repairs	2,500,000
2016-17	TCAT Dickson	Americans with Disabilities Act Accessibility Corrections	160,000
2016-17	TCAT Hartsville	Tri-County Extension Campus Accessibility and Codes Corrections	250,000
2016-17	UM	Building Code and Safety Updates B	4,000,000
2016-17	UM	Various Buildings Asbestos Abatement	1,000,000
2016-17	Roane	O'Brien Building Roof Replacement	360,000
2016-17	Walters	Sevier County Campus Roof Replacement	750,000
2016-17	TCAT Morristown	Hawkins County Campus Roof Replacement	260,000
2016-17	TCAT Covington	Exterior and Interior Moisture Remediation	300,000
2016-17	APSU	Library Roof Replacement	1,800,000
2016-17	TCAT Hartsville	Underground Utility Line Replacements	330,000
2016-17	TCAT Chattanooga	Shop HVAC Updates	1,250,000
2016-17	APSU	Campus Fire Alarm Modernization Phase II	1,100,000
2016-17	TTU	Roaden University Center Electricity Updates B	3,160,000
2016-17	ETSU	Mechanical Repair and Replacement	2,200,000
2016-17	Dyersburg	Gym Mechanical Updates	330,000
2016-17	Cleveland	Underground Utility Lines Modernization	250,000
2016-17	TCAT Covington	Electrical Updates	220,000
2017-18	Walters	Campuswide Mechanical Updates	750,000
2017-18	TSU	Several Buildings HVAC Updates	1,750,000
2017-18	Roane	Dunbar Building Elevator Replacement	440,000
2017-18	ETSU	Electrical Repair and Replacement	2,500,000
2017-18	UM	Several Buildings HVAC System Updates	4,550,000
2017-18	TCAT Athens	Campus Boiler Replacement	50,000
2017-18	Dyersburg	Gibson County Center HVAC Updates	260,000
2017-18	ETSU	Several Buildings Systems Repair	1,000,000
2017-18	APSU	Browning Building Mechanical Updates	1,700,000
2017-18	TTU	Derryberry Hall Systems Replacement A	3,160,000

Tennessee Board of Regents (continued)

Year	Campus	Project	Total
2017-18	TSU	Campus Plumbing Updates	$2,000,000
2017-18	TCAT Hartsville	Campus HVAC Updates	580,000
2017-18	TTU	Health and Physical Education Building Mechanical Replacement A	3,100,000
2017-18	TCAT Hartsville	Electrical Updates	840,000
2017-18	TCAT Athens	Welding Ventilation/Exhaust Installation	130,000
2017-18	TCAT McKenzie	Plumbing Repairs	140,000
2017-18	TCAT Whiteville	Boiler and HVAC Replacement	150,000
2017-18	TCAT Athens	Chiller Replacement	160,000
2017-18	TCAT Memphis	Aviation HVAC Updates	170,000
2017-18	TCAT Pulaski	Administration/Classroom HVAC Update	200,000
2017-18	APSU	Dunn Center HVAC Updates	3,080,000
2017-18	Walters	Humanities Corrections	1,000,000
2017-18	TSU	Underground Utility Updates	2,500,000
2017-18	TTU	Roaden University Center Electricity Updates C	3,160,000
2017-18	TCAT Elizabethton	Herman Robinson Campus HVAC Repairs	550,000
2017-18	TSU	Electrical Distribution Updates	2,500,000
2017-18	TTU	Derryberry Hall Systems Replacement B	3,160,000
2017-18	TSU	Campus Center Updates	2,500,000
2017-18	TTU	Health and Physical Education Building Mechanical Replacement B	3,100,000
2018-19	TSU	Instructional Technology Infrastructure Updates	2,500,000
2018-19	TTU	Roaden University Center Electricity Updates D	2,440,000
2018-19	Motlow	Marcum Building HVAC Modernization	90,000
2018-19	Motlow	Central Power Plant Boiler Modernization	1,020,000
2018-19	Motlow	Center Power Plant Motor Replacements	200,000
2018-19	Motlow	McMinnville Campus Geothermal Modernization	730,000
2018-19	Motlow	Fayetteville Campus Geothermal Modernization	610,000
2018-19	TCAT Memphis	Pavement Updates	40,000
2018-19	TCAT Athens	Bay Door Replacements	80,000
2018-19	TCAT Whiteville	Pavement and Sidewalk Repairs	470,000
2018-19	TSU	Campus Window Replacements	1,500,000
2018-19	TCAT Athens	Storage Building Updates	110,000
2018-19	TCAT Dickson	Campus Entrance Relocation	950,000
2018-19	TCAT Ripley	Campus Parking Lot Updates	80,000
2018-19	TCAT Covington	Paving Updates	90,000
2018-19	Walters	Claiborne County Exterior Updates	700,000
2018-19	Roane	Campuswide Paving	460,000
2018-19	TCAT Hartsville	Campus Exterior and Interior Repairs	960,000
2018-19	TSU	Access Control and Locking Updates	3,000,000
2018-19	TCAT Ripley	Door and Hardware Replacement	190,000
2018-19	TCAT Elizabethton	Herman Robinson Campus Updates	250,000
2018-19	Motlow	Exterior Building Repairs	1,220,000
2018-19	Motlow	Parking and Roadway Repairs	1,010,000
2018-19	TSU	McMinnville Campus Roof and Envelope Repairs	2,500,000
2018-19	TTU	Several Buildings Waterproof and Exterior Repairs	2,700,000
2018-19	TCAT Ripley	Campus Flooring Updates	170,000
2018-19	TCAT Chattanooga	Auto Body Shop Interior Corrections	350,000
2018-19	UM	Wilder Tower Updates	4,900,000
2018-19	Motlow	Several Buildings Interior Repairs	570,000
TBR Out Years Total		**97 Projects**	**$127,790,000**

ATTACHMENT VII
THEC Five-Year Plan for Capital Maintenance Projects - Out Years 2015-16 through 2018-19

University of Tennessee and **University of Tennessee (continued)**

Year	Campus	Project	Total
2015-16	UTK	Electrical Distribution Improvements	$3,500,000
2015-16	UTIA	Research and Education Centers Roof Replacement	1,200,000
2015-16	UTC	Roof Replacements	3,300,000
2015-16	UTIA	College of Veterinary Medicine Building Improvements	4,900,000
2015-16	UTK	Dabney/Buehler System Upgrade	9,000,000
2015-16	UTM	Sociology Building HVAC Upgrade	2,900,000
2015-16	UTK	HVAC Controls System Consolidation	9,000,000
2015-16	UTC	Brock Hall Improvements	3,900,000
2015-16	UTIA	Ridley 4-H Improvements	3,800,000
2015-16	UTK	Andy Holt Tower - Systems Upgrades/Controls and Equipment	6,100,000
2015-16	UTC	Electrical Distribution	3,000,000
2015-16	UTHSC	Elevator Improvements	4,150,000
2016-17	UTM	Library System Improvements	4,000,000
2016-17	UTK	Electricity Distribution System Improvements	14,000,000
2016-17	UTIA	Research and Education Centers Paving and Fence Improvements	2,300,000
2016-17	UTC	Cadek Hall Improvements	1,800,000
2016-17	UTM	Hall Moody Improvements	8,000,000
2016-17	UTHSC	Restroom Improvements	2,000,000
2016-17	UTIA	Reinstate Handling and Facilities Improvements	1,400,000
2016-17	UTC	Guerry Center Improvements	2,000,000
2016-17	UTK	Communications and Student System Improvements	12,000,000
2016-17	UTK	High Pressure Chiller Replacement	3,000,000
2016-17	UTIA	Blount Farm Improvements	2,300,000
2016-17	UTC	Maclellan Gym Improvements	2,000,000
2016-17	UTIA	Research and Education Centers Livestock Facilities Improvements	1,200,000
2016-17	UTC	Pfeiffer Hall Improvements	2,000,000
2016-17	UTK	Steam Distribution System Improvements	6,000,000
2016-17	UTM	McCombs Building - HVAC Upgrades	3,500,000
2016-17	UTC	Patten and Danforth Chapel Improvements	2,250,000
2017-18	UTIA	Research and Education Centers Livestock Waste Handling Improvement	1,000,000
2017-18	UTM	Elam Center HVAC Upgrades	5,100,000
2017-18	UTC	McKenzie Arena Improvements	6,800,000
2017-18	UTIA	Research and Education Centers Feed Storage and Systems Improvements	1,000,000
2017-18	UTK	Elevator Upgrades	6,000,000
2017-18	UTM	West Tennessee Agriculture Pavilion/Stalling Facility - Improvements	3,000,000
2017-18	UTIA	Research and Education Centers and 4-H Center Residence Improvements	2,500,000
2017-18	UTK	Fire Safety Upgrades	15,000,000
2017-18	UTM	Agriculture Teaching Facilities Upgrades	2,300,000
2017-18	UTC	Hunter Hall Improvements	1,900,000
2017-18	UTIA	Research and Education Centers Shop and Equipment Storage Improvements	$1,500,000
2017-18	UTK	Utility and Energy Conservation	10,000,000
2017-18	UTM	Upgrade Electrical System Campuswide	2,500,000
2017-18	UTK	Window Replacements	10,000,000
2017-18	UTIA	Research and Education Centers Utility Improvements	350,000
2017-18	UTK	Sidewalk Repairs	5,000,000
2018-19	UTM	Energy Management System	2,500,000
2018-19	UTK	Sanitary and Storm Improvements	10,000,000
2018-19	UTIA	Research and Education Centers Headquarters Improvements	1,500,000
2018-19	UTM	Elam Center Roof Replacement	1,300,000
2018-19	UTK	Water Distribution System Upgrades	10,000,000
2018-19	UTK	Lighting Upgrades	5,000,000
2018-19	UTK	Flooring Replacements	5,000,000
2018-19	UTK	Asbestos Removal	8,000,000
2018-19	UTK	Roof Repairs and Replacement	6,000,000
2018-19	UTK	Masonry and Structural Repair	6,000,000
2018-19	UTK	Dunford Hall System Upgrades	6,000,000
2018-19	UTK	McClung Museum - System Upgrades	6,000,000
2018-19	UTK	Conference Center Building System Upgrade	12,000,000
2018-19	UTK	Health and Physical Education Building (HPER) System Upgrades	8,000,000
2018-19	UTK	Nielsen Physics - System Upgrade	6,000,000
UT Out Years Total		**60 Projects**	**$291,750,000**

Projects		Total
97	**TBR Total Capital Maintenance Projects Out Years**	**$127,790,000**
60	**UT Total Capital Maintenance Projects Out Years**	**$291,750,000**
157	**Total Capital Maintenance Projects Out Years**	**$419,540,000**

ATTACHMENT VIII
THEC Five-Year Capital Plan
2014-15 through 2018-19

2014-15 (See Detailed Summary in Attachment I)

	Total Project Cost	Projects	Total Match Funds [1]	State Funds Request
Capital Maintenance				
TBR	$69,050,000	60	$0	$69,050,000
UT	$45,700,000	11	$0	$45,700,000
Total	**$114,750,000**	**71**	**$0**	**$114,750,000**
Capital Outlay				
TBR	$124,270,000	5	$14,625,000	$109,645,000
UT	$131,000,000	2	$27,500,000	$103,500,000
Total	**$255,270,000**	**7**	**$42,125,000**	**$213,145,000**
Full Planning				
TBR	$0	-	$0	$0
UT	$133,000,000	2	$27,500,000	$0
Total	**$133,000,000**	**2**	**$27,500,000**	**$0**
Total Capital Investment	**$503,020,000**	**80**	**$69,625,000**	**$327,895,000**

2015-16

	Total Project Cost	Projects	Total Match Funds [1]	State Funds Request
Capital Maintenance				
TBR	$15,940,000	10	$0	$15,940,000
UT	$54,750,000	12	$0	$54,750,000
Total	**$70,690,000**	**22**	**$0**	**$70,690,000**
Capital Outlay				
TBR	$192,380,000	5	$46,195,000	$104,835,000
UT	$423,750,000	6	$77,675,000	$346,075,000
Total	**$616,130,000**	**11**	**$123,870,000**	**$450,910,000**
Full Planning				
TBR	TBD from Match		TBD	$0
UT	TBD from Match		TBD	$0
Total	**$0**		**TBD**	**$0**
Total Capital Investment	**$686,820,000**	**33**	**$123,870,000**	**$521,600,000**

2016-17

	Total Project Cost	Projects	Total Match Funds [1]	State Funds Request
Capital Maintenance				
TBR	$36,780,000	29	$0	$36,780,000
UT	$69,750,000	17	$0	$69,750,000
Total	**$106,530,000**	**46**	**$0**	**$106,530,000**
Capital Outlay				
TBR	$69,930,000	3	$10,633,000	$59,297,000
UT	$129,400,000	3	$32,350,000	$97,050,000
Total	**$199,330,000**	**6**	**$42,983,000**	**$156,347,000**
Full Planning				
TBR	TBD from Match		TBD	$0
UT	TBD from Match		TBD	$0
Total	**$0**		**$0**	**$0**
Total Capital Investment	**$305,860,000**	**52**	**$42,983,000**	**$262,877,000**

2017-18

	Total Project Cost	Projects	Total Match Funds [1]	State Funds Request
Capital Maintenance				
TBR	$45,180,000	29	$0	$45,180,000
UT	$73,950,000	16	$0	$73,950,000
Total	**$119,130,000**	**45**	**$0**	**$119,130,000**
Capital Outlay				
TBR	$150,000,000	10	TBD	$150,000,000
UT	$145,800,000	3	$27,450,000	$118,350,000
Total	**$295,800,000**	**13**	**$27,450,000**	**$268,350,000**
Full Planning				
TBR	TBD from Match		TBD	$0
UT	TBD from Match		TBD	$0
Total	**$0**		**$0**	**$0**
Total Capital Investment	**$414,930,000**	**58**	**$27,450,000**	**$387,480,000**

2018-19

	Total Project Cost	Projects	Total Match Funds [1]	State Funds Request
Capital Maintenance				
TBR	$29,890,000	29	$0	$29,890,000
UT	$93,300,000	15	$0	$93,300,000
Total	**$123,190,000**	**44**	**$0**	**$123,190,000**
Capital Outlay				
TBR	$150,000,000	10	TBD	$150,000,000
UT	$78,000,000	3	$11,400,000	$66,600,000
Total	**$228,000,000**	**13**	**$11,400,000**	**$216,600,000**
Full Planning				
TBR	TBD from Match		TBD	$0
UT	TBD from Match		TBD	$0
Total	**$0**		**$0**	**$0**
Total Capital Investment	**$351,190,000**	**57**	**$11,400,000**	**$339,790,000**

Five-Year Total

	Total Project Cost	Projects	Total Match Funds [1]	State Funds Request
Capital Maintenance				
TBR	$196,840,000	157	$0	$196,840,000
UT	$337,450,000	71	$0	$337,450,000
Total	**$534,290,000**	**228**	**$0**	**$534,290,000**
Capital Outlay				
TBR	$686,580,000	33	$71,453,000	$615,127,000
UT	$907,950,000	17	$176,375,000	$731,575,000
Total	**$1,594,530,000**	**50**	**$247,828,000**	**$1,346,702,000**
Full Planning				
TBR	$0	-	$0	$0
UT	$133,000,000	2	$27,500,000	$0
Total	**$133,000,000**	**2**	**$27,500,000**	**$0**
Total Capital Investment	**$2,261,820,000**	**280**	**$275,328,000**	**$1,880,992,000**

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

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Agenda Item: I. F.

