



Articulation and Transfer in Tennessee Higher Education 2021 Report

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Tennessee Higher Education Commission

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Executive Summary

The 2021 Articulation and Transfer Report provides an update on the progress made toward full articulation between public institutions in the State of Tennessee. A new addition to the report this year includes an overview of the Articulation and Transfer Council and its work to promote articulation and transfer across the state. This report uses data from the Student Tracker, National Student Clearinghouse (NSC), Tennessee Higher Education Commission's Student Information System (THECSIS), and the Tennessee Board of Regents (TBR) to analyze transfer patterns and demographics of the fall 2014 first-time freshmen cohort. This data includes all students who showed up at Tennessee public community colleges and universities as a first-time freshman in 2014.¹ Findings from the report are summarized below.

For the purposes of this report, **transfer students are defined as any student who attended more than one institution during the six years following first enrollment**, which covers fall 2014 through summer 2020 for the fall 2014 cohort.

- In the fall 2014 cohort, 39.7% of students attended more than one institution in the six years. This represents a slight decrease in transfer compared to the fall 2013 cohort, in which 41.1% of students transferred (Figure 1).
- While overall transfer decreased, more students in the fall 2014 cohort transferred between a two-year institution and a four-year institution, completing a *vertical transfer*². In the fall 2013 cohort, 12.9% of the cohort made this transfer, compared to 13.5% of students in the fall 2014 cohort (Figure 9).
- Transfer students have higher six-year graduation rates (65.0%) than non-transfer students (45.7%) in the cohort overall. This gap is driven by many students who begin enrollment at a two-year institution, do not transfer, and do not graduate.
- Of those students who started at a Tennessee public two-year institution, 29.2% completed an associate degree within six years, and 17.3% completed a bachelor's degree; the completion rate for all students who started at a Tennessee public two-year institution is 38.3%.
- Overall, 53.4% of students in the fall 2014 cohort obtained a degree in that six years. Overall completion is higher in the fall 2014 cohort than in the fall 2013 cohort (52.0%).
- Students who complete a vertical transfer from a two-year institution to a four-year institution in their first two enrollments are more likely than all other transfer patterns in the fall 2014 cohort to earn any type of degree within six years. These students also earn a wide variety of degrees. Of transfer students in this pattern, 73.5% earned a degree in six years, including 26.1% of students who earned both an associate and a bachelor's degree (Figure 12).

¹ For more information about specific features of the data and limitations, see pages 11-12.

² *Horizontal transfer*, by contrast, is transfer between a two-year institution and a two-year institution, or between two four-year institutions.

- The Complete College Tennessee Act (2010) created Tennessee Transfer Pathways (TTPs) to facilitate seamless transfer between Tennessee’s community colleges and four-year colleges and universities. See Appendix D for a complete list of TTPs. Of the 5,884 students in the fall 2014 cohort who enrolled in a TTP, 56.3% transferred (Figure 13).
- Of students who enrolled in a TTP (n= 5,884), 17.6% obtained an associate degree in a TTP major. The number of TTP awards earned by the fall 2014 cohort is 1,080, up from 930 earned by the fall 2013 cohort. Additionally, 43% of TTP participants earned any award in the six years following initial enrollment.
- The Articulation and Transfer Council is currently structured with membership focused on representation from chief academic officers from each of Tennessee’s public universities, University of Tennessee System Office, Tennessee Board of Regents, and the Tennessee Independent Colleges and Universities Association. The focus of the 2020-2025 Articulation and Transfer Council covers four primary areas: (1) designating courses that are not university parallel and implementing common course numbering per Tennessee Code Ann. § 49-7-202; (2) streamlining TTPs to minimize exceptions; (3) expanding data collection and dissemination on TTP utilization, completion, and transferability for the annual THEC Articulation and Transfer Report; and (4) including Reverse Transfer in the Council.

This report highlights important successes in transfer for Tennessee students, including increasing numbers of students completing transfers between two-year and four-year institutions, and increasing graduation rates for those students and for other transfer students. TTP participation is also increasing, and data collection is improving to better evaluate those successes. The report also suggests important areas of growth, including articulation with Tennessee Colleges of Applied Technology and increasing access across all demographic groups to ensure that all Tennesseans have access to opportunities to earn a postsecondary credential.

Note on COVID-19 Impact

COVID-19 presented unprecedented and unpredictable circumstances for Tennessee postsecondary education. While the students in this dataset were enrolled prior to the pandemic, some transfer behavior and degree attainment may have been impacted in the spring and summer 2020 terms, which are included in the data under consideration here. Tables and figures presented in this report may not be comparable to prior years due to the impact of the COVID-19 pandemic.

Legislative Overview

The annual Articulation and Transfer Report is prepared pursuant to Tennessee Code Annotated § 49-7-202 (r)(5), which directs the Tennessee Higher Education Commission (THEC) to: "...report to the chairs of the education and finance, ways and means committees of the senate and the chairs of the education administration and planning and finance, ways and means committees of the house of representatives no later than October 1 of each year on the progress made toward full articulation between all public institutions." See Appendix A for full text of T.C.A. § 49-7-202 (r)(1-5).

The 2021 Articulation and Transfer Report presents an update on the implementation of the articulation and transfer mandate through three primary sections:

- 1) The first section provides information on the composition and charge of the Articulation and Transfer Council, as well as an update on the current activities of the Council.
- 2) The second section examines the demographics, transfer behavior, and degree outcomes for the fall 2014 first-time freshmen cohort who enrolled at Tennessee public community colleges or universities. This section follows these students in the six years after their initial enrollment to provide a full, longitudinal view of their transfer behavior and resulting degree outcomes.
- 3) The third section examines the demographics, transfer behavior, and degree outcomes of those students in the fall 2014 cohort who ever enrolled in a Tennessee Transfer Pathway (TTP) associate degree program. TTPs are designed to facilitate a seamless transfer between Tennessee's public community colleges and four-year colleges and universities. For more information about TTPs, see page 24.



Section One: Articulation and Transfer Council

Articulation and Transfer Council

The Articulation & Transfer (A&T) Council is necessary to fulfill the requirements in Tennessee Code Annotated § 49-7-202 (r)(1-5), including collaboration on the development and maintenance of Tennessee Transfer Pathways and of common course numbering. In 2020, the A&T Council was restructured by THEC to focus on a five-year period (2020-2025) with an emphasis on aligning the work of the Council with the various requirements of T.C.A. § 49-7-202 (r)(1-5), including development of Tennessee Transfer Pathways, clear communication to students through common course numbering and designation of non-transferable courses, and ongoing responsibility to revise and update plans to achieve these requirements. See Appendix A for the full text of this section.

Current composition of the A&T Council consists of the chief academic officers from the Tennessee Higher Education Commission, Tennessee Board of Regents, University of Tennessee System Office, Tennessee Independent Colleges and Universities Association, Locally Governed Institutions, and University of Tennessee campuses. See Appendix B for complete membership.

The four primary focus areas for the 2020 – 2025 council are:

- Streamlining Tennessee Transfer Pathways (TTPs) to minimize exceptions;
- Expanding data collection and dissemination on TTP utilization, completion, and transferability for the annual THEC Articulation and Transfer Report;
- Designating courses that are not university parallel and implementing common course numbering; and
- Including Reverse Transfer in the Council.

The 2020-2025 Articulation and Transfer Council has developed four subcommittees to support the work of: (1) Tennessee Transfer Pathways; (2) Technical Tennessee Transfer Pathways; (3) Common Course Numbering; and (4) Reverse Transfer. Membership of the subcommittees represent various roles from across each of the represented institutions on the Council. A brief overview of each subcommittee is presented below.

Tennessee Transfer Pathways Subcommittee

This subcommittee is charged with reviewing, updating, and developing transfer policies, principles, and systemwide expectations to ensure legislative compliance. The subcommittee will use multiple taskforce groups to pragmatically develop a continuous improvement plan, ensuring the credits students earn through a Tennessee Transfer Pathway (TTP) program will apply to degree pathways at Tennessee’s public universities and participating private universities.