DATE: November 14, 2013

SUBJECT: 2014 Improving Teacher Quality Grant Awards

ACTION RECOMMENDED: Approval

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

In accordance with the state's adoption of the Common Core State Standards in Reading: Literature and Informational Text, THEC and the Tennessee Department of Education jointly developed the Request for Proposals which focused on providing high quality professional development in grades 6-12.

Institutions prepared proposals to demonstrate their ability to provide a summer workshop, along with sustained activities throughout the school year, to grade 6-12 teachers. Proposals were allowed a maximum funding level of $75,000. Projects will be funded for the period January 1, 2014 to December 31, 2014.

An advisory committee consisting of both K-12 and higher education experts was constituted to review grant proposals and make funding recommendations to the Commission.   This year's Advisory Committee is listed on Attachment A. Attachment B presents the 12 projects recommended by the Advisory Committee.

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

Attachment A
2014 Improving Teacher Quality
Advisory Committee

Emily Carter
Statewide Collaborative on Reforming Education

Melissa Canney
Tennessee Department of Education

Scott Eddins
Tennessee State Board of Education

India Lane
University of Tennessee

Tiffany McDole
Tennessee Department of Education

Patrick Meldrim
Tennessee Independent Colleges and Universities Association

Kathryn Meyer
Tennessee Higher Education Commission

David Sevier
Tennessee State Board of Education

Vanita Sherrill-Lyell
Citizen Representative

DeAnna Stacey
Tennessee Board of Regents

Melissa Stugart
Tennessee Higher Education Commission

Tarol Wells
Memphis City Schools

Brad Windley
Citizen Representative

Attachment B
2014 Improving Teacher Quality
Proposal Review Process

On August 1, 2013, a memo from Dr. Rhoda and the Request for Proposals (RFP) for the Improving Teacher Quality Grants was distributed to college and university chancellors, presidents, deans, and faculty. A contact at each teacher preparation institution was sent the RFP.

The RFP included the background of ITQ grants, federal requirements, funding priorities as determined by THEC, a description of eligible partners (including a list of high-need school districts), competition guidelines, grant timeline, evaluation rubric, and all appropriate forms to be completed for proposals. A Notice of Intent to Submit was due via email by September 9, 2013 and completed grant proposals were due to THEC on October 7, 2013 by 4:30 p.m. CST.

THEC staff distributed the grant proposals to the Advisory Committee for review prior to the committee meeting on November 5, 2013. The committee was divided into teams to individually evaluate proposals. The teams met separately in small groups to discuss their assigned grants and score the grants according to the evaluation rubric.

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

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Agenda Item: ⎯II.A.⎯

DATE: November 14, 2013

SUBJECT: Title VI Implementation Plan Update and Compliance Report

ACTION RECOMMENDED: Information

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

Staff will provide an overview of the Commission's Title VI Plan Update and Compliance report and its key provisions that was filed with the Tennessee Human Rights Commission on September 30, 2013.

**TENNESSEE
HIGHER EDUCATION COMMISSION
TITLE VI REPORT**

SEPTEMBER 30, 2013

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
PARKWAY TOWERS, SUITE 1900
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605
FAX: (615) 741-6230

September 30, 2013

Ms. Tiffany Taylor, Director
Title VI Compliance Program
William R. Snodgrass Bldg/TN Towers
312 Rosa Parks Avenue, 23rd Floor
Nashville, TN 37243

Dear Ms. Taylor:

I am filing with you today the Tennessee Higher Education Commission's 2013 Title VI Compliance Report and Implementation Plan Update pursuant to the requirements of Tennessee Code Annotated §§ 4-21-203 and 4-21-901. Enclosed is a print copy of the report as well as a searchable electronic version on CD.

The plan reaffirms the commitment of the Commission and its staff to the enforcement and compliance with the provisions of Title VI, including proper compliance reporting.

Please feel free to contact me if you have any further questions regarding our plan.

Sincerely,

Richard G. Rhoda
Executive Director

Enclosures

TENNESSEE HIGHER EDUCATION COMMISSION

FISCAL YEAR 2013-2014
TITLE VI COMPLIANCE REPORT
AND IMPLEMENTATION PLAN UPDATE

"Simple justice requires that public funds, to which all taxpayers of all races contribute, not be spent in any fashion which encourages, entrenches, subsidizes, or results in racial discrimination."
President John F. Kennedy, in his message calling
for the enactment of Title VI in 1963.

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OVERVIEW OF THE TENNESSEE HIGHER EDUCATION COMMISSION'S TITLE VI ENFORCEMENT PROGRAM

OVERVIEW OF THE TENNESSEE HIGHER EDUCATION COMMISSION

The Tennessee Higher Education Commission was created in 1967 for the purpose of achieving cooperation and unity in higher education. The coordination function grew out of a nationwide trend by governors and legislators to promote planned growth, equitable funding, and accountability among the state's colleges and universities.

Since that time the Commission has created funding formulae, funding initiatives based on performance, legislative benchmarks, master plans, and criteria for new academic programs. The Commission believes strongly in working in a collaborative effort with the two public governing boards and the independent sector to communicate clearly and frequently with diverse constituency groups. The Commission's duties include:

- recommending a budget for a statewide system, which is a two billion dollar enterprise;
- engaging in master planning with a central focus on increasing educational attainment, sharpening institutional missions, and expanding the use of technology; and
- answering questions regarding accountability measures on a daily basis.

The Commission is committed to the principles of equity, excellence, accessibility, and accountability, and strives to coordinate all of Tennessee higher education according to those principles. An organizational chart, as well as a more detailed listing of the Commission's duties and responsibilities, is included as an appendix to this report (*Appendix I*).

The Commission is composed of thirteen voting members and two non-voting members (*Appendix II*). Specifically, there are nine voting lay members appointed by the Governor for six-year terms, each representing a congressional district of the state. The other voting members include the three constitutional officers, (Comptroller of the Treasury, Secretary of State, and State Treasurer) and one of the two student members. The two student members, one from each of the two systems, Tennessee Board of Regents and the University of Tennessee, are appointed by the Governor and serve staggered two-year terms. The student serving in the second year of his/her term is vested with voting authority. Finally, the Executive Director of the State Board of Education serves as a non-voting, ex-officio member.

The Tennessee Higher Education Commission members and staff take seriously the responsibility of ensuring compliance with Title VI as well as other programs to prevent discrimination of any type. The Commission continuously strives to identify initiatives to help meet this responsibility.

Period Covered by the *Title VI Implementation Plan Update and Compliance Report*

This implementation plan update for compliance with Title VI of the Civil Rights Act of 1964 covers the period July 1, 2012 – June 30, 2013. The programs and activities outlined in the report are included within the scope of the implementation plan update. The plan update was developed by the Commission's Title VI Coordinator in cooperation with resource staff and representatives from each of the Commission's program areas. This plan has been approved by the Executive Director of the Commission.

Policy Statement Regarding Title VI Compliance

As a recipient of federal education funds, the Commission affirms its intention to comply with Title VI of the Civil Rights Act of 1964. Title VI states:

> *No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.*

The Tennessee Higher Education Commission prohibits discrimination in any manner related to institutions, non-profit organizations or program participants receiving services or benefits under federal or state programs. This information is disseminated to employees through items posted in each break room and copy/supply room, and also through Title VI training opportunities. Additionally, the information is included in all RFP documents issued by this office. Successful project directors must attend a project directors meeting where Title VI compliance is reinforced.

The Tennessee Higher Education Commission reaffirms its policies and commitment to afford all individuals the same opportunity to participate in federally financially assisted programs in compliance with Title VI of the Civil Rights Act of 1964.

FEDERAL PROGRAMS AND ACTIVITIES

The Tennessee Higher Education Commission administers the following federal programs in Tennessee:

College Access Challenge Grant (CACG)

In August 2012, the U.S. Department of Education awarded Tennessee a College Access Challenge Grant (CACG) totaling $2,814,699. The purpose of the College Access Challenge Grant Program is to foster partnerships among federal, state, and local governments and philanthropic organizations through matching grants aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education.

Building on the successes of the 2010 and 2011 CACG programs, Tennessee's 2012 CACG grant was designed to expand and enhance implementation of Tennessee's college access web portal, *CollegeforTN.org*, through professional development. Secondly, it was also designed to continue implementation and expansion of the statewide College Mentor Corps program.

In the last academic year, the *CollegeforTN.org* website was visited by a total of 94,516 visitors resulting in nearly three million page views. During the same period, over 40,000 students created accounts on the portal. In total, 373,896 students and 2,494 educators have created *CollegeforTN.org* accounts.

In 2010, THEC created the "College Mentor Corps" through subgrants to six nonprofit organizations enabling the creation or expansion of comprehensive mentoring services to high school and community college students. In the last academic year, the six "College Mentor Corps" partner organizations served 5,592 students spread across 71 high-need, low-performing high schools and nine Tennessee community colleges.

GEAR UP Tennessee

In spring 2012, the United States Department of Education awarded *a Gaining Early Awareness and Readiness for Undergraduate Programs* (GEAR UP) grant to the Commission in the amount of $29,590,281. GEAR UP, a seven-year discretionary grant program, aims to increase the number of low-income, first generation students enrolling and succeeding in college.

Tennessee's GEAR UP program, operating under the name GEAR UP TN, provides direct services to a cohort of students, the Class of 2018. Direct services began when the students were in seventh grade and will continue through the cohort's first year of postsecondary education. The GEAR UP TN cohort will include an average of 7,500 students each year. GEAR UP TN also provides services to students in the senior class of participating high schools each grant year.

The GEAR UP TN is designed to:
1) Increase the academic performance and preparation for postsecondary education for GEAR UP TN students;

2) Increase the rates of high school graduation and enrollment in postsecondary education for GEAR UP TN students; and
3) Increase GEAR UP TN students' and their families' knowledge of postsecondary education options, preparation, and financing.

During the reporting period, Tennessee's GEAR UP program provided college access and success services to 10,816 students attending one of the 87 GEAR UP TN middle or high schools. In total, GEAR UP TN is providing services to 15 communities located in the following counties: Anderson, Bradley, Campbell, Claiborne, Davidson, Grainger, Hardeman, Haywood, Henderson, Johnson, McNairy, Robertson, Shelby, Union and Wayne.

As a part of the GEAR UP application, Tennessee was required to provide a letter of assurance of nondiscrimination. *(Appendix III)*.

Improving Teacher Quality Grant Program

The Improving Teacher Quality Grant Program is a federally funded program that provides grants to the state's public and private higher education institutions and non-profit organizations for the purpose of providing research-based professional development and continuing education for K-12 teachers, paraprofessionals and principals. Institutions use grant funds from the U.S. Department of Education to assemble project teams who work across disciplines and have access to the most recent research in relevant content areas, curriculum reform and pedagogical strategies. The program, beginning in FY 2011-2012, was limited to Mathematics and English projects which coincide with the Tennessee State Board of Education's emphasis on Common Core standards.

There were nine projects funded for FY 2012-2013 totaling $730,508. It is anticipated that a like amount will be available for the current fiscal year, although that will be dependent on federal funding.

Race to the Top (RTTT)

In 2010, Tennessee was one of two states selected for funding in the first round of the federal Race to the Top competition, receiving $501 Million from the U.S. Department of Education. Tennessee's innovative education reform agenda centered around improving teachers and school leaders, making better use of data systems, increasing the rigor of state standards and assessments, turning around low-performing schools, and creating a focus on Science, Technology, Engineering, and Math (STEM) education. A strength of Tennessee's application was the close collaborative relationship between K-12 and higher education. Tennessee is one of the few states in the nation where the K-12 department of education and the higher education agency work in tandem to programmatically and fiscally administer the grant.

The Tennessee Higher Education Commission serves on the overall *First to the Top* leadership team which includes the Department of Education, legislative representatives, State Board of Education, business and industry representatives, and the Governor's office. THEC also

administers eight of the individual projects within the *First to the Top* program which includes a budget of approximately $23 million.

The projects focus on the following key areas:

- ***Improving Teacher Training Programs*** through the integration of standards based curriculum, alignment with K-12 standards and assessments, and improving pre-service teachers' knowledge of state data systems and their use in the classroom;
- ***Increasing Tennessee's competitiveness in STEM fields*** by expanding the UTeach program and using the expertise in higher education institutions to provide high-quality professional development to K-12 educators;
- ***Providing accountability in teacher preparation with a focus on strengthening programs*** through the improvement of Tennessee's groundbreaking *Report Card on the Effectiveness of Teacher Training Programs* and the creation of the *School Leader Study.*
- ***Expanding P-20 data systems*** so that student information can be tracked through all grades, post-secondary education, and careers; the State Longitudinal Data System which will provide valuable research related to student outcomes that predict workforce success. Additionally, THEC is expanding the current College Access Network to assist students in successful application and admission to colleges and universities.

Veterans Education Division

The Veterans Education Division of the Commission is the State Approving Agency (SAA) funded by the U.S. Department of Veterans Affairs to approve and monitor all educational institutions receiving federal funds for education of veterans based on federal guidelines.

Pursuant to U.S.C. Title 38, the SAA is a separate agency responsible by contract to the U.S. Department of Veterans Affairs.

Veterans Affairs regulations require that all participants (schools, business, etc.) acknowledge and adhere to the policies referred to under the Title VI enforcement form, which affirms that they will not discriminate based on race, color or national origin (*Appendix IV*). A school will not be approved for veterans training unless this form has been signed. An institution currently approved for veterans training that fails to comply with Title VI procedure will be dropped from the veterans program. During the FY 2012-2013, 297 institutions and 42 apprenticeship on-the-job training programs were approved to provide veterans training in Tennessee.

Each institution approved for the training of veterans must have an EEO statement and guidelines in place at all times. Commission staff reviews these guidelines and makes sure they are in place. Staff also reviews and investigates claims of discrimination made by students.

The total budget for Veterans Affairs for FY 2012-2013 was $345,054 and a like amount is anticipated for the current fiscal year.

It should be noted, however, that the Commission is not involved in the distribution of GI Bill funds. The U.S. Department of Veterans Affairs notifies veterans of their eligibility and pays benefits directly from the federal office.

***Total Funding FY 2012-2013*: $5,001,262 (Actual)**
***Total Funding FY 2013-2014*: $7,222,700 (Anticipated)**

ORGANIZATION OF CIVIL RIGHTS OFFICE/CIVIL RIGHTS COORDINATOR

The ultimate responsibility for enforcing and complying with the provisions of Title VI and this report is vested in the Executive Director of the Tennessee Higher Education Commission. The Executive Director oversees all policy and hiring for the agency.

The individual responsible for developing, reporting and enforcing Title VI guidelines is Scott Sloan, Associate Executive Director for Legal and Regulatory Affairs. Mr. Sloan reports directly to the Executive Director, and can be contacted at (615) 741-7571 or via e-mail at scott.sloan@tn.gov.

As the Title VI coordinator, Mr. Sloan is charged with developing the Commission's Title VI implementation plan and provides overall direction and leadership for the Commission's Title VI compliance activities, including professional development.

There have been no Title VI complaints filed with the Commission in FY 2012-2013. If any complaints were filed, Mr. Sloan would investigate and respond to such complaints and consult with appropriate staff.

Commission Staff

Staff members are responsible for the day-to-day activities of the Commission. The staff is made up of a diverse racial mix. Specifically, of the 67 employees, 17 are African-American, 46 are white, three are Asian and there is one who would be classified as "other". There are 3 vacant positions. This can be further broken down by EEO category:

- EEO 1: 3 African-Americans; 16 Caucasians; 1 Asian; 1 Other; 1 Vacancy.
- EEO 2: 13 African-Americans; 29 Caucasians; 2 Asians; 2 Unknown; 2 Vacancies.
- EEO 6: 1 African-American; 1 Caucasian.
  (*Appendix V*)

The 67 filled positions are broken down as follows:

- 17 African-Americans (25 percent);
- 46 Caucasians (69 percent);
- 3 Asian (4 percent);
- 1 Other (1 percent).

An organizational chart of the Commission staff is also included as part of *Appendix I*. The Commission addresses Title VI compliance as an agenda item at each of its Fall meetings. To supplement that activity, the Commission has implemented a policy that compliments and is consistent with its commitment in this area.

Data Analysis for Federally Funded Programs:

College Access Challenge Grant (CACG)

CACG served 5,592 high school and community college students in FY 2012-2013. An analysis of racial diversity in the CACG program is included in *Appendix VI*.

GEAR UP Tennessee

GEAR UP TN served 10,818 students during FY 2012-2013. An analysis of racial diversity in the GEAR UP program is included in *Appendix VI*.

Improving Teacher Quality Grants

Annually, the Commission issues a Request for Proposals (RFP) to Tennessee public and private higher education institutions and not-for-profit entities that have an approved teacher preparation program, inviting them to compete for these federal funds. The FY 2012-2013 RFP was mailed

to the presidents and chancellors, other college and university administrators, previously funded project directors, and others who requested a copy. This includes faculty and administrators at historically Black colleges and universities who were contacted about the program and encouraged to submit proposals. The RFP includes a requirement that each successful project must include a plan to recruit minorities for the project. An analysis of racial diversity in the ITQ Grant Program is included in *Appendix VI*. The total of all participants was 218, of which 38, or 17 percent, were minority participants.

A predetermined rubric is used to evaluate the various RFPs (*Attachment VII*).

Each successful ITQ project director must report information regarding their respective projects. Included in the RFP is a list of data that must be compiled to show evidence of Title VI compliance (*Appendix VII*). This data is compiled and utilized to identify trends of potential discriminatory practices and in evaluating project proposals in subsequent years.

Race to the Top (RTTT)

For data concerning the extent to which members of minority groups are represented in Tennessee's Race to the Top programming, see *Appendix VI*.

DEFINITIONS

Assurance - A written statement or contractual agreement signed by the agency head in which a recipient agrees to administer federally assisted programs with civil rights laws and regulations.

Beneficiaries - Those persons to whom assistance, services, or benefits are ultimately provided. The beneficiaries assisted by the Commission include public and private postsecondary institution students and teachers.

Compliance - The fulfillment of the requirement of Title VI, other applicable laws, implementing regulations, and instructions to the extent that no distinctions are made in the delivery of any service or benefit on the basis of race, color or national origin

Complaint - A verbal or written allegation of discrimination which indicates that any federally assisted program is operated in such a manner that it results in disparity of treatment to persons or groups or persons because of race, color or national origin.

Conciliatory Agreement - A voluntary agreement between a federal agency, the state, and a subrecipient, which provides for corrective action by a recipient to eliminate discrimination in any program receiving federal assistance.

Contractor - A person or entity that agrees to perform services at a specified price.

Civil Rights Compliance Reviews - Regular systematic inspections of agency programs conducted to determine regulatory compliance with civil rights laws and regulation. Compliance reviews determine compliance and noncompliance in the delivery of benefits and services in federally assisted programs. They identify problems such as denial of full benefits, barriers to participation, difference in treatment, lack of selection to advisory boards and planning committees, lack of information, and denial of the right to file a civil rights complaint. Compliance reviews may be conducted on-site or through desk audits.

Discrimination - To make any distinction between one person or group of persons and others, either intentionally, by neglect, or by the effect of actions or lack of actions based on race, color, or national origin.

Federal Assistance - Any funding, property, or aid provided for the purpose of assisting a beneficiary.

High-need LEA - an LEA:
    (A)   (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or
          (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and
    (B)   (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or

(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

Minority - A person or group of persons who differs from others in some characteristic(s) and is often subjected to differential treatment on the basis of race, color, or national origin.

Noncompliance - Failure or refusal to comply with Title VI of the Civil Rights Acts of 1964, other applicable civil rights laws, and implementing departmental regulations.

Primary Recipient - Any recipient authorized or required to extend Federal financial assistance to another recipient for the purpose of carrying out a program.

Public Notification - Process of publicizing information on the availability of programs, services and benefits to minorities and statements of nondiscrimination. This is attained through use of newspapers, newsletters, periodicals, radio and television, community organizations, and grassroots and special needs directories, brochures, and pamphlets.

Racially Hostile Environment - Harassing conduct (for example, physical, verbal, graphic, or written) that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the services, activities or privileges provided by a recipient of federal funds.

Recipient - Any state (including political subdivisions or instrumentalities of a state), public or private agency, institution, organization, other entity, or individual, to whom federal financial assistance is extended, directly or through another recipient. This definition includes any successor, assign, or transferee thereof, but does not include any ultimate beneficiary under any such program.

Request for Proposals – The document that solicits competitive grant proposals from higher education and non-profit institutions.

DISCRIMINATORY PRACTICES

There are many forms of illegal discrimination based on race, color, or national origin that can limit the opportunity of minorities to gain equal access to services and programs. Among other things, in operating a federally assisted program, a sub-recipient cannot, on the basis of race, color, or national origin, either directly or through contractual means:

- Be refused an award for a grant administered by the Commission;
- Deny any qualified applicant participation in a program funded with a grant;
- Provide an individual instruction or participation at a level of service or benefit in a manner different from others under the same program;
- Subject a participant to segregation in any manner related to the receipt of services or benefits under the program;
- Subject a project participant to separate treatment in any manner related to receiving services or benefits under the program;
- Restrict an individual in any way in the receipt of any advantage or privilege enjoyed by others under the program;
- Require different standards or conditions as prerequisites for accepting an individual into a program;
- Use criteria or methods of administration which (a) have the effect of subjecting individuals to discrimination or (b) operate to defeat or substantially impair the accomplishment of the objectives of the program;
- Permit discriminatory activity in a facility built in whole or in part with federal funds;
- Fail to provide service or information in a language other than English when a significant number of potential or actual beneficiaries have limited English speaking ability;
- Fail to advise the population eligible to be served or benefited by the program of the existence of the program;
- Locate a facility in any way which would limit or impede access to a federally funded service or benefit; or
- Deny a person the opportunity to participate as a member of a planning or advisory body that is an integral part of the program.

LIMITED ENGLISH PROFICIENCY (LEP)

Notwithstanding the limited likelihood that participants in programs administered by the Commission will be in need of LEP services, the Commission is committed to ensure that all eligible participants have complete access to the programs it administers. Therefore, the following procedures have been put in place should the need arise.

During FY 2012-2013 there were no requests, nor was there any observed need, to provide LEP services.

GEAR UP Tennessee

The GEAR UP TN program provides direct services to students through subgrants to local education agencies (LEA). Services provided to students are tailored to students' individual needs. Should a GEAR UP TN student require specific services to address his or her LEP needs, the Commission works with the LEA to ensure such needs are met.

College Access Challenge Grants (CACG)

As is the case with the GEAR UP program, CACG provides direct services that are individualized to students' needs. In the event, therefore, a CACG student requires services to address his or her LEP needs, the Commission works with the subgrantee and the LEA in which the student is enrolled to ensure such needs are met.

Improving Teacher Quality Grants

Improving Teacher Quality Grants are awarded to higher education or non-profit entities that provide teacher training to the state's K-12 teachers, who must be proficient in English to be in their position.

Regardless, it is recognized that there could be some limited instances where the individuals that would benefit from the ultimate flow of funds may include those in need of LEP accommodations. Therefore, THEC will work with contractors/subrecipients/vendors to ensure meaningful access and an equal opportunity for those with limited English proficiency. All interpreters, translators and other aids needed to comply with this policy shall be provided without cost to the person being served.

Language assistance will be provided through an arrangement with the Tennessee Foreign Language Institute. Appropriate staff will be provided notice of this policy and procedure, and staff that may have direct contact with LEP individuals will be trained in effective communication techniques, including the effective use of an interpreter. The Commission will conduct a regular review of the language access needs of our service population, as well as update and monitor the implementation of this policy and these procedures, as necessary.

PROCEDURES

1. *Identifying LEP Persons and Their Language*
The Commission will promptly identify the language and communication needs of the LEP person. If necessary, staff will use language identification cards (or "I speak cards") or posters to determine the language. In addition, when records are kept of past interactions with individuals or their family members, the language used to communicate with the LEP person will be included as part of the record.

2. *Obtaining a Qualified Interpreter*
The Tennessee Foreign Language Institute has agreed to provide qualified interpreter services. The TFLI is a state agency that provides interpretation services in over 200 languages, either in person or over a 24/7 telephonic language service (877-346-1674). Additionally, the TFLI can provide written translation for forms, websites and other business documents.

Some LEP persons may prefer or request to use a family member or friend as an interpreter. However, family members or friends of the LEP person will not be used as interpreters unless specifically requested by that individual. Furthermore, the LEP person must first understand that an offer of an interpreter at no charge to the person has been made by the department or agency. Such an offer and the response will be documented in the person's file. If the LEP person chooses to use a family member or friend as an interpreter, issues of competency of interpretation, confidentiality, privacy, and conflict of interest will be considered. If the family member or friend is not competent or appropriate for any of these reasons, competent interpreter services will be provided to the LEP person. Children will **not** be used to interpret, in order to ensure confidentiality of information and accurate communication.

3. *Providing Written Translations*
As indicated above, when translation of vital documents is needed, the Commission shall submit the documents to the TFLI for translation. Original documents being submitted for translation will be in final, approved form.

4. *Monitoring Language Needs and Implementation*
On an ongoing basis, the Commission will assess changes in demographics, types of services or other needs that may require reevaluation of this policy and its procedures. In addition, the Commission will regularly assess the efficacy of these procedures, including but not limited to:
- mechanisms for securing interpreter services,
- equipment used for the delivery of language assistance,
- complaints filed by LEP persons, and
- feedback from the public and community organizations.

COMPLAINT PROCEDURES

Title VI Complaints

There were no Title VI-related complaints or lawsuits filed against THEC during FY 2012-2013.

The Tennessee Higher Education Commission has adopted complaint procedures which require that all form letters used to communicate the status of a complaint investigation be included in *Appendix VIII*. In addition, the Commission utilizes standard forms developed by the Tennessee Human Rights Commission related to the investigation itself (e.g. *Investigation Commencement Form*, *Title VI Investigative Plan*, *Case Summary Report*.)

Timeline for Filing

Any person alleging discrimination based on race, color, or national origin has a right to file a complaint within 180 days of the alleged discrimination.