- *Membership:* Campus representatives in various roles including, but not limited to, admissions, records, advising, transfer centers, adult services, veteran services.
- *Outcomes:* Present the annual TTP curriculum reviews to the A&T Council, provide updates to the A&T Council, review pathway categories and possible expansions.

Members of this group will also ensure the facilitation of annual curriculum reviews on the five-year review cycle presented in **Table 1**.

Table 1: Tennessee Transfer Pathways Review Cycle by Focus Area

Focus Area	Review Cycle
STEM & Applied Technology	2021-22
Social Sciences	2022-23
Education	2022-23
Arts	2023-24
Humanities	2023-24
Health Sciences	2024-25
Business	2025-26

Technical Tennessee Transfer Pathways Subcommittee

This subcommittee will create a systematic approach to the development, tracking, and stacking of technical pathways similar in structure to the existing Tennessee Transfer Pathways. Particular focus will be applied to the transferability of Tennessee College of Applied Technology (TCAT) diplomas and certificates and Associate of Applied Science (AAS) degrees to both community colleges and universities.

- *Membership:* Campus representatives from the Tennessee Colleges of Applied Technology, community colleges and universities in various roles including presidents, student services, workforce development, and records.
- *Outcome:* Create a process for implementation and maintenance of statewide technical pathways.

Common Course Numbering Subcommittee

This subcommittee will facilitate the ease of transfer for community college students from one community college to the other and from the community college to universities, improve program planning, and increase communication among all colleges. Per T.C.A. § 49-7-202 (r)(3), courses with common content will carry the same prefix, number, title, credits, description, and competencies.

- *Membership:* Campus representatives from various roles including, but not limited to, faculty, advising, records, and information technology.
- *Outcome:* Create a process and database for a uniform set of course designations for students to use in determining course equivalency and to facilitate transfer.

Reverse Transfer Subcommittee

This subcommittee will advance the effectiveness of the Tennessee Reverse Transfer Program. The subcommittee will have oversight of the Reverse Transfer process and policies and will review the policies and their impact annually.

- *Membership:* Representation from diverse campus roles including, but not limited to, records, information technology, admissions, advising, and academic affairs.
- *Outcomes:* Provide expertise and guidance in an advisory capacity to improve Reverse Transfer processes in Tennessee, establish Reverse Transfer best practices to facilitate effective collaboration among state partners and to aid in degree completion, provide recommendations for Reverse Transfer Policy, and provide updates to the A&T Council.



Section Two: Transfer Behavior of the Fall 2014 Cohort

Transfer Behavior of the Fall 2014 Cohort

This year's report continues the work of the previous report by tracking the transfer behavior of a cohort of students across six years. The report examines transfer behavior and degree outcomes for the cohort of first-time freshmen who enrolled at a Tennessee public university or community college in fall of 2014.³ By using a cohort view and data from the Student Tracker, National Student Clearinghouse (NSC), we can track students at most public and private, two-year and four-year, in-state and out-of-state institutions across the United States to see their transfers and degree attainment.⁴ The resulting dataset is a robust picture of the transfer behavior and degree outcomes of the students who began in Tennessee public community colleges and universities in fall 2014.

Our dataset consists of **32,963** Tennessee students in the fall 2014 cohort who are captured in NSC enrollment and graduation records. Of these students, **13,082 (39.7 percent)** attended more than one institution in six years; throughout this section, these students are identified as "transfer students," while the remaining **19,881** are identified as "non-transfer students."

When tracking students across institutions, we captured every instance of a student's enrollment at an institution as well as a count of the unique institutions a student attended. This allows us to examine the enrollment patterns of students who enroll at one institution, transfer to another, and subsequently return to the first institution. In instances where students were simultaneously enrolled at multiple institutions, we used previous enrollments and enrollment intensity (i.e., part-time, full-time, etc.) at both institutions to determine whether a student changed institutions. For example, a student who first enrolls at University of Tennessee, Knoxville, subsequently enrolls at Pellissippi State Community College, and then returns to take courses at UT Knoxville would be shown in the data as enrolled at UTK, PSCC, then UTK, translating to a "424" transfer pattern. For more on transfer patterns, see page 18.

Data Sources

All data in this report are provided by the Tennessee Higher Education Commission and Student Assistance Corporation (THEC/TSAC), the Student Tracker, National Student Clearinghouse (NSC), and the Tennessee Board of Regents (TBR). The data used in each section are as follows:

Transfer Behavior of the Fall 2014 Cohort: This section examines enrollment and degree outcomes of the fall 2014 first-time freshmen cohort. In addition to the NSC data, demographic and academic details are sourced from THECSIS and financial aid information is available through the Financial Aid System of Tennessee (FAST), managed by TSAC. Financial aid information is missing for students who did not file a FAFSA or for whom we do not have a FAFSA record (e.g., non-residents) in the six years of enrollment. Missing FAFSA information impacts 15.2% of records; subsequent figures and notes clarify how missing

³ The fall 2014 cohort includes first-time freshmen (FTF) who initially enrolled in fall 2014 or who initially enrolled in summer 2014 and returned in fall 2014 across TN public community colleges and universities. The completion data provide degree outcomes through summer 2020 (within six years of initial enrollment). This represents all FTF identified by THECSIS and found in Student Tracker, National Student Clearinghouse records.

⁴ In the enrollment years included in this section of the report (2014-2020), between 96.1% and 97.3% of all Title IV, degree-granting institutions reported enrollment and graduation data to the Student Tracker, National Student Clearinghouse. Additional information about National Student Clearinghouse data is available on their website at <https://www.nscresearchcenter.org/>.

data are handled. Using NSC data provides a full picture of a student’s enrollment history, including at institutions outside of Tennessee. However, notable exclusions from the NSC data are the Tennessee Colleges of Applied Technology (TCATs)⁵.

Tennessee Transfer Pathways (TTP): This section examines enrollment and degree outcomes of a subset of the fall 2014 cohort, students who ever enrolled in a TTP at one of Tennessee’s public community colleges. This section matches the NSC and THECSIS data with additional data on TTP enrollment and completions from TBR. This section also includes financial aid information from TSAC’s FAST database.

Privacy Notice

Throughout this report, THEC complies with the federal Family Educational Rights and Privacy Act (FERPA) requirements to protect students’ personally identifiable information. Therefore, when tables are presented, individual observations containing fewer than ten observations are suppressed. The suppressed counts are included in table totals. All cases in which observations are suppressed are identified with a note directly beneath the respective table.

Transfer and Non-Transfer Students in the Fall 2014 Cohort

This section summarizes, between transfer and non-transfer students, differences in gender, race, economic status, and first-generation status. **Table 2** provides demographic data for the overall fall 2014 cohort.

Table 2: Demographics of Fall 2014 Cohort

	Count	Percent
Gender		
<i>Female</i>	18,249	55.4%
<i>Male</i>	14,710	44.6%
Race		
<i>White, not Hispanic</i>	23,134	70.2%
<i>Black, not Hispanic</i>	6,104	18.5%
<i>Other</i>	1,799	5.5%
<i>Hispanic</i>	1,286	3.9%
<i>Unknown</i>	640	1.9%
Pell Eligible	20,186	61.2%
First-Generation	13,048	39.6%
Overall	32,963	100%

Notes: Students whose gender is unknown are excluded from this table. The “Other” race category includes Alaskan Native, American Indian, Asian or Pacific Islander, and Multiracial. Pell eligibility describes any student who was eligible for the Pell grant at any point during the six-year period following initial enrollment. First-generation status is self-reported on the FAFSA by dependent students only and describes any student who was categorized as first-generation at any point in the six-year period. Students who did not file a FAFSA or for whom we do not have a FAFSA record (e.g., non-residents) are categorized as not eligible for the Pell grant and not first-generation in this report.

⁵ TCAT Chattanooga is considered an academic division within Chattanooga State Community College. As a result, several diplomas conferred by TCAT Chattanooga are captured as awards in this analysis.