Receipt of Complaints

To request a preliminary review by the Commission, which determines whether it will investigate an allegation of noncompliance with Title VI, the complainant must complete the *Discrimination Complaint Form* contained in *Appendix VIII* (or provide the information requested on the *Complaint Form*). Additionally, he or she must complete the *Consent Form for Use of Personal Information*. The complainant must sign all forms.

Essential Elements of a Complaint

The complainant must provide the following information:
- Name, address, and telephone number of the person making the complaint;
- The location and name of the entity delivering the service;
- The nature of the incident that led the complainant to feel discrimination was a factor;
- Whether the discrimination was based on race, color, or national origin;
- Names, addresses, and phone numbers of people who may have witnessed the event or may have knowledge of the event; and
- The date(s) of the alleged discriminatory acts.

Complaint Receipt and Reporting Process

The procedures listed below will be followed in processing Civil Rights complaints.
- Within fifteen days of receiving the complaint, Commission will send a letter to the complainant acknowledging receipt of the complaint. The Commission will advise the complainant that the Commission will conduct a preliminary review of the complaint and that he/she will be advised of the results of the preliminary review.
- The Commission's Title VI Coordinator will conduct a preliminary review of the complaint, and will determine whether a potential violation of Title VI has occurred. The Title VI Coordinator will also determine whether the Commission has jurisdiction to

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investigate the complaint, and whether the Commission is the best entity to conduct the investigation. In the course of the investigation, the Title VI coordinator will work with the program administrator for the particular program involved in the complaint. If it is determined that the Commission is not the best entity to conduct the investigation, the Commission may refer the complaint to the U.S. Department of Education Office for Civil Rights, the Tennessee Department of Labor and Workforce Development or U.S. Department of Veterans Affairs, or another appropriate entity.

- While the Commission does not have statutory responsibility for the operation of the two governing boards, the Executive Director will refer any complaint involving an institution of the University of Tennessee System or the Tennessee Board of Regents to the respective governing boards for review and resolution. In either case, the complainant will be apprised of the action taken.

- Within thirty days of the Commission's receipt of the complaint, the Commission will notify the complainant as to the results of the preliminary review of the complaint and whether or not the Commission will conduct an investigation.

- If the decision of the Commission is to conduct a complaint investigation, the Commission will send a letter of notice to the entity to be investigated.

- If the Commission accepts a complaint for investigation, the Commission will strive to complete the investigation within 180 days of the receipt of the complaint. The investigation will include interviews with persons who may have direct knowledge of the alleged discriminatory act(s), a review of pertinent documents and records, and any other legal investigative techniques deemed necessary to allow the Commission to reach a conclusion as to whether discrimination occurred.

- If appropriate, the Commission will coordinate with other agencies on interdepartmental matters.

- If the investigation substantiates the allegations of the complainant or if other instances of noncompliance with Title VI of the Civil Rights Act of 1964 are found, the Commission will send a draft copy of the investigative report to the entity that has been the subject of the investigation. The Commission will request the entity to submit a written response to any findings or recommendations in the draft report.

- If the entity that is the subject of the complaint submits a written response which states that action will be taken to resolve the complaint, the Commission will issue a final investigative report that will include the response of the entity. The Commission investigator will schedule a follow-up review for an appropriate time period to determine whether the complaint has been resolved.

- If the entity does not agree to resolve a substantiated complaint, the investigator will issue a final report with an opinion statement that the entity has not committed to resolving the complaint. The Commission's Title VI coordinator, in consultation with the

Executive Director of the Commission, will make a determination as what further action the Commission will take to resolve the complaint.

- If the alleged discriminatory act(s) directly affected the complainant, a letter, containing a description of the allegations investigated, the scope of the investigation, the facts learned, and a closing statement summarizing the basis on which the determination was made, will be sent to the complainant. The complainant will be advised of his/her right to file a complaint with other applicable governmental entities, including the Tennessee Human Rights Commission, if dissatisfied with the resolution of the complaint by the Commission.

A. Subrecipients, Contractors, Vendors

- The Commission and any subrecipients/contractors shall make available any Title VI compliance report to be reviewed by the Tennessee Human Rights Commission upon request.

- A list of the Commission's subrecipients, contractors and/or vendors is found in *Appendix IX*.

- The Commission had a total of four contractors for federally funded programs and activities in FY 2012-2013. These contracts totaled $11,181,826.[1] Two of the four Contractors are MWBE for a fifty percent (50%) ratio of the total contracts and thirty-three percent (33%) of the total dollar amount.

- For entities that enter into grants and contracts with the Commission, the grant contract document includes the following provision prohibiting discrimination (Paragraph D.8. of *Appendix X*):

  > Nondiscrimination. The Grantee hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Grant Contract or in the employment practices of the Grantee on the grounds of handicap or disability, age, **race, color**, religion, sex, **national origin**, or any other classification protected by Federal, Tennessee State constitutional, or statutory law. The Grantee shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination. (Emphasis added.)

  Signing of a grant contract with the above language is a precondition to receiving funds. If the entity does not sign, funds will not be released.

  Recipients of the Improving Teacher Quality Grants and the institutions approved to offer veterans' benefits to their student must sign a statement of assurance regarding compliance with Title VI. The Commission relies on the contractual nondiscrimination language outlined above for compliance by all other contractors/subrecipients.

- There are currently no pending applications for financial assistance from any federal or state department or agency.

B. Pre-Award and Post-Award Procedures

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[1] Maximum contract liability for the multi-year contract total.

College Access Challenge Grant

The Commission staff performs a site visit on each project that receives a grant under the College Access Challenge Grant.

GEAR UP Tennessee

The Commission staff makes numerous site visits each year to all the GEAR UP recipients.

Improving Teacher Quality Grant Program

Pre-Award Review
The Director for Academic Affairs includes mandatory Title VI requirements in the RFP. Also, the staff instituted an updated evaluation feature that will provide information on whether previously funded institutions were found to have successfully satisfied Title VI compliance reviews or have pending Title VI complaints. Projects that have been found in non-compliance will not be considered for funding.

The Commission assembles a selection committee to recommend which proposals should be funded. Awards are based on the merit of the proposals, which are evaluated using prior established criteria identified to enhance K-12 teachers' instructional abilities and principals' leadership skills. The selection committee includes representatives from the state's public and private higher education institutions, Board of Education and Department of Education. The FY 2012-2013 committee included three African-Americans out of a total of 12 reviewers. (*Appendix VII*).

Post Award Title VI Compliance
Procedures for conducting compliance reviews of funded grant projects under the Improving Teacher Quality Grant program include the following steps:
- Site visits to all grant programs;
- Site visits to second year grant programs, if (a) specifically requested by the Project Director or Principal Investigator or sponsoring agency and/or (b) a Title VI complaint was filed against the grant program during year one;
- Site visit will be made to all grant programs in their third year to the extent that they can be scheduled around visits to first year programs;
- Other site visits on an as needed basis with specific interest in any ITQ project in an odd year funding;
- Mandatory project directors meeting to include Title VI presentation;
- Completion of Title VI Compliance Checklist;
- Survey of Project Director(s), which among other things identifies the number of minorities the project served and the number of external consultants that were employed by the project *(Appendix V)*.
- Review whether the grantee implemented the project's plan for recruiting minority participants;
- Technical assistance with any Title VI complaints or issues; and
- Mandatory final report submitted to program director 45 days after the grant ends.

Site visits were made to ALL ITQ projects for FY 2012-2013.

Project Directors will submit in the final report on any Title VI complaint received during the funded grant period. In addition, the grant Project Director will submit in the final report an explanation of the results of the proposed minority recruitment plan. Unsatisfactory compliance review findings, failure to submit final reports, and pending discriminatory complaints can result in the withholding of the projects' final disbursement of grant funds.

Two examples of how discrimination might occur:
- Failure to notify all eligible institutions of the availability of funds; and
- Applicants receiving awards notify only certain teachers or schools in the targeted geographical areas of the fact that professional development activities will be conducted, knowing or having reason to believe that no minorities are among of that group.

Veterans Education

Supervisory visits were conducted by the SAA during FY 2012-2013 at each of the institutions participating in the Veterans Education program. These visits include records audits and facilities monitoring. Title VI compliance reviews are also completed by the U.S. Department of Veterans Affairs. The Assistant Executive Director of Veterans Education for the Tennessee Higher Education Commission is responsible for investigating complaints of discrimination filed by veterans and acts as a liaison between the institution and the U.S. Department of Veterans Affairs.

C. Public Notice and Outreach

The Commission monitors all subrecipients and/or contractors concerning the dissemination of information about the following to the public:
- Nondiscrimination policy;
- Programs and services;
- Complaint procedures; and
- Minority participation on planning boards and advisory bodies.

D. Procedures for Noncompliance

The Commission has adopted the following policies and procedures which will be followed when, through complaint investigations or compliance reviews, it is determined that a Title VI violation has occurred. Efforts will be made to the fullest extent practicable to obtain voluntary compliance before a case if referred to the U.S. Department of Education Office for Civil Rights for possible refusal, suspension, or termination of federal financial assistance.

Procedures for Achieving Voluntary Compliance

- In cases where a complaint investigation or compliance review results in a finding of noncompliance, the Commission will notify the subrecipient of federal/state funds of the apparent noncompliance.
- The notice will clearly identify the conditions of noncompliance and offer a reasonable time to willingly comply.
- The Commission will record the date the recipient received notice, and will note and record the last day afforded the recipient for voluntary compliance before initiating an administrative process to terminate assistance.
- A subrecipient of federal funds may request a meeting for the purpose of discussing the problem areas or requirement for compliance. The principal investigator will be involved in the discussion process.
- The Executive Director of the Commission, or designee, will approve the recipient's voluntary compliance plans, methods, procedures, and proposed actions if such approval will result in compliance with the Act. The plan will be put in writing. Failure of voluntary efforts will result in the implementation of an administrative process, which could result in termination or suspension of assistance.

Termination or Suspension of Assistance

If the Commission cannot obtain compliance through voluntary means, the Commission will notify the U.S. Department of Education Office for Civil Rights (USDE/OCR) and will request the assistance of the USDE/OCR to obtain compliance, which may involve termination or suspension of assistance.

If termination of assistance is considered due to noncompliance with Title VI, the alleged problems are delineated to the award recipient. Opportunity is provided for informal resolution. If these efforts fail, formal sanctions up to and including termination can be pursued.

COMPLIANCE/NONCOMPLIANCE REPORTING

Currently, the Commission submits its Title VI report only to the Tennessee Human Rights Commission (THRC). Compliance reports will be maintained by the Commission and forwarded to the other state and federal agencies as may be requested or directed. Additionally, the Commission is not aware of any CFR regulations requiring any reporting obligations.

The Commission will maintain the following records:

- Administrative records such as copies of assurances, public notification plans, press releases, and training materials;
- Data collection and participation records, documentation of analytical review procedures, and results of follow-up;
- Monitoring records, including working papers, reports, and corrective action plans; and
- All Title VI correspondence and reports received from and submitted to the federal government.

The Commission has not received any Title VI or discrimination-related audits or findings from federal or state monitoring agencies.

TITLE VI TRAINING PLAN

Mr. Sloan is designated the Title VI coordinator and will execute all of the duties and responsibilities of the position, including participation in meetings of the Tennessee Title VI Compliance Commission and Governor's Office of Diversity Business Opportunities.

Mr. Sloan and Marcie Mills, who serves as paralegal for both the Commission and the Tennessee Student Assistance Corporation, attended Title VI compliance meetings on July 23 and 24, 2013, respectively.

Title VI training for the Commission staff was accomplished through an on-line tutorial module through Edison. The module provided an overview of Title VI to include its history, key elements and principles regarding application of the law to the work of the Commission. The training included a post-test in which the staff responded to questions related to the on-line tutorial. An employee roster showing completion of the training can be found in *Appendix XI*.

Commission staff members were advised that access to the mandatory training module was available on July 1, 2013, for each staff member to take as time permitted, but no later than July 12, 2013. Through Edison, it was verified that 100 percent of the Commission staff completed the module. The training incorporated a history of civil rights in the United States, and outlined the purpose and applicability of Title VI *(Appendix XI)*. It is anticipated that the FY 2013-2014 training will take place next spring or summer.

In addition to the training received by Title VI coordinator, the Commission provides a mandatory workshop for grant project directors, which was attended by all Improving Teacher Quality Grant project directors on February 6, 2013. Training for FY 2013-2014 recipients will take place in February 2014.

Additionally, the Commission's Title VI Implementation Plan is an agenda item each year at the November meeting of the Commission. At that time, information similar to what was covered in the on-line tutorial for staff is reviewed with the Commission, as well as highlights of the most recent Title VI plan. Specifically, this review was included at the November 15, 2012, meeting of the Commission and will be included at the November 14, 2013, meeting.

As mentioned above, the Commission monitors all subrecipients and/or contractors concerning the dissemination of information on multiple topics:

- Nondiscrimination policy;
- Programs and services;
- Complaint procedures; and
- Minority participation on planning boards and advisory bodies.

Specifically, the Commission uses the following measures with respect to the Improving Teacher Quality Grant Program, the GEAR UP Program, and the College Access Challenge Grant(CACG) Program:

- *Nondiscrimination policy*: Throughout the 2012-2013 project period, monitoring was conducted by THEC staff to ensure compliance with all aspects of the contractual terms. Per Section D.8. of the contract, grantees were required to furnish to applicants and employees notices of non-discrimination.

- *Programs and services*: Information regarding programs and services was disseminated primarily in the form of communications with prospective workshop participants. Per the terms of the Request for Proposals, the ITQ grantees were required to develop a recruiting plan for minority participants. However, no such plan is required of GEAR UP as these services are provided to all students enrolled in specific grades in the respective county school systems serving as GEAR UP counties.

- *Complaint procedures*: The public is informed via the Request for Proposal and/or other communications that Title VI requires federally assisted programs to be free of discrimination. These documents also provide contact information for the THEC Title VI Coordinator in the event that a citizen claims to have been subjected to discrimination. In addition, grantees are contractually required, under Section D.10., to annotate on all public notices that the grant was funded under an agreement with the Tennessee Higher Education Commission.

- *Minority participation on planning boards and advisory committee*s: THEC maintains records of minority participation on the ITQ Advisory Committee, the Teacher Diversity Grant Advisory Committee, and the Committee on Postsecondary Educational Institutions, all of which are available for public review.

The Tennessee Higher Education Commission holds public meetings at various times and locations throughout the year. The work of the Commission, its staff and committees are public record. All meetings are open to the public and publicized in accordance with the Tennessee Open Meetings Act. These public hearings concern such issues as funding of higher education, capital outlay and maintenance, and academic planning.

As previously noted, the Commission provides its Title VI Implementation Plan upon request to any agency, department or individual that may request it. Additionally, the plan in found on the Commission's website <http://www.tn.gov/thec/Divisions/LRA/TitleVI/TitleVI.html>.

The Title VI guidelines are reinforced by mandatory attendance at the annual project directors' workshop which is designed to educate grant recipients regarding federal and state guidelines including the proper procedures for reporting Title VI complaints. In FY 2012-2013, all Improving Teacher Quality Grant project directors attended this workshop.

Posters/flyers are displayed in high traffic areas of the Commission offices which articulate the Commission's commitment to compliance of Title VI and contact information for filing a complaint.

As a general rule, staff vacancies are filled after the positions are advertised in publications that will ensure a representative pool of applicants. In addition, efforts are made to network with African-American professionals and educators to assist in identifying potential applicants for the various positions.

Minority Media Utilization

The Commission engaged only in very limited media pitching during FY 2012-2013. However, when a public outreach campaign is necessary, a minority-owned marketing firm is used to facilitate those efforts. In future media relations and public outreach campaigns, the Commission will specifically request that the firm reach out to minority media outlets as a part of the communications process.

Minority Representation on Planning Boards or Advisory Bodies

The Governor appoints all members of the Tennessee Higher Education Commission except the four ex-officio members *(Appendix II)*. Pursuant to T.C.A. § 49-7-204(a)(6), *"at least one (1) of the appointive members shall be a member of the principal racial minority in the state."* Three of the 15 Commission members (20 percent) are African-American: Mr. Cato Johnson; Mr. A C Wharton, Mayor of Shelby County; and Mr. Robert Fisher. Mr. Johnson serves as chairman of the Commission.

The General Assembly created the Committee on Postsecondary Educational Institutions to assist the Commission staff with the oversight of the proprietary and many not-for-profit postsecondary institutions in the state. Pursuant to T.C.A. §49-7-207, the committee is composed of the Executive Director of the Tennessee Higher Education Commission, the Executive Director of the Tennessee Student Assistance Corporation and eleven persons appointed by the Commission. Dr. Rhoda currently serves as the Executive Director of both the Tennessee Higher Education Commission and the Tennessee Student Assistance Corporation, but for voting purposes is considered as one vote. Of the 12 persons serving as committee members, four are from a racial or ethnic minority group.

There is not a set number of Improving Teacher Quality Grant Program Selection Committee members; however, five of the members are determined by position. These positions include:

- Math Consultant for the State Department of Education;

- Science Consultant for the State Department of Education;
- Improving Teacher Quality Grant Coordinator for the State Department of Education;
- Coordinator of Special Projects for the State Department of Education; and
- Director for Academic Affairs (THEC).

The selection committee responsible for the current grant awards included three African-Americans out of a total of 12 committee members (*Appendix XII*).

The Teacher Diversity Grant Advisory Committee determines which entities will receive the grants under this program. The committee that reviewed and recommended awards for FY 2012-2013 included three African-Americans out of a total of seven committee members (*Appendix XII*).

Below is an analysis of minority participation on advisory bodies for which the Commission has the authority and/or responsibility for appointing or recommending members. One of the Commission's goals and objectives is to ensure that minorities are adequately represented on advisory bodies.

Advisory Body	Total Members	No. of Minority Members	Percent of Total
Committee on Postsecondary Educational Institutions	12	4	33%
Improving Teacher Quality Grant Program Selection Committee	12	3	25%
Teacher Diversity Grant Advisory Committee	7	3	43%
Total	**31**	**10**	**32%**

Minority Input

As mentioned above, the Commission uses an MWBE firm for coordination of its marketing activities. As a part of the firm's market research responsibilities, it solicits input from populations representing a cross-section of Tennesseans. Those populations necessarily include minority representation.

Process for Obtaining Grants/Bidding on Contracts

As mentioned above, the Request for Proposals (RFP) is the method of informing potential grant recipients of available federal and state funding. They are disseminated to public and private higher education institutions as well as non-profit organizations, if applicable. The Commission makes special efforts to provide notice to African-Americans and other racial and ethnic minorities of all program activities. This information is also provided to institutions whose primary focus is to reach racial and ethnic minorities.

EVALUATION PROCEDURES OF TITLE VI IMPLEMENTATION

Goals and Objectives – Implementation Plan Deficiencies

THEC's primary goal in Title VI enforcement is to ensure that information on all THEC programs is disseminated to all Tennesseans regardless of race, color or national origin.

THEC's secondary goal is the appropriate recipient representation regardless of race, color, or national origin.

THEC's Title VI Coordinator is responsible for recommending policy changes in Title VI enforcement to the Executive Director. For the purpose of monitoring compliance activities, THEC's Program Administrators, Title VI Coordinator, and the Executive Director will meet at least once a year to review the prior year's activities. This yearly meeting will focus primarily on complaints filed during the year. Any significant problems of general compliance will also be addressed. If Title VI deficiencies are noted, prompt and corrective action will be taken.

Further mechanisms to ensure compliance will be considered also. Notices to inform THEC employees, clients and prospective clients of their obligations and rights under Title VI and of the availability of services will be posted at the agency and shown on documents that clients receive.

THEC's Title VI Coordinator is responsible for displaying the Title VI information in the agency.

THEC's Title VI Coordinator shall attend training offered by the THRC.

THEC employees shall receive information regarding the obligations and rights involved in the Title VI program. The information will apprise staff of their responsibility to render a high quality of service to all clients regardless of their race, color or national origin.

THEC will review its publications, literature, website, and other media to address Limited English Proficiency as it relates to discrimination and implement procedures to address deficiencies.

THEC will require a statement of compliance with Title VI of the Civil Rights Act of 1964 from every contracting agency before entering into a contract or other agreement which involves the purpose of services or other benefits on behalf of persons served by the programs of THEC.

Any state or contracting agency believed by THEC to be in violation of the provisions of Title VI shall be given a written notice. Failure to eliminate further discrimination within 30 days of receipt of the notice will be considered as a violation of the terms of the contract and a basis for contract suspension, termination or rejection. The enforcement procedure by THEC for termination of the contracting agency from participation as a recipient of federal financial assistance will be in accordance with the enforcement procedure contained in 45 C.F.R. 80.9, 80.10 and 80.11.

The Title VI Coordinator monitors and recommends to the Executive Director appropriate changes in applicant selection criteria that may be discriminatory to racial groups. As appropriate, the Executive Director will forward recommendations to the Commission members.

The Title VI Coordinator will investigate all complaints in a timely manner and submit recommendations to the Executive Director. The Executive Director will be responsible for appropriate rectification of all complaints.

Timeline

THEC's Title VI Coordinator shall set a date in October for its annual meeting with the Program Administrators and the Executive Director to discuss implementation goals and deficiencies.

THEC's Title VI Coordinator shall contact the THRC in October to discuss training objectives.

THEC's Title VI Coordinator shall immediately review Statements of Assurance and Statements of Compliance deficiencies observed in this report and will ensure that any deficiencies are corrected.

RESPONSIBLE OFFICIALS

The responsible State official charged with ensuring that the agency complies with Title VI is Dr. Richard G. Rhoda, Executive Director.

The person designated as the Title VI Coordinator is M. Scott Sloan, Associate Executive Director of Legal and Regulatory Affairs.

The policy and procedures outlined in this implementation plan for compliance with Title VI of the Civil Rights Act of 1964 took effect on July 1, 2013 and will be in place through June 30, 2014.

_____
Richard G. Rhoda, Executive Director

_____
M. Scott Sloan, Title VI Coordinator

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243

Agenda Item: II.B.

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

TENNESSEE HIGHER EDUCATION COMMISSION

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.
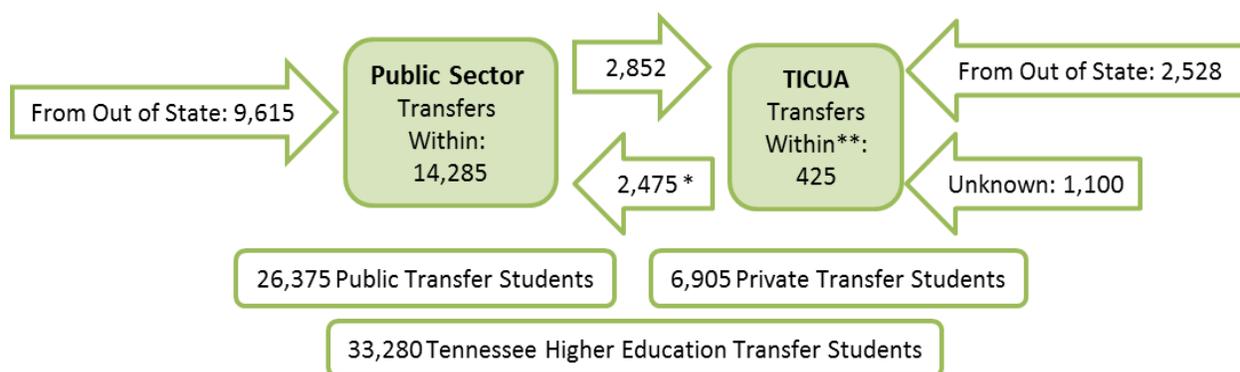
Figure 1. Student Transfer by Receiving Sector and Semester, AY 2012-13 *
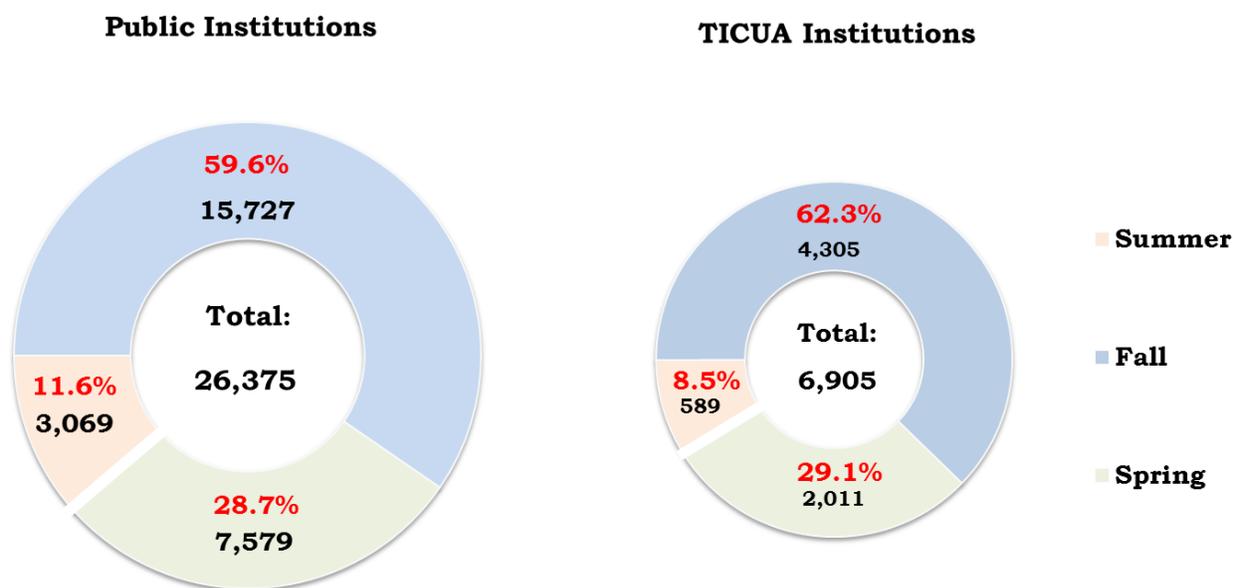
* The percentages may not add up to 100 due to rounding.

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** | Overall |
	Tennessee Public	Tennessee Independent	Out-of-State	Unknown	**Transfers**	Enrollment
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
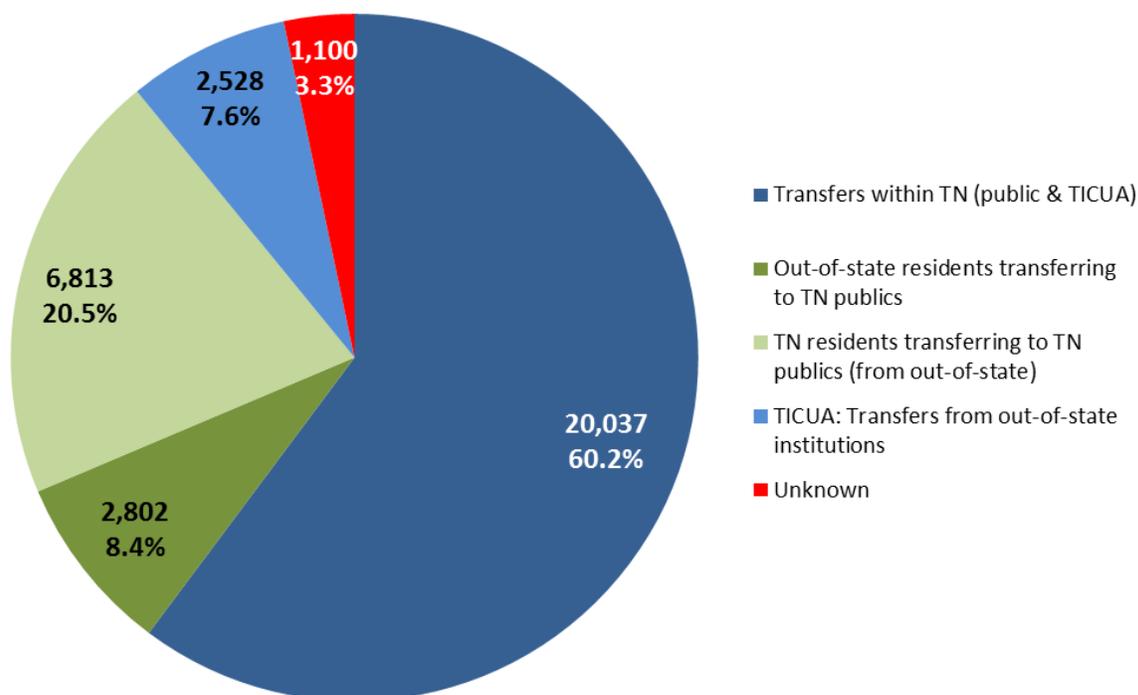
As Figure 3 shows, Tennessee residents transferring into the state's public and private institutions accounted for 60.2 percent of all AY 2012-13 transfers into Tennessee higher education. The general group of out-of-state students accounted for 36.5 percent of all transfers and included the following 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.