Figure 1 displays the overall percent of students in the 2014 cohort who transferred at any point in the six-year period following their initial enrollment. In the 2014 cohort, 60.3% of students attended only one institution during this time and are “Non-Transfer”. Transfer students in the cohort attended as few as two unique institutions and as many as seven.

Figure 1: Overall Transfer Status of Fall 2014 Cohort



Figure 2 displays the proportion of transfer students by gender. Women comprised a majority of the fall 2014 first-time freshmen cohort (55.4%). Women were also more likely to transfer than their male counterparts.

Figure 2: Overall Transfer Status of the Fall 2014 Cohort by Gender

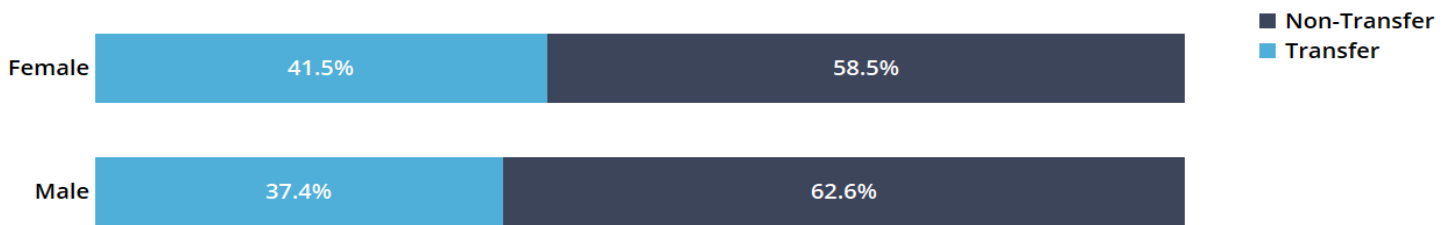
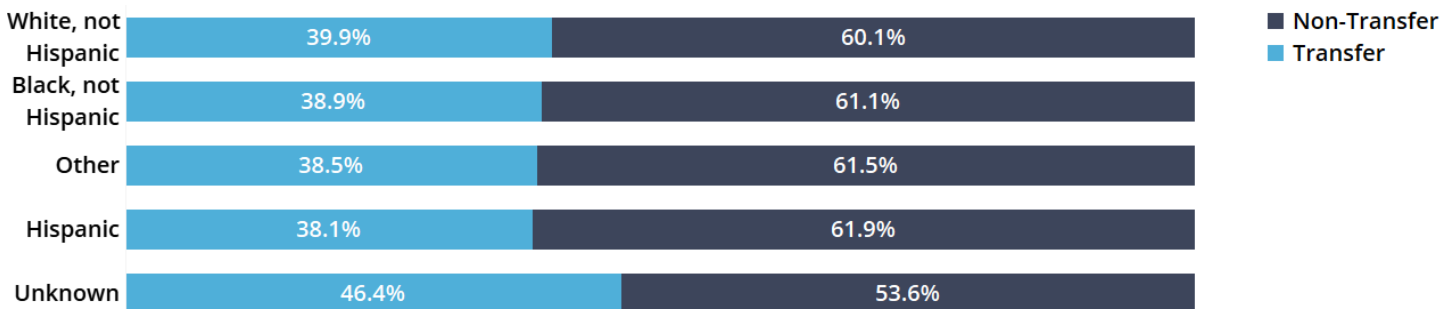


Figure 3 disaggregates transfer behavior by race. The chart shows the percent of each racial subgroup that transferred at any point in the six-year period following their initial enrollment. “White, not Hispanic” students are slightly more likely to transfer than other racial groups, and students whose race is unknown were more likely to transfer than their peers, though this is a very small group relative to the others (n=640).

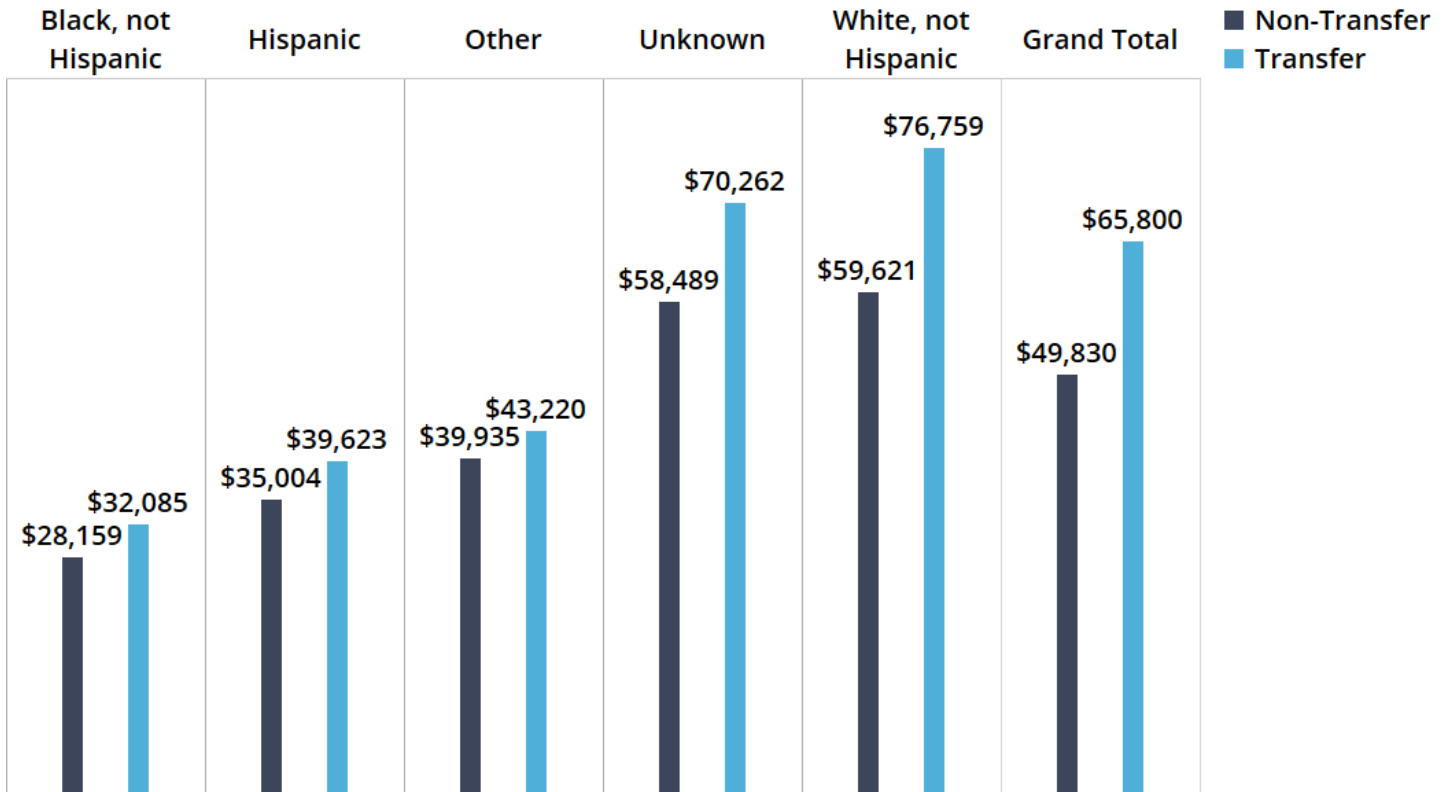
Figure 3: Overall Transfer Rates of the Fall 2014 Cohort by Race



Note: The “Other” race category includes Alaskan Native, American Indian, Asian or Pacific Islander, and Multiracial.

Figure 4 shows the median adjusted gross income (AGI) for the 2014-15 academic year, the first year of enrollment for the cohort, disaggregated by race and transfer status. Transfer students come from higher income backgrounds than their non-transfer peers, on average. Across all racial groups, the median AGI for 2014-15 is \$65,800 for transfer students and \$49,830 for non-transfer students. Income gaps are widest for “White, not Hispanic” students, which represent the largest share of students in the cohort, and for students whose race is unknown, which is the smallest share of students in the cohort.