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[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							

Figure 6. Demographic Characteristics of Transfer and Native Students, AY 2012-13

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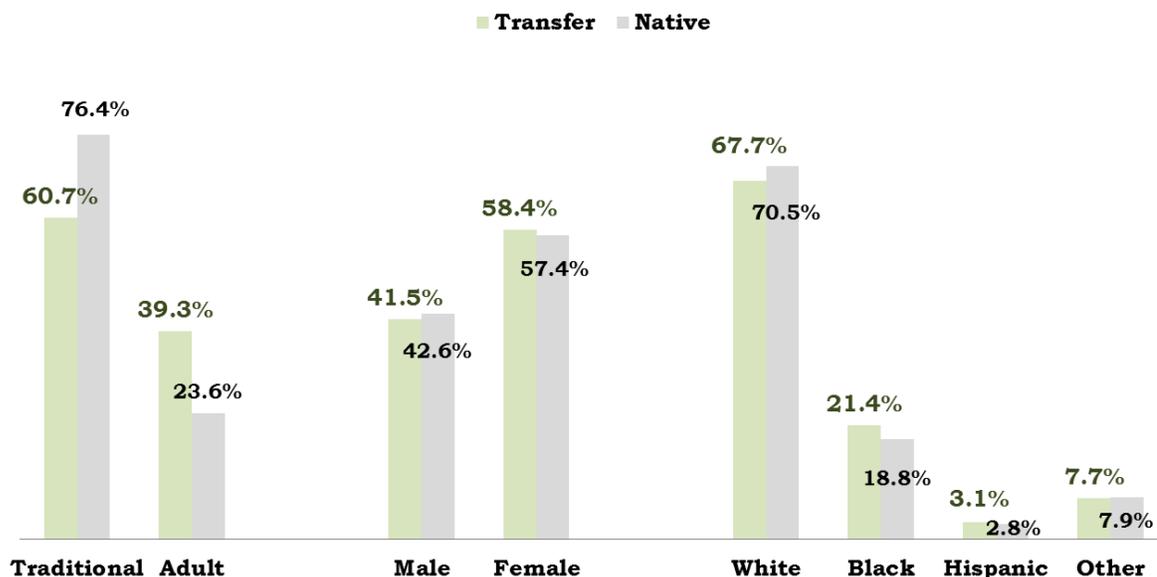
Figure 7 compares full-time and part-time enrollment of transfer and non-transfer students by semester. As defined in the **Background** section, *non-transfer students* include individuals who did not transfer in the term on interest; however, they include students who transferred in their prior academic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

■ Full Time   ■ Part Time
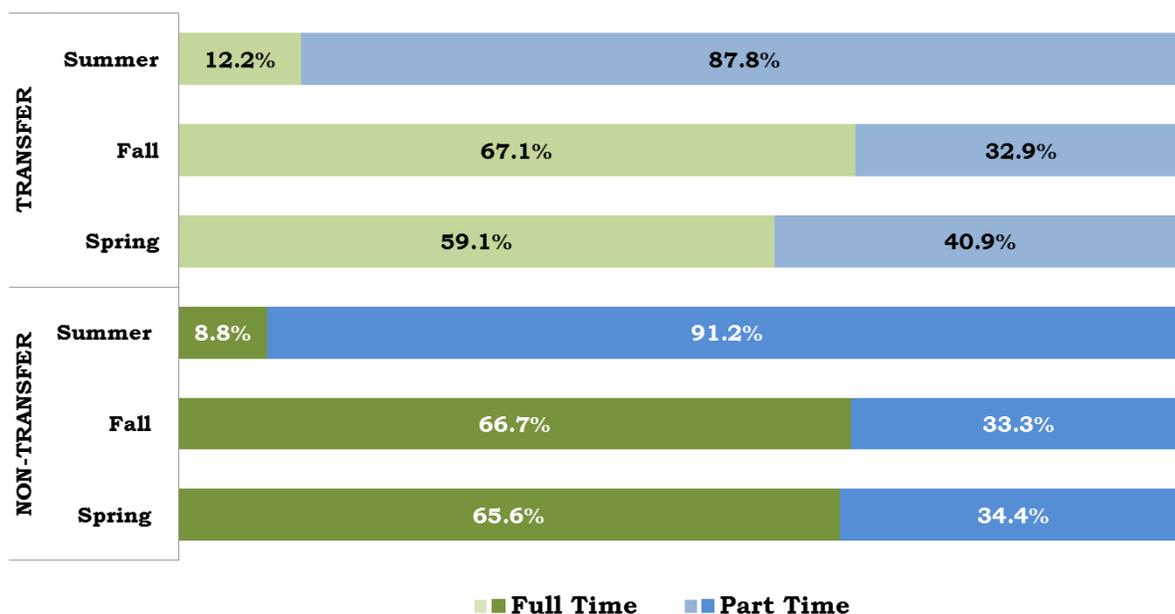
Public Transfer Activity

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 re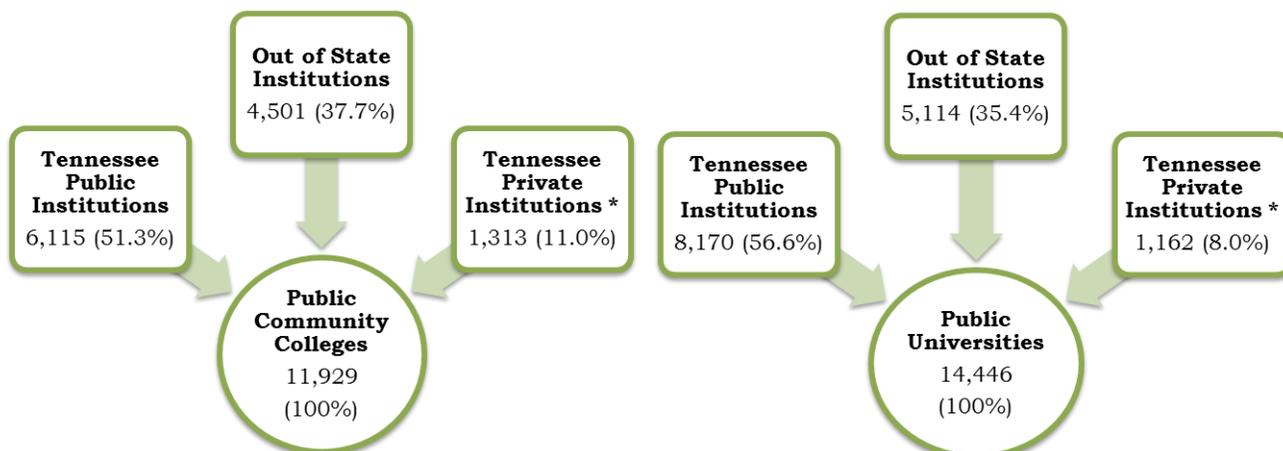lative size of each source of transfer students for these two sectors is different. Most of the transfer students into community colleges come from other in-state public institutions (51.3 percent) and out-of-state institutions (37.7 percent). The independent sector provides 11 percent of all transfers 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

Out of State Institutions
4,501 (37.7%)

Tennessee Public Institutions
6,115 (51.3%)

Tennessee Private Institutions *
1,313 (11.0%)

Public Community Colleges
11,929
(100%)

Out of State Institutions
5,114 (35.4%)

Tennessee Public Institutions
8,170 (56.6%)

Tennessee Private Institutions *
1,162 (8.0%)

Public Universities
14,446
(100%)

* 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
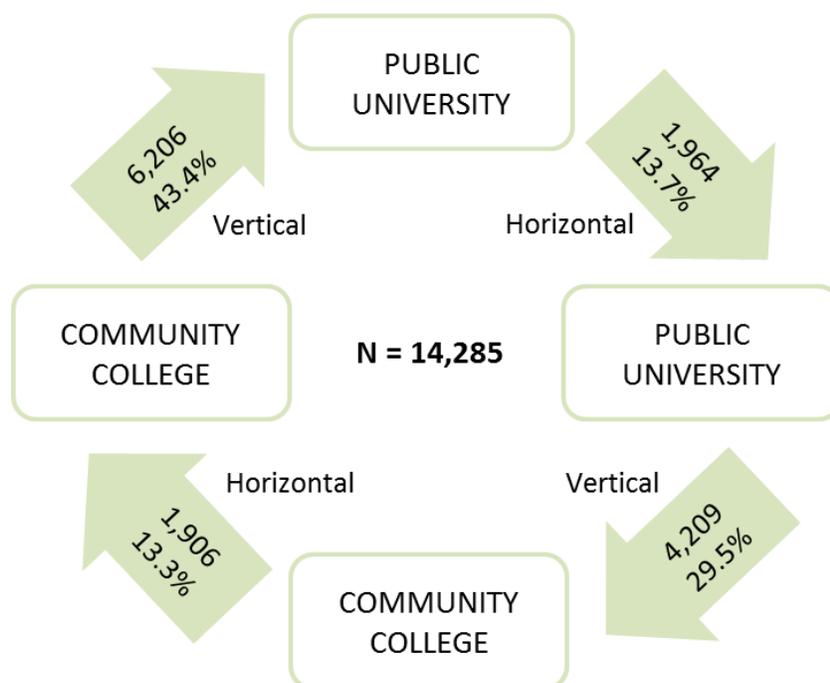
When restricted to the fall semester, the observed patterns of within-public-sector transfers are consistent with the data from previous reports (**Table 5**). One may conclude that transfers among Tennessee public institutions have maintained the same relative size and direction for the past several 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**).
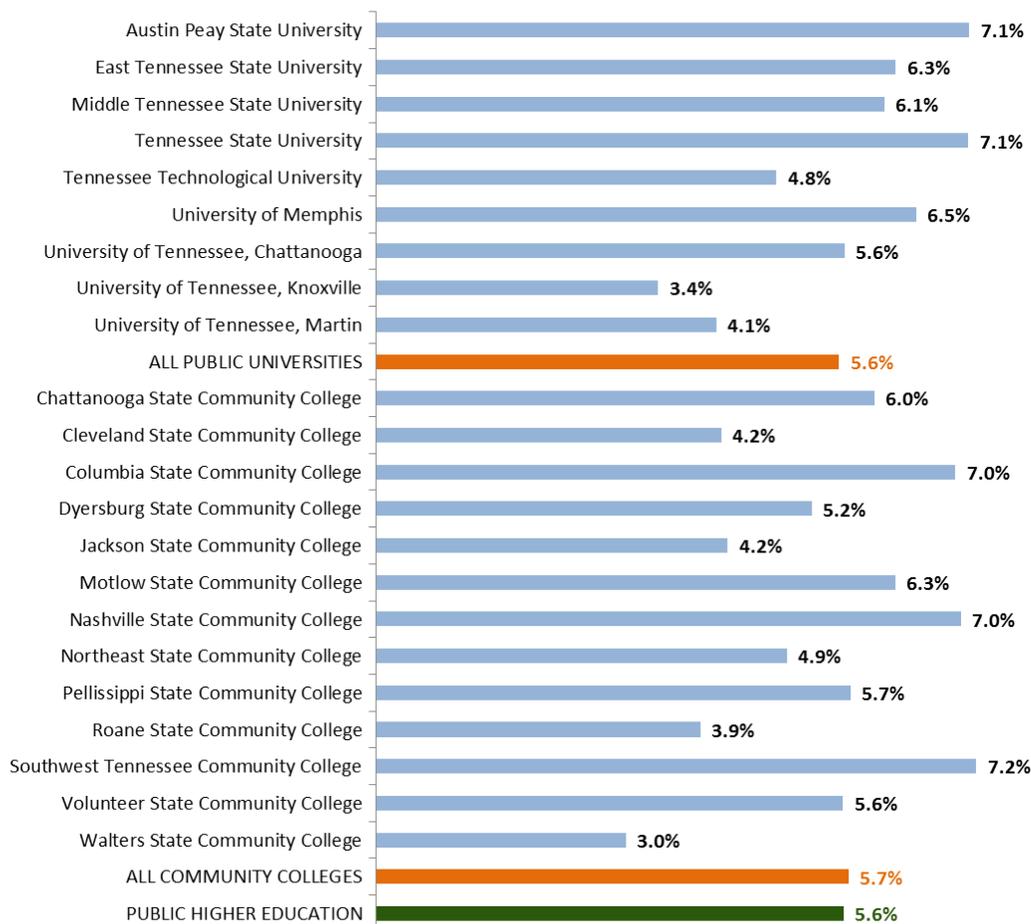
C.   Student Transfer Activity by Institution