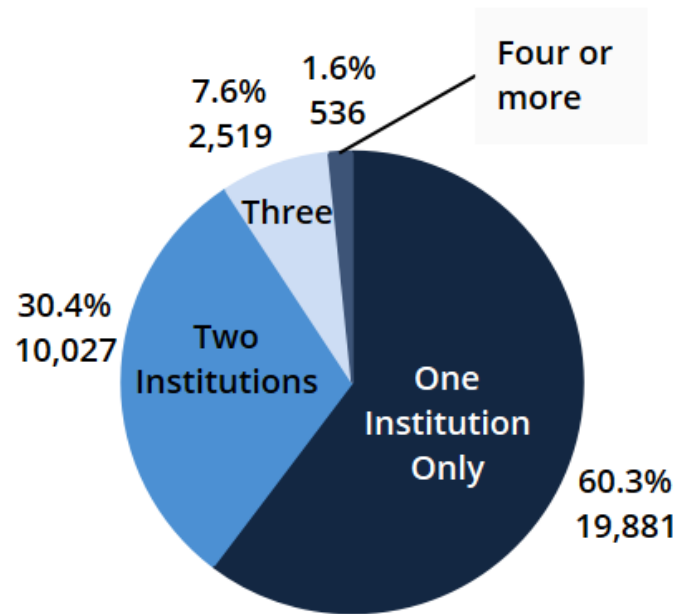
Figure 4: Median 2014-15 AGI of the Fall 2014 Cohort, by Race and Transfer Status



Note: The “Other” race category includes Alaskan Native, American Indian, Asian or Pacific Islander, and Multiracial. AGI is sourced from the FAFSA, so students who did not file a FAFSA or for whom we do not have a FAFSA record (e.g., non-residents) are dropped from this figure.

Figure 5 displays the breakdown of the unique number of institutions attended for the 2014 cohort within six years of initial enrollment. Most students, 60.3%, attended only one institution during the six years immediately following enrollment (i.e., did not transfer). Students who transferred usually attended only two (76.6% of transfer students) or three (19.3% of transfer students) unique institutions during this period. A small number of students attended four or more unique institutions.

Figure 5: Number of Unique Institutions Attended, Fall 2014 Cohort



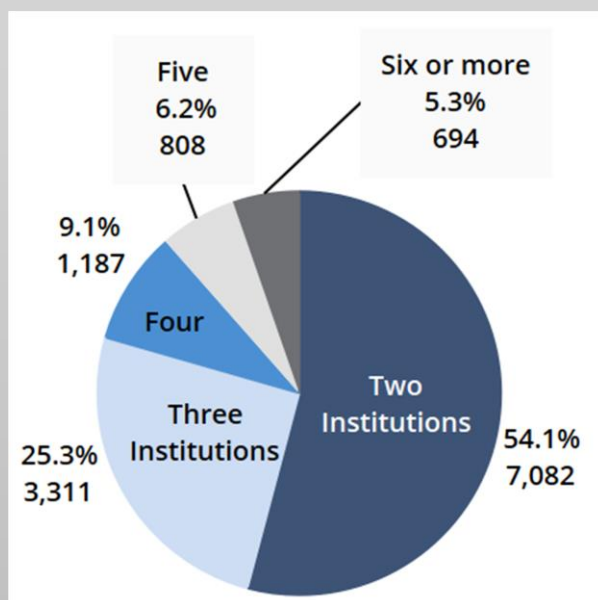
Summer Swirl and Concurrent Enrollment

Students transfer between institutions for a variety of reasons. In addition to vertical transfers, from a two-year institution to a four-year institution, or transfers due to institutional fit or change of educational plans, students may also use transfer strategically. Students may transfer between institutions to maximize their success in particular courses, to leverage winter or summer breaks to complete credits, or to take advantages of opportunities not offered at other institutions. One such pattern is known as “summer swirl,” when students take coursework at a different institution over a summer term, then continue enrollment at their original institution in the following fall.

Utilizing the Student Tracker, National Student Clearinghouse (NSC) data allows us to track when a student leaves and later returns to the same institution, including instances of summer swirl. Additionally, we can see when a student enrolls concurrently at multiple institutions. Future iterations of this report will leverage the NSC data to examine these subsets of student transfer, as well as examine the outcomes for students who choose these paths.

For transfer students in the fall 2014 cohort, the total number of institutions enrolled, accounting for cases where a student returned to a previously attended institution, can be found in **Figure 6**. Students attended as many as sixteen non-unique institutions. Students who returned to an institution are those where the number of total institutions attended is higher than the number of unique institutions attended. In the cohort, this is 13.3% of students, or about 1/3 of students who ever transfer.

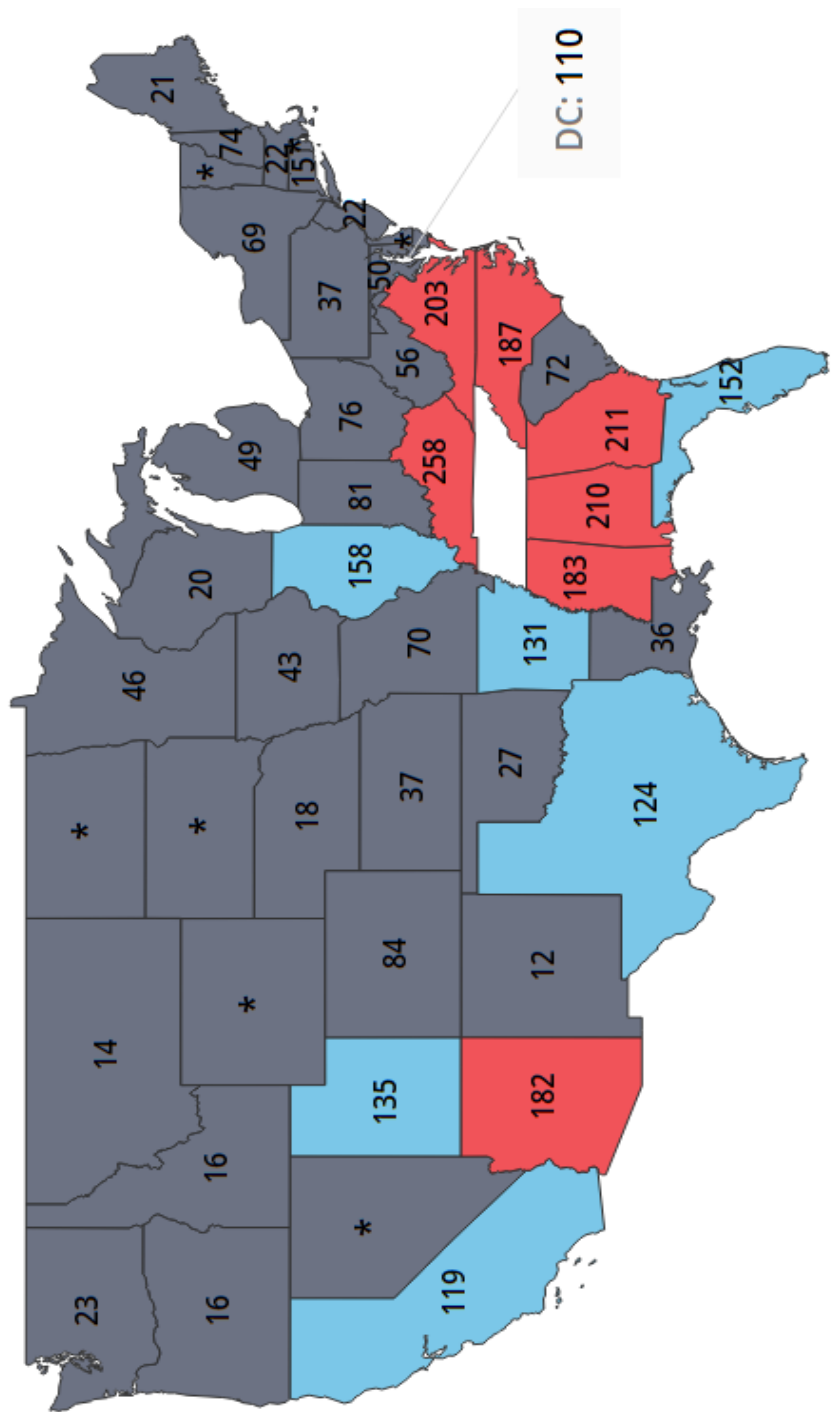
Figure 6: Total Number of Institutions Attended, Fall 2014 Cohort Transfer Students



Note: This figure is limited to the 13,082 students in the cohort who ever transferred.

For more information on summer swirl and additional trends in nationwide transfer, see Bobbitt, R., Causey, J., Kim, H., Lang, R., Ryu, M., and Shapiro, D. (Aug 2021), COVID-19 Transfer, Mobility, and Progress, Academic Year 2020-2021 Report, Herndon, VA: National Student Clearinghouse Research Center or <https://nscresearchcenter.org/transfer-mobility-and-progress/>.

Figure 7: Tennessee Transfers to Out-of-State Institutions, Fall 2014 Cohort

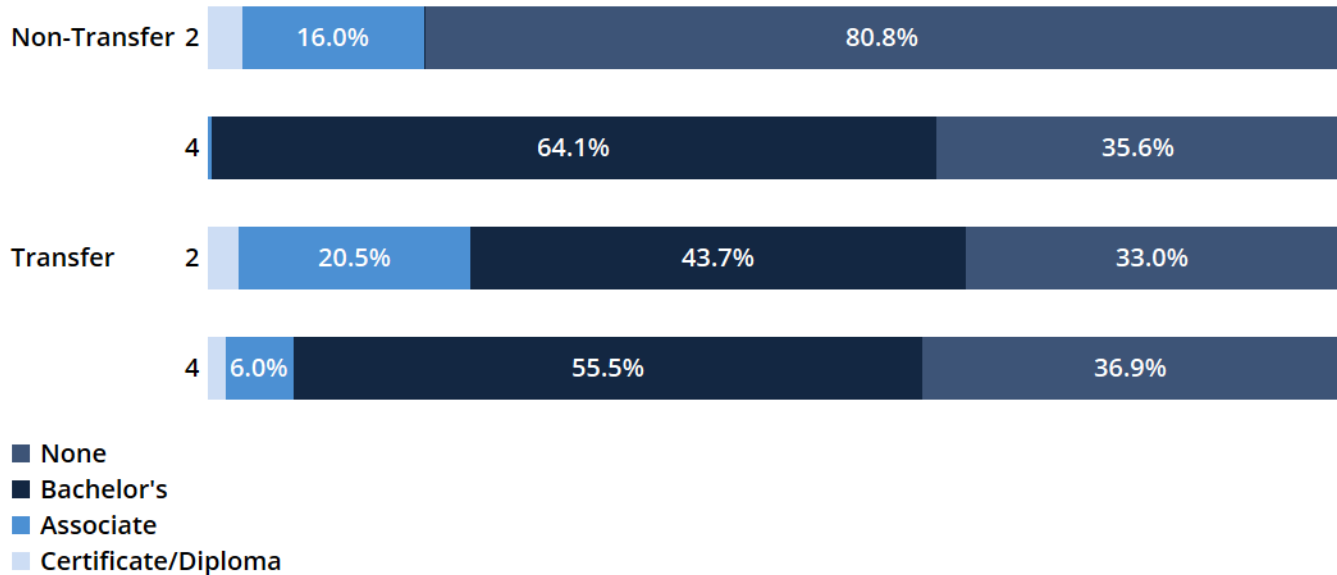


Note: Colors in the map represent the lower (grey), middle (blue), and upper (red) third of the range of values. These data also show students who enrolled in online programs headquartered elsewhere (e.g.: University of Phoenix in Arizona (N=79)). In these cases, it is likely that the student did not move to the state headquartered in the online institution. Individual cells containing fewer than ten observations are suppressed, in accordance with FERPA requirements; missing values do not indicate zero students. Alaska, Hawaii, Guam, and Puerto Rico are not shown, but each did receive students, though counts are not shown in accordance with FERPA requirements.

⁶ For additional details on out-of-state transfer in fall 2013 cohort, see 2020 Articulation & Transfer report at <https://www.tn.gov/content/tn/thech/research/at.html>.

Figure 8 shows the highest degree earned for students from the fall 2014 cohort, disaggregated by transfer status and sector (two-year or four-year) of initial enrollment. Overall, 65.0% of transfer students earned a degree within six years of initial enrollment, while only 45.7% of non-transfer students earned a degree in the same time frame. This disparity is largely driven by the low attainment rates of non-transfer students in the two-year sector.

Figure 8: Highest Degree Earned by Transfer and Non-Transfer Students and Initial Enrollment Sector, Fall 2014 Cohort



Note: Diplomas are a newly included award type in this year's report. In the fall 2014 cohort, 0.2% (n=76) of students obtained a diploma within six years of initial enrollment. The bulk of these diplomas were awarded at Chattanooga State Community College (n=50) in the TCAT Chattanooga academic division. Diplomas are presented here with certificates. A very small number of students (n=14) obtained both a diploma and a certificate. Additionally, NSC data shows students who have obtained an award with no additional details. Where possible, these students were matched with THECSIS data to fill in award information. The remaining students whose award details were unknown (n=123) were dropped from this figure.

Transfer Patterns of the Fall 2014 Cohort

To further examine transfer behavior of the students in the fall 2014 cohort, this section provides data disaggregated by transfer pattern. A transfer pattern codes each sector (two-year or four-year) in which a student was enrolled, chronologically. For example, a student who began at a two-year institution then enrolled in a four-year institution student is coded as "24" transfer in this section; similarly, a student who began at a four-year institution then enrolled in a different four-year institution is coded as "44" transfer. Returns to a previously attended institution are included in the full transfer pattern. The transfer pattern does not include information about when a student transferred, only the order of institutions attended. Using NSC data, these transfer patterns include non-public and out-of-state institutions in addition to Tennessee public institutions. This allows us to determine the full transfer pattern of a student, for example, "2424" for a student who began at a two-year community college, transferred to a four-year university, returned to the community college, then transferred to another four-year college or university. There were 211 different full transfer patterns within the fall 2014 cohort, which demonstrates the many pathways of transfer students.

Figure 9 provides a look at the first two institutions attended by transfer and non-transfer students. A majority of students (60.3%) attended only one institution in the six years following initial enrollment and are considered non-transfer students. Transfer students generally performed a vertical transfer, moving either from a two-year institution to a four-year (“24”) or vice versa (“42”). Slightly more common among vertical transfer students were those students who started at a four-year institution and transferred to a two-year institution (“42”). A smaller number of students took advantage of horizontal transfer, or transfer from one institution to another institution in the same sector (“44” and “22”). Given that 81.8% of students in the cohort attended either one or two total institutions, examining transfer patterns by first two institutions captures most of the variation in transfer behavior. Students who attended more than two total institutions are categorized in this section according to the sectors of the first two institutions they attended.