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

Institution	Percent
Austin Peay State University	7.1%
East Tennessee State University	6.3%
Middle Tennessee State University	6.1%
Tennessee State University	7.1%
Tennessee Technological University	4.8%
University of Memphis	6.5%
University of Tennessee, Chattanooga	5.6%
University of Tennessee, Knoxville	3.4%
University of Tennessee, Martin	4.1%
ALL PUBLIC UNIVERSITIES	5.6%
Chattanooga State Community College	6.0%
Cleveland State Community College	4.2%
Columbia State Community College	7.0%
Dyersburg State Community College	5.2%
Jackson State Community College	4.2%
Motlow State Community College	6.3%
Nashville State Community College	7.0%
Northeast State Community College	4.9%
Pellissippi State Community College	5.7%
Roane State Community College	3.9%
Southwest Tennessee Community College	7.2%
Volunteer State Community College	5.6%
Walters State Community College	3.0%
ALL COMMUNITY COLLEGES	5.7%
PUBLIC HIGHER EDUCATION	5.6%

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

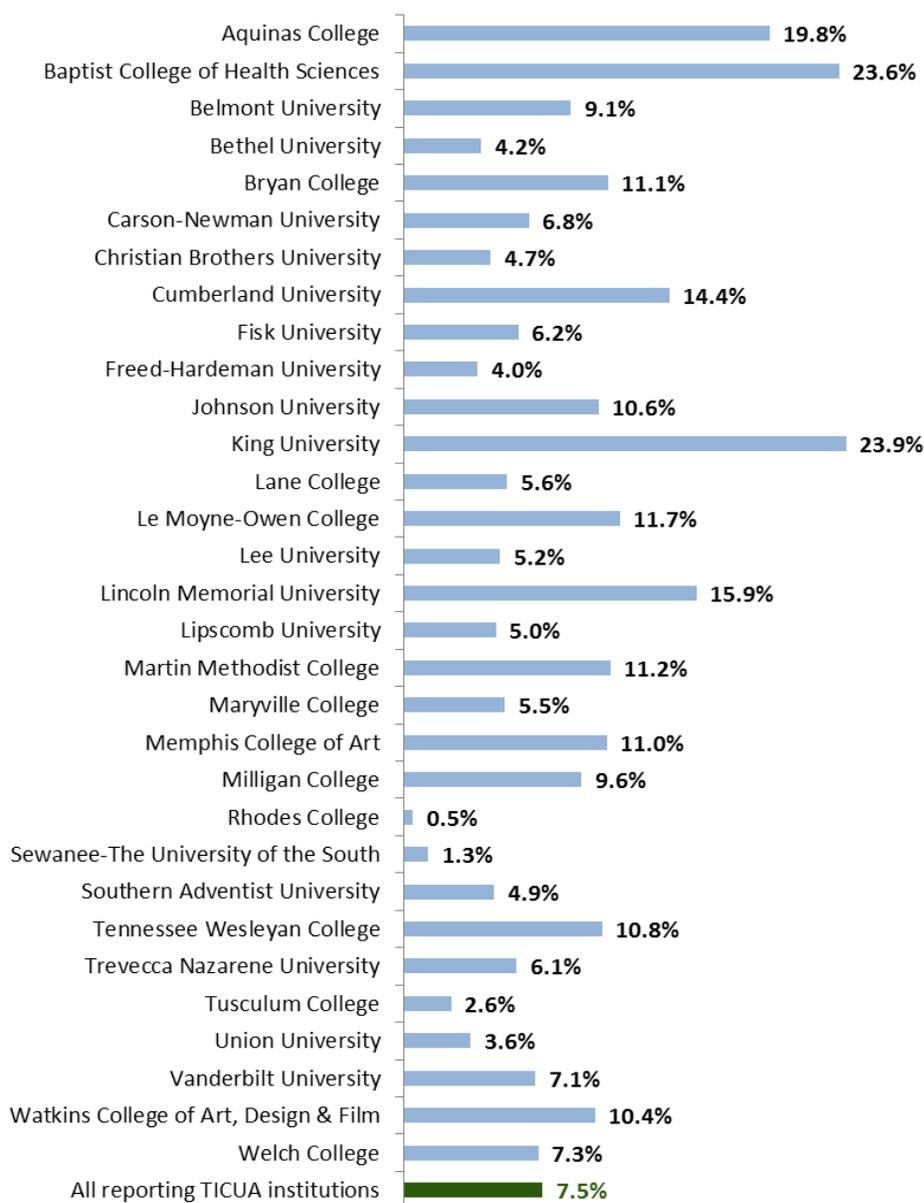| Institution	Percent
Aquinas College	19.8%
Baptist College of Health Sciences	23.6%
Belmont University	9.1%
Bethel University	4.2%
Bryan College	11.1%
Carson-Newman University	6.8%
Christian Brothers University	4.7%
Cumberland University	14.4%
Fisk University	6.2%
Freed-Hardeman University	4.0%
Johnson University	10.6%
King University	23.9%
Lane College	5.6%
Le Moyne-Owen College	11.7%
Lee University	5.2%
Lincoln Memorial University	15.9%
Lipscomb University	5.0%
Martin Methodist College	11.2%
Maryville College	5.5%
Memphis College of Art	11.0%
Milligan College	9.6%
Rhodes College	0.5%
Sewanee-The University of the South	1.3%
Southern Adventist University	4.9%
Tennessee Wesleyan College	10.8%
Trevecca Nazarene University	6.1%
Tusculum College	2.6%
Union University	3.6%
Vanderbilt University	7.1%
Watkins College of Art, Design & Film	10.4%
Welch College	7.3%
All reporting TICUA institutions	7.5%

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

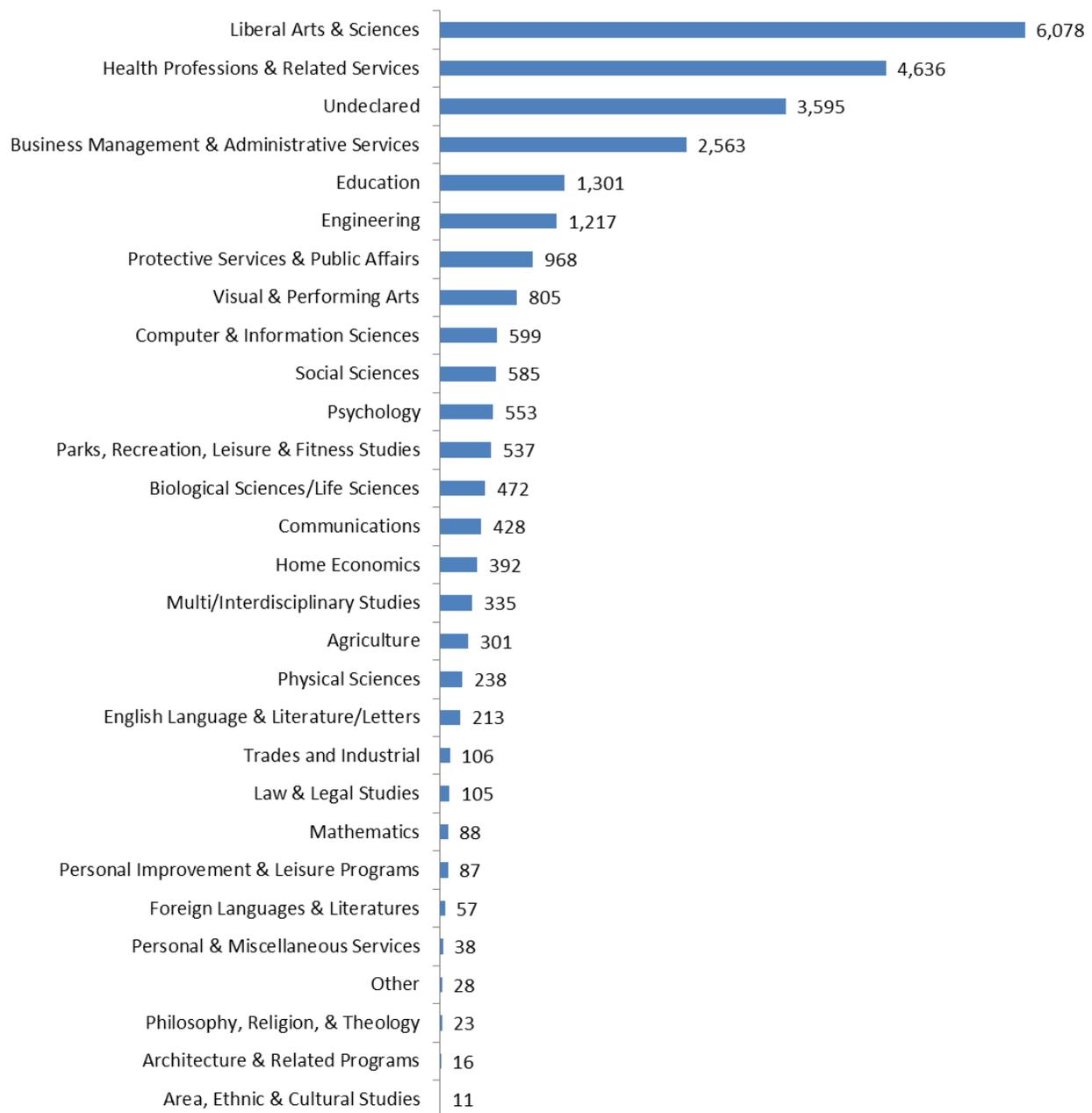| PUBLIC INSTITUTION	SENT *	RECEIVED *
Austin Peay State University	2.6%	3.0%
East Tennessee State University	4.7%	7.0%
Middle Tennessee State University	7.9%	12.6%
Tennessee State University	3.0%	4.6%
Tennessee Technological University	3.7%	5.6%
University of Memphis	5.7%	9.8%
TBR UNIVERSITIES	**27.6%**	**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 Colleg	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

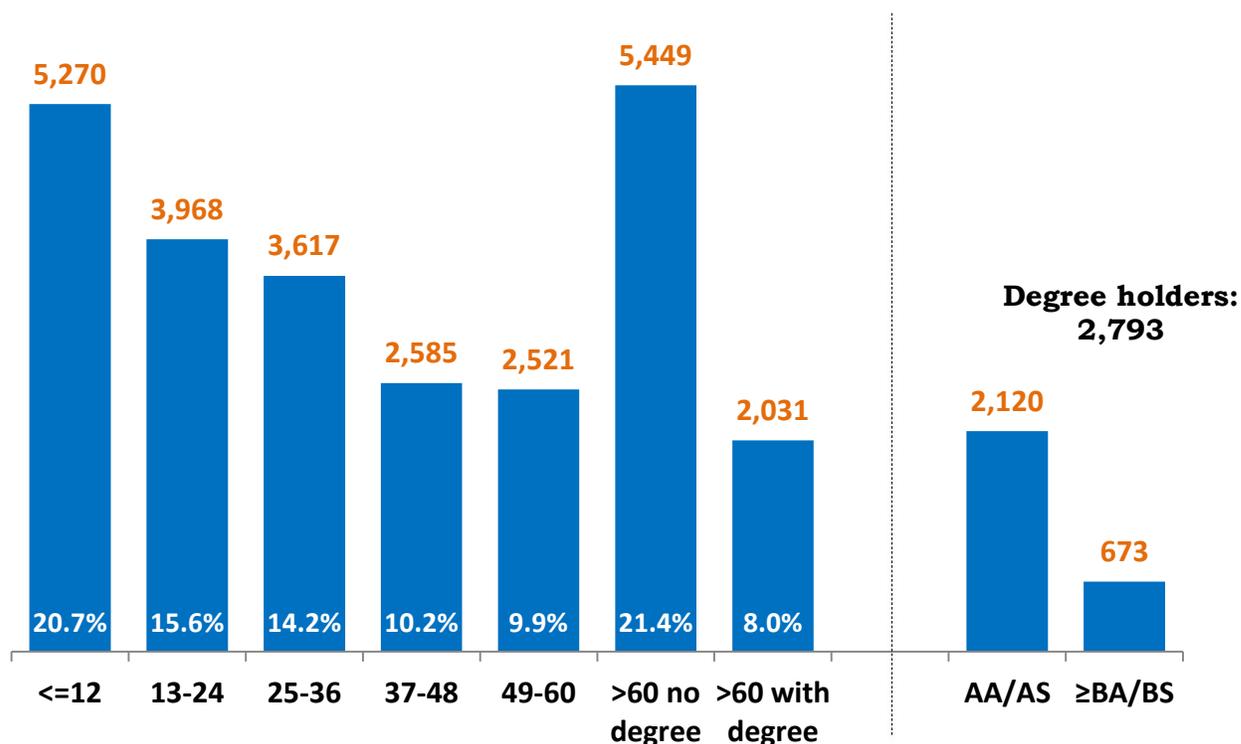| Academic Major	Number
Liberal Arts & Sciences	6,078
Health Professions & Related Services	4,636
Undeclared	3,595
Business Management & Administrative Services	2,563
Education	1,301
Engineering	1,217
Protective Services & Public Affairs	968
Visual & Performing Arts	805
Computer & Information Sciences	599
Social Sciences	585
Psychology	553
Parks, Recreation, Leisure & Fitness Studies	537
Biological Sciences/Life Sciences	472
Communications	428
Home Economics	392
Multi/Interdisciplinary Studies	335
Agriculture	301
Physical Sciences	238
English Language & Literature/Letters	213
Trades and Industrial	106
Law & Legal Studies	105
Mathematics	88
Personal Improvement & Leisure Programs	87
Foreign Languages & Literatures	57
Personal & Miscellaneous Services	38
Other	28
Philosophy, Religion, & Theology	23
Architecture & Related Programs	16
Area, Ethnic & Cultural Studies	11