Figure 9: First Two Institutions Attended by Fall 2014 Cohort

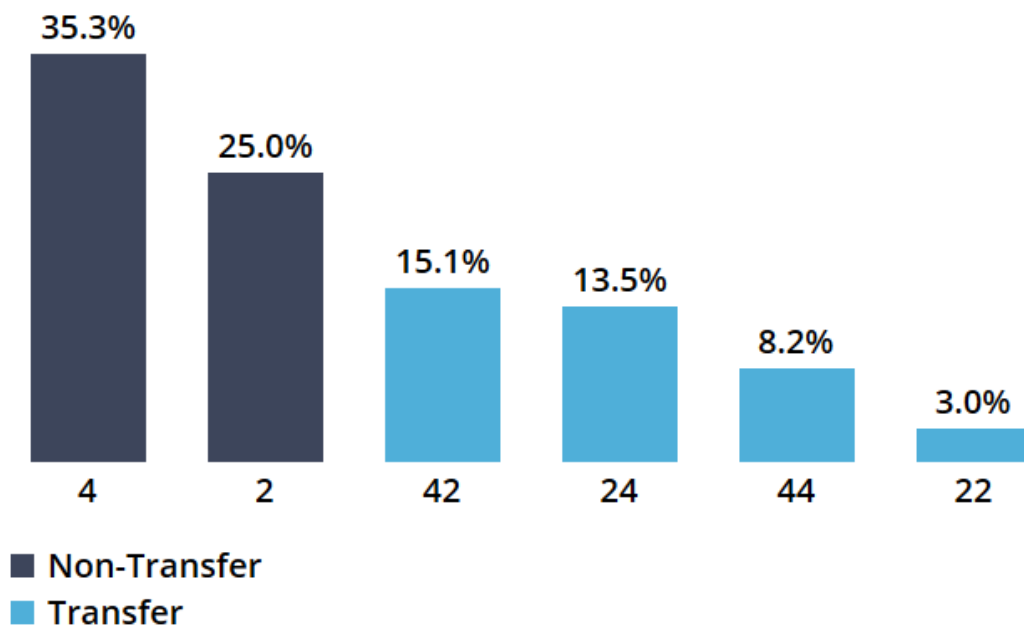
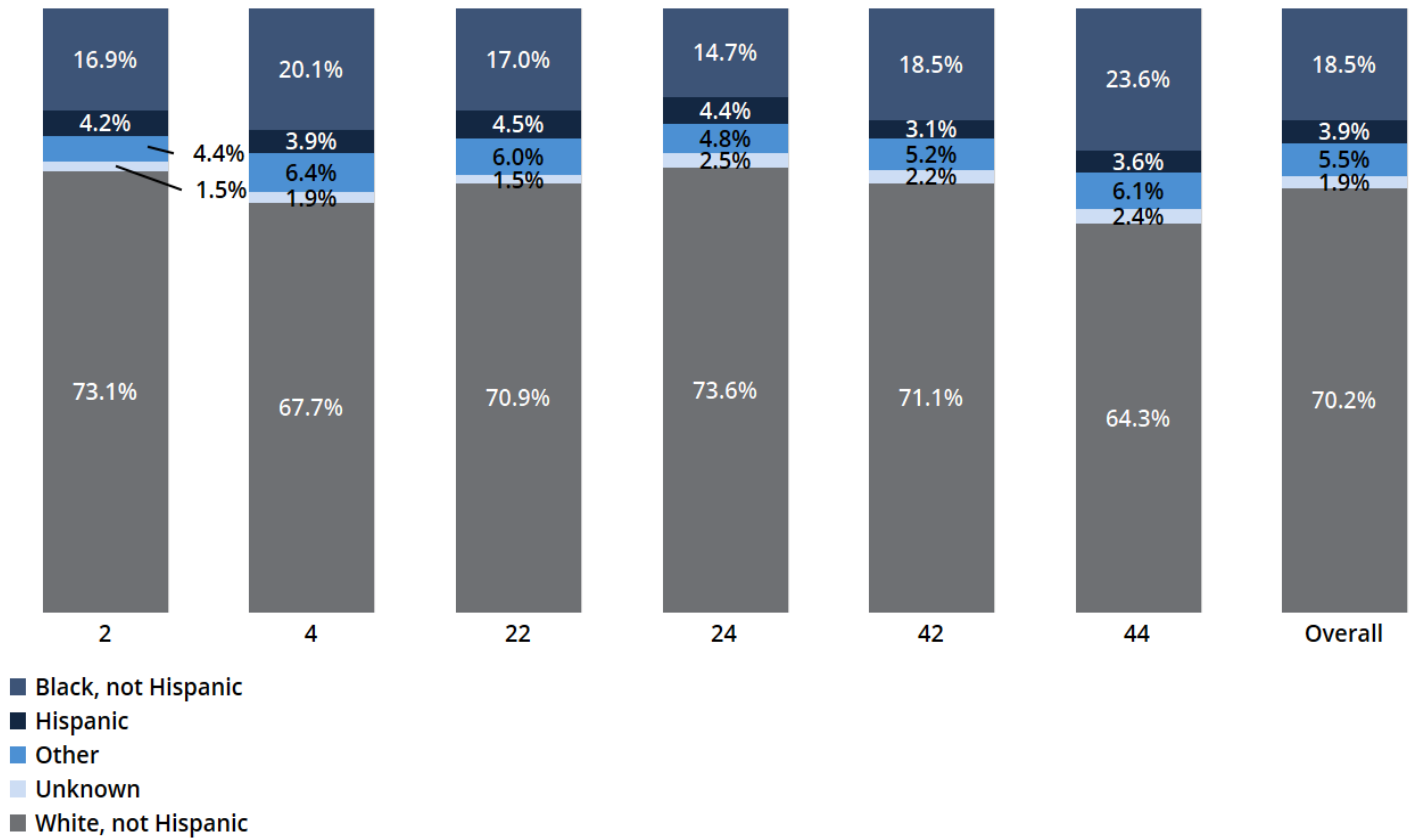


Figure 10 disaggregates the transfer patterns of the fall 2014 cohort by race. The distribution of racial demographics varies across transfer patterns. For example, students identified as “Black, non-Hispanic” comprise 18.5% of the overall sample but only 14.7% of students who completed a “24” transfer; they are over-represented among students who complete a “44” transfer.

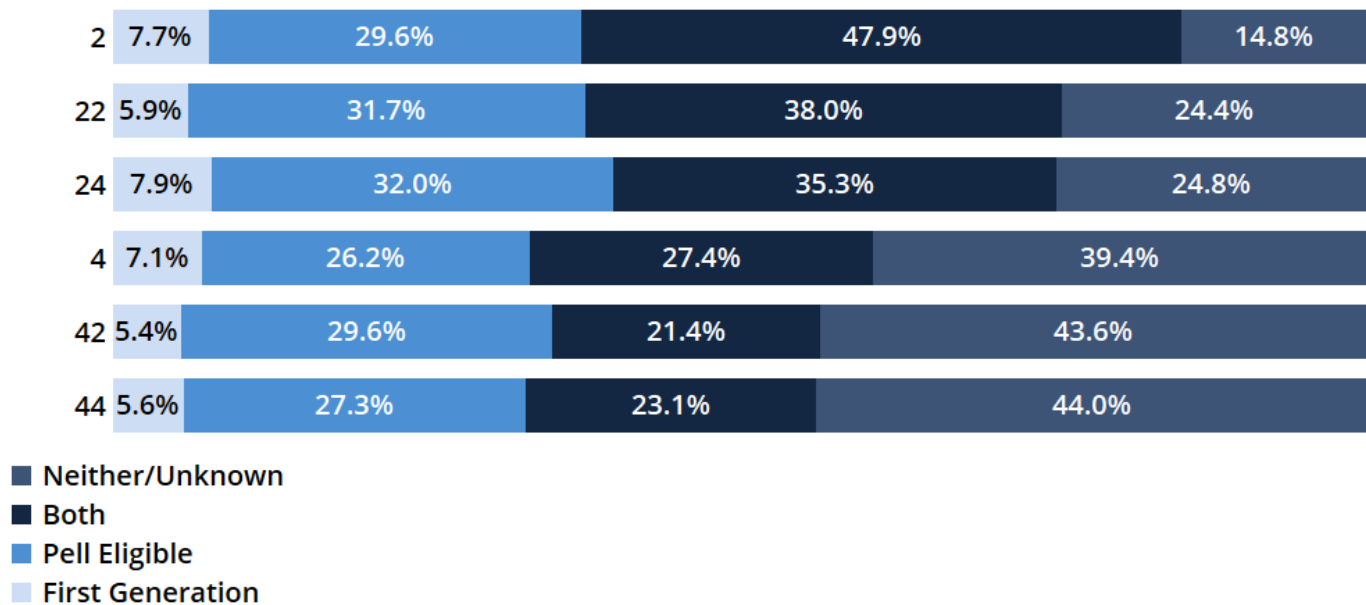
Figure 10: Demographics of Fall 2014 Cohort by First Two Transfer Pattern



Note: The “Other” race category includes Alaskan Native, American Indian, Asian or Pacific Islander, and Multiracial.

Figure 11 illustrates the proportion of students in each transfer pattern who are Pell eligible, first-generation, or both. Students who attended a two-year institution as their first enrollment are more likely to be Pell eligible, first-generation, or both than their four-year counterparts. Students who do not transfer are more likely to be Pell eligible, first-generation, or both than students who start in the same sector and do transfer.

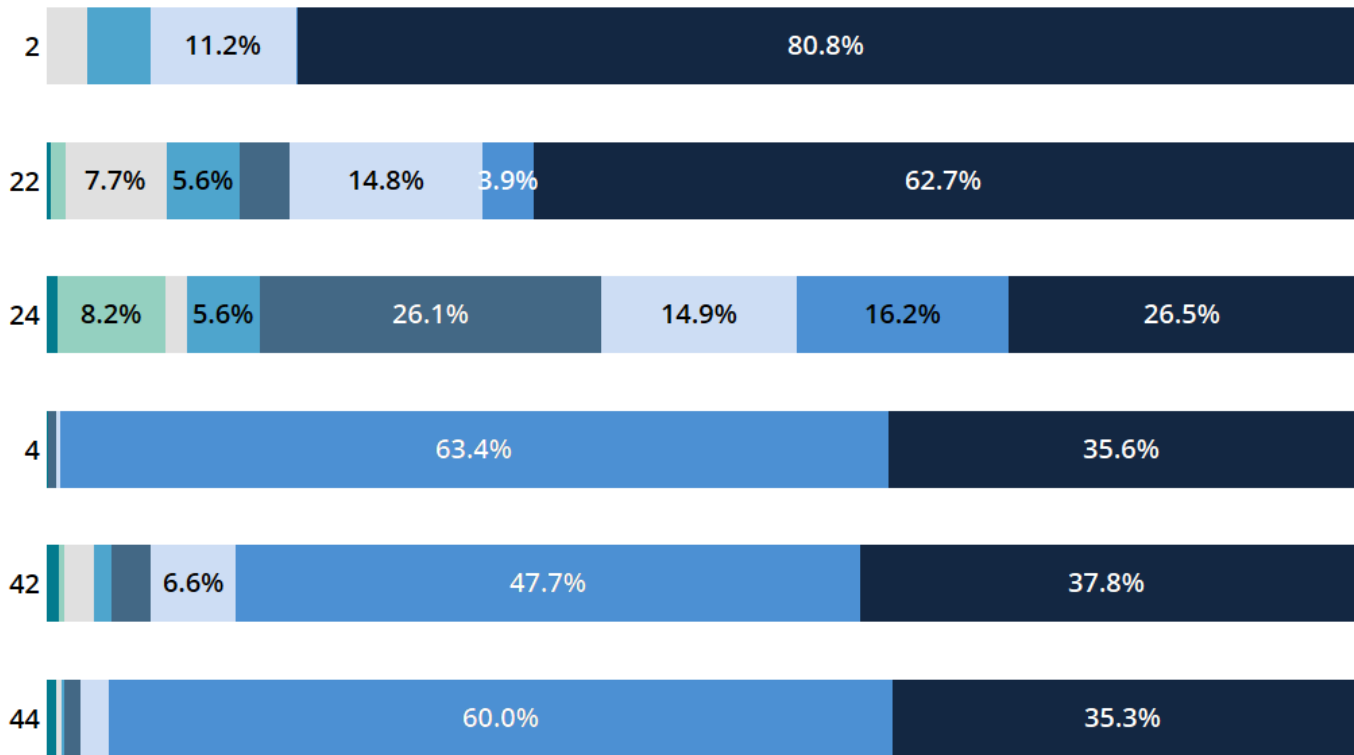
Figure 11: First-Generation and Pell Eligibility Statuses by First Two Transfer Pattern, Fall 2014 Cohort



Note: Pell eligibility describes any student who was eligible for the Pell grant at any point during the six-year period following initial enrollment. First-generation status is self-reported on the FAFSA by dependent students only and describes any student who was categorized as first-generation at any point in the six-year period. Neither/Unknown describes a student who filed a FAFSA and did not meet either criteria or a student who did not file a FAFSA or for whom we do not have a FAFSA record (e.g., non-residents) at any point in the six-year period following initial enrollment. Students who did not file a FAFSA are classified as ineligible for the Pell grant and are not categorized as first-generation in this figure.

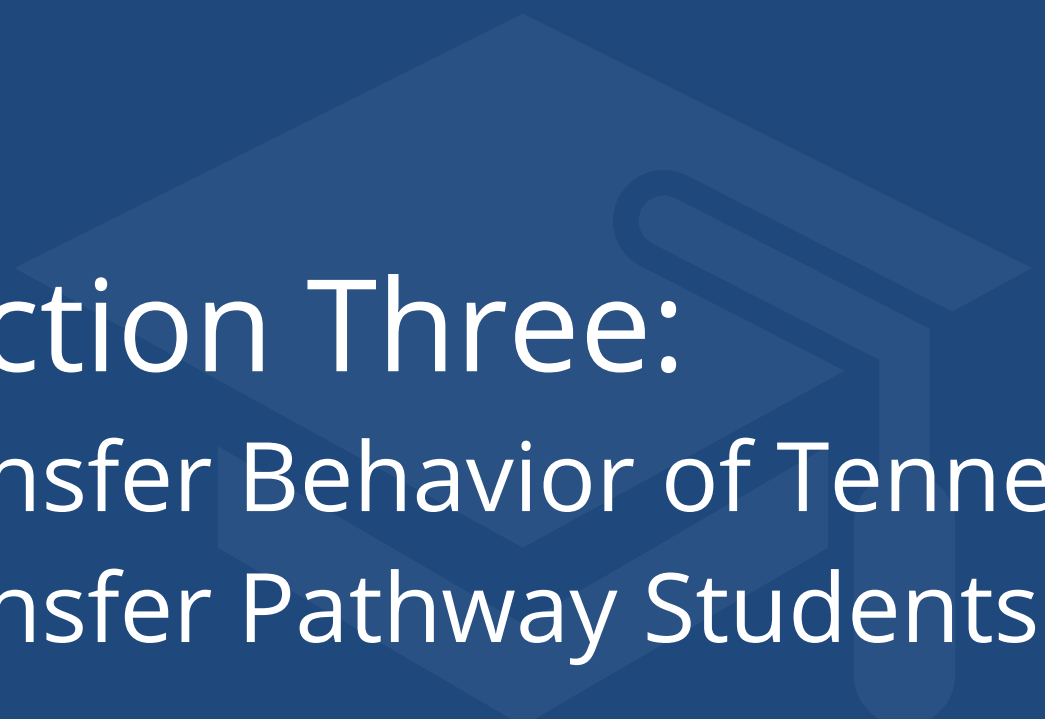
Figure 12 displays the percentage of students within each transfer pattern who earned a certificate/diploma, associate, or bachelor’s degree. Degree outcomes vary widely across transfer patterns. Only 19.2% of non-transfer students who began at a two-year institution earned a degree in the six years following enrollment, but 37.3% of students who transferred from one two-year institution to another (“22”) obtained an award. Students who transferred from one four-year institution to another (“44”) saw similar overall outcomes to non-transfer four-year students. Nearly half (47.7%) of students whose first two institutions were a four-year and then a two-year (“42”) earned a bachelor’s degree, suggesting they transfer again after their first transfer, either back to the same four-year (as a summer swirl student) or otherwise. Students who utilized a “24” transfer had a diverse set of credentials within six years and were most likely of all transfer patterns to have obtained at least one award. Across all transfer patterns, completion is higher in the fall 2014 cohort (53.4%) than in the fall 2013 cohort (52.0%).