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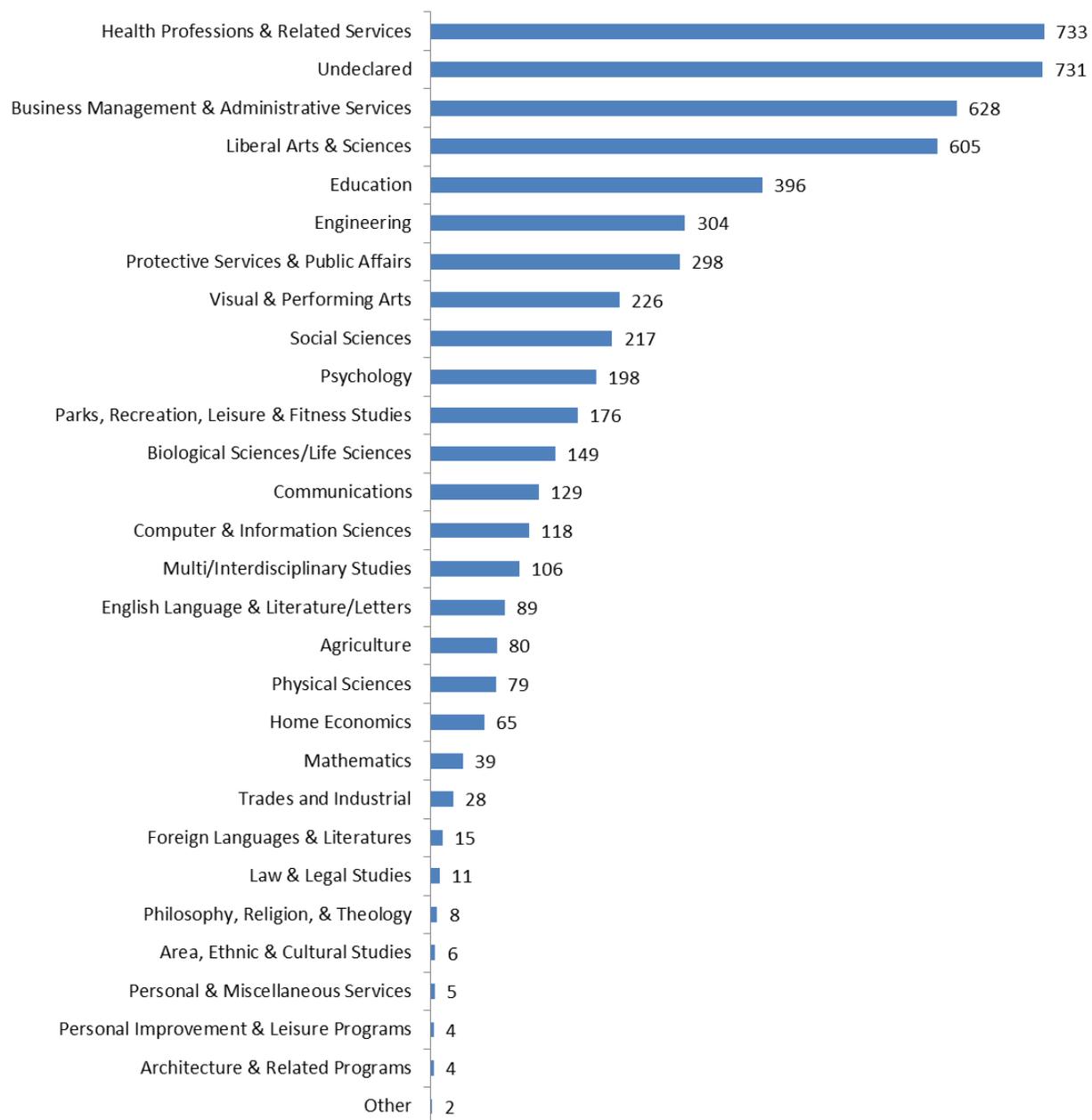
Figure 13. Transfer Students by Credits and Degrees Transferred In, AY 2012-13

* 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

Major	Count
Health Professions & Related Services	733
Undeclared	731
Business Management & Administrative Services	628
Liberal Arts & Sciences	605
Education	396
Engineering	304
Protective Services & Public Affairs	298
Visual & Performing Arts	226
Social Sciences	217
Psychology	198
Parks, Recreation, Leisure & Fitness Studies	176
Biological Sciences/Life Sciences	149
Communications	129
Computer & Information Sciences	118
Multi/Interdisciplinary Studies	106
English Language & Literature/Letters	89
Agriculture	80
Physical Sciences	79
Home Economics	65
Mathematics	39
Trades and Industrial	28
Foreign Languages & Literatures	15
Law & Legal Studies	11
Philosophy, Religion, & Theology	8
Area, Ethnic & Cultural Studies	6
Personal & Miscellaneous Services	5
Personal Improvement & Leisure Programs	4
Architecture & Related Programs	4
Other	2

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
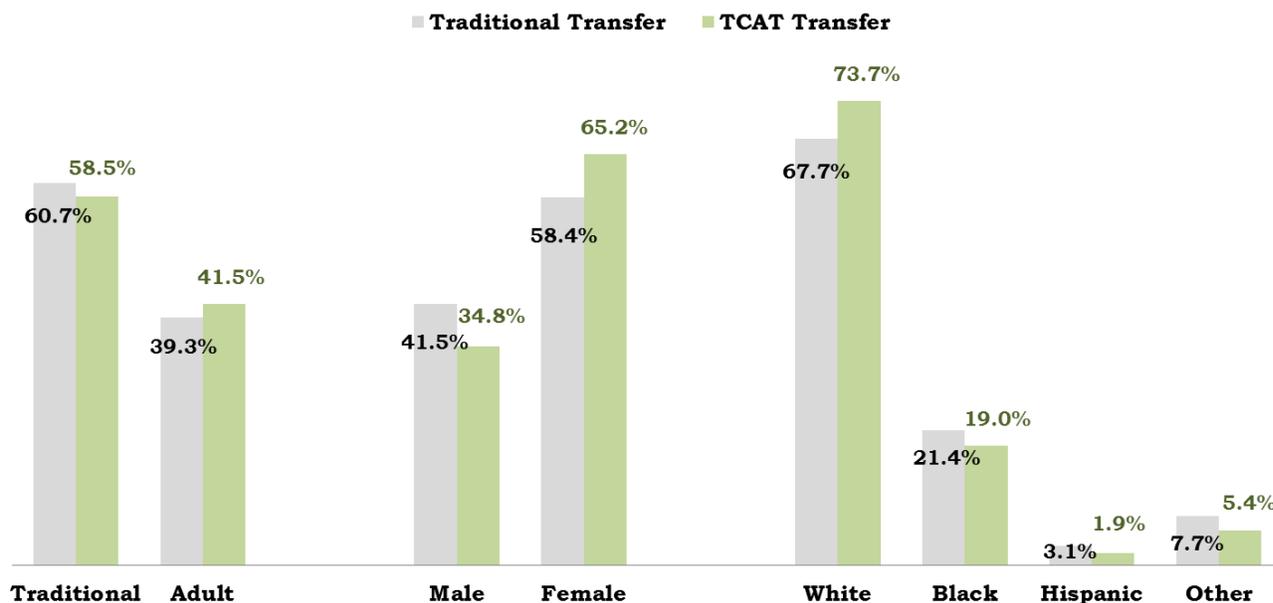

Table 11 clearly shows why TCAT transfers do not fall under the traditional definition of transfer students and, as a rule, are not coded as such by institutions. During the 2012-13 academic year, 477 students (about 55 percent) moving from

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 experience[2]. 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.

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[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 Undergad. 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.

Agenda Item: II.C.

DATE: November 14, 2013

SUBJECT: Office of P-16 Initiatives Status Report

ACTION RECOMMENDED: Information

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

•   GEAR UP TN provides Tennessee students with a clear path to college. Funded through a seven-year grant from the U.S. Department of Education, GEAR UP TN works with Collaboratives in 15 Tennessee counties to promote college readiness and success. GEAR UP TN Collaboratives serve a cohort of students starting in the seventh grade continuing through their first year of postsecondary education. The program also provides services to high school seniors each year of the grant. GEAR UP TN is designed to promote student achievement and expand the college-going culture statewide.

•   The College Access Challenge Grant (CACG) is a federal formula grant program focused on developing partnerships to promote college access and success. CACG creates professional development opportunities for college access professionals and enhances resources found on CollegeforTN.org. The program expands current college access programs via the Tennessee College Mentor Corps. The overall goal of Tennessee's CACG is two-fold: (1) make college accessible to more Tennesseans and (2) facilitate the transition between high school and community college, and community college and four-year institutions, thereby aiding in college retention and completion.

•   In October 2011, Lumina Foundation for Education awarded the Tennessee Higher Education Commission a Latino Student Success Grant aimed at increasing the number of Latinos completing higher education in Memphis. The Memphis Latino Student Success Collaborative directs its work using a three-tiered approach: public will building through a community-wide Latino student success report card for Memphis and Shelby County, the development and expansion of college access and success programming including the Abriendo Puertas (Opening Doors) college access and success mentoring program, and the formal development of a community-wide collaborative focused on increasing Latino student success in Memphis.

•   The Tennessee College Access and Success Network connects college access and success programs with like-minded organizations for the purpose of increasing the number of Tennesseans participating and succeeding in postsecondary opportunities. The Network was established through a Lumina Foundation grant and expanded through Race to the Top funds. Its purpose is to create a college-going culture in communities across the state by expanding and creating new college access and success programs, educating professionals, and facilitating statewide advocacy.

Agenda Item: II.D.

DATE: November 14, 2013

SUBJECT: Core to College Status Report

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION: Core to College is a multi-state grant initiative designed to promote strong collaboration between higher education and the K-12 sectors in the implementation of the Common Core State Standards and aligned assessments. Core to College is funded by Rockefeller Philanthropy Associates with technical assistance provided by Education First. Through this funding, the Core to College Director has focused on successfully executing two projects: General Education Redesign and P-16 Curriculum Councils. Both of these projects were developed with specific, measurable outcomes and timelines that allow for a clear assessment regarding program progress and delivery.

General Education Redesign
With the support of the Tennessee Board of Regents and University of Tennessee, the Core to College Director formed faculty redesign teams to assess and align the K-12 Common Core State Standards to credit bearing, entry level courses in English and Math to create a more seamless transition from high school to college for Tennessee students. Each team consists of three primary content specialists and supplemented by a team of external evaluators representing each higher education institution and governing board.

To date, both the English and Math primary teams have developed Core-Aligned Course Profiles with appendices for their respective entry-level courses: English 1010: Expository Writing and Math 1530: College Algebra. The materials are currently being reviewed by external evaluators in preparation for a spring pilot.

Regional P-16 Curriculum Councils
Eight regional Curriculum Councils were formed in partnership with the Tennessee Department of Education Centers of Regional Excellence (CORE) Offices to promote better communication and relationships between K-12 and higher education regarding Common Core implementation.

To date, each council has met, identified a common area of need, and developed an action plan towards a measurable outcome for the coming year. Each council meeting was attended by a combination of faculty and administrators from K-12 districts, private and public institutions of higher education, and state governing agencies. Examples of council projects include: development of a regional handbook for student teaching experiences to ensure inclusion of all stakeholders, focused work on reading instruction alignment that spans the spectrum of pre-K to the work force, and conducting a regional skills gap analysis between K-12 preparation and higher education expectations.

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Agenda Item: II.E.

DATE: November 14, 2013

SUBJECT: First to the Top Update

ACTION RECOMMENDED: Information

2013 Report Card on the Effectiveness of Teacher Training Programs

The 2013 *Report Card on the Effectiveness of Teacher Training Programs* was released on Friday, November 1. This is the sixth year that the state has made data available to the public regarding the effectiveness of the state's teacher training program completers. Over the past year, THEC staff members have worked in collaboration with the teacher training programs, the State Board of Education, the State Department of Education, and other key stakeholders to improve and expand the Report Card.

The report provides information on the placement and retention rates of teacher training program completers, Praxis II licensure exam passage rates, and the Tennessee Value-Added Assessment System (TVAAS) teacher effect data. Key findings of the report include information related to the academic preparation of Tennessee's teachers and how well an institution's completers perform in the classroom. A new feature of the 2013 Report Card is the inclusion of trend data which allows the tracking of a training program's completer effectiveness over time. The full report, including individual program reports, is available on the THEC website.

Advanced Analytics

The Tennessee Higher Education Commission and SAS Institute are working together to expand the research and insight available to teacher preparation programs using TVAAS data. The goal of the Advanced Analytics work is to provide diagnostic information for each teacher preparation program. THEC and the SAS Institute will provide up to ten individual reports to each teacher training program. The content of the reports and the variables included were developed through collaboration between THEC, SAS, and the teacher preparation programs statewide. Based on these conversations, the Advanced Analytics reports will examine a variety of variables such as program of study, course sequence, and the effect of mentor teachers on a completer's future success.

Common Core Professional Development and Resources

The Tennessee Higher Education Commission, in partnership with The Ayers Institute for Teacher Learning and Innovation at Lipscomb University, has created a multimedia, professional development program to support higher education institutions in imbedding Common Core State Standards (CCSS) into the pre-service teacher curriculum. The program includes full length videos of authentic, CCSS aligned lessons taught by highly qualified Tennessee K-12 teachers. The video modules are accompanied by additional resources for higher education faculty including a facilitator's guide and strategies for using the modules in higher education classrooms.

Six training sessions were held around the state to introduce these resources to higher education faculty and provide opportunities for institutions to create a strategic plan for incorporating the more rigorous CCSS into their training programs. Additional modules are currently in development and will be accompanied by statewide professional development opportunities for faculty around these new resources.

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Agenda Item: II.F.

DATE: November 14, 2013

SUBJECT: 2014 Commission Meeting Schedule

ACTION RECOMMENDED: Information

BACKGROUND INFORMATION:

Thursday, January 30, 2014	Winter Quarterly Meeting and Joint Meeting with the State Board of Education
Thursday, April 24, 2014	Spring Quarterly Meeting
Thursday, July 24, 2014	Summer Quarterly Meeting
Thursday, November 20, 2014	Fall Quarterly Meeting

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