Figure 12: Degrees Earned by First Two Transfer Pattern, Fall 2014 Cohort



- No Award
- Bachelor's
- Associate
- Associate and Bachelor's
- Certificate/Diploma and Associate
- Certificate/Diploma
- Certificate/Diploma, Associate, and Bachelor's
- Certificate/Diploma and Bachelor's

Note: Diplomas are a newly included award type in this year's report. In the fall 2014 cohort, 0.2% (n=76) of students obtained a diploma within six years of initial enrollment. The bulk of these diplomas were awarded at Chattanooga State Community College (n=50) in the TCAT Chattanooga academic division. Diplomas are presented here with certificates. A very small number of students (n=14) obtained both a diploma and a certificate. Additionally, NSC data shows students who have obtained an award with no additional details. Where possible, these students were matched with THECSIS data to fill in award information. The remaining students whose award details were unknown (n=123) were dropped from this figure.



Section Three:

Transfer Behavior of Tennessee Transfer Pathway Students

Tennessee Transfer Pathways

This section explores the transfer and success of students within the fall 2014 cohort who utilized a Tennessee Transfer Pathway (TTP) at any point during the six-year period following initial enrollment. Of the 32,963 students identified in the Student Tracker, National Student Clearinghouse (NSC) data, 5,884 students enrolled in a TTP at some point during the six-year period following initial enrollment. Throughout this section, these students are identified as “TTP Students” while the remaining 27,079 students are referred to as “Non-TTP Students”. By definition, all students who never enrolled at a Tennessee two-year public institution are “Non-TTP” students; TTPs are only offered at TBR community colleges and designed to transfer to all public and participating private four-year colleges in Tennessee.⁷

Tennessee Transfer Pathways are a creation of the Complete College Tennessee Act (2010) and are provided for in T.C.A. § 49-7-202 (r)(1-2), which states that THEC will “require all state institutions of higher education to collaborate and develop a transfer pathway for at least the fifty (50) undergraduate majors for which the demand from students is the highest and in those fields of study for which the development of a transfer pathway is feasible based on the nature of the field of study.” For a complete listing of Tennessee Transfer Pathways, see Appendix D.

What is a Tennessee Transfer Pathway?

According to the Tennessee Board of Regents, TTPs are advising tools. For community college students who plan to transfer to a Tennessee public university, or to select non-profit private colleges and universities in Tennessee, the TTP provides a guarantee that courses will transfer. TTPs are also an agreement between community colleges and four-year colleges and universities that the community college courses transferred satisfy major preparation requirements.⁸

How do the pathways work?

Students who complete all courses on a Tennessee Transfer Pathway will earn an associate degree at the community college. Their transcript will show that the pathway has been followed, and the student will earn transfer credits accepted at the college or university toward completion of a particular major. If the student transfers to another Tennessee community college, courses taken on the pathway are also guaranteed to transfer.⁹

Table 3 exhibits the demographic characteristics of students in the fall 2014 cohort who participated in a TTP at any point in the six years following initial enrollment (not just in fall 2014) compared to students in

⁷ Due to discrepancies in student matching methodologies between THECSIS, TBR, and the Student Tracker, National Student Clearinghouse, a small number of students (n=30) were identified as having participated in a TTP despite no Student Tracker record of enrollment at a two-year institution. These observations have been dropped from all subsequent figures.

⁸ Tennessee Transfer Pathway. (2014, September 26). Retrieved September 2, 2021, from <https://www.tbr.edu/initiatives/tennessee-transfer-pathway>

⁹ Tennessee Transfer Pathway. (2014, September 26). Retrieved September 2, 2021, from <https://www.tbr.edu/initiatives/tennessee-transfer-pathway>

the cohort who ever enrolled at a two-year institution but did not enroll in a TTP (n=13,172). TTP students are nearly equally likely to be male or female. TTP students were less likely to be “Black, not Hispanic”, but slightly more likely to be in the “Hispanic” or “Other” race categories. TTP students were much more likely to be Pell eligible or identified as first-generation than both the full fall 2014 cohort (see Table 2) and two-year students who did not enroll in a TTP.

Table 3: Demographics of TTP Students in Fall 2014 Cohort

	Two-Year, TTP Students		Two-Year, Non-TTP Students		All Two-Year Students	
	Count	Percent	Count	Percent	Count	Percent
Gender						
Female	2,909	49.7%	7,766	59.0%	10,675	56.1%
Male	2,945	50.3%	5,404	41.0%	8,349	43.9%
Race						
White, not Hispanic	4,274	73.0%	9,528	72.3%	13,802	72.5%
Black, not Hispanic	866	14.8%	2,334	17.7%	3,200	16.8%
Other	299	5.1%	611	4.6%	910	4.8%
Hispanic	290	5.0%	459	3.5%	749	3.9%
Unknown	125	2.1%	240	1.8%	365	1.9%
Pell Eligible	4,187	71.5%	8,604	65.3%	12,791	67.2%
First-Generation	2,748	46.9%	5,620	42.7%	8,368	44.0%
Overall	5,854	100%	13,172	100%	19,026	100%

Notes: Students whose gender is unknown are excluded from this table. The “Other” race category includes Alaskan Native, American Indian, Asian or Pacific Islander, and Multiracial. Pell eligibility describes any student who was eligible for the Pell grant at any point during the six-year period following initial enrollment. First-generation status is self-reported on the FAFSA by dependent students only and describes any student who was categorized as first-generation at any point in the six-year period. Students who did not file a FAFSA or for whom we do not have a FAFSA record (e.g., non-residents) are categorized as not eligible for the Pell grant and not first-generation in this report. This table is limited to students who ever enrolled at a two-year institution, but that two-year institution was not necessarily in Tennessee.

Figure 13 displays the overall transfer rates of students in the fall 2014 cohort who ever participated in a TTP (n=5,854). Most TTP students (56.4%) transferred during the six-year period following initial enrollment. Additionally, TTP students were also more likely than the overall cohort to complete a transfer (see Figure 1).

Figure 13: Overall Transfer in Fall 2014 Cohort TTP Students



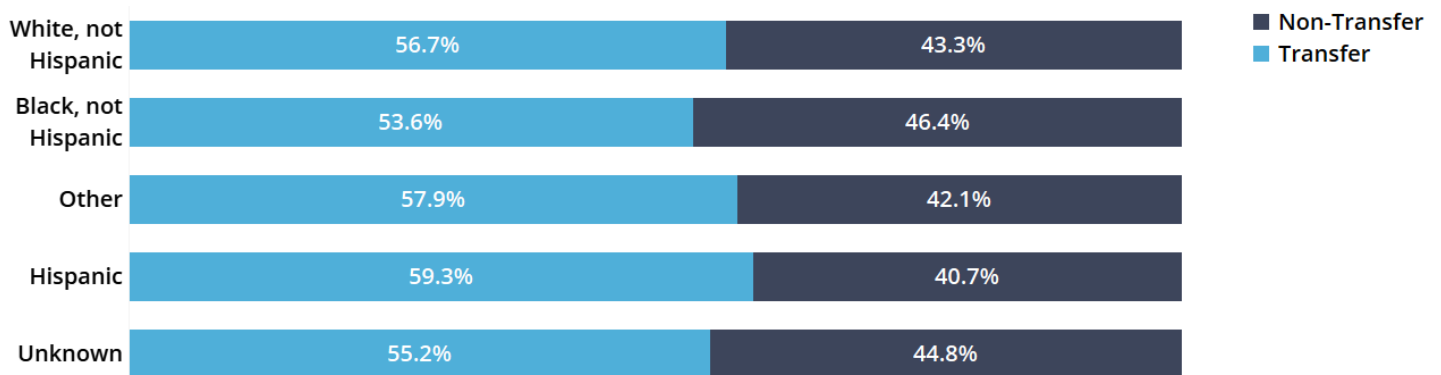
Figure 14 breaks down transfer of TTP students by gender. The gap between male and female transfer rates for TTP students is smaller than for the overall cohort (see Figure 2).

Figure 14: Fall 2014 Cohort TTP Transfer by Gender



Figure 15 compares the transfer rates of TTP students by race. “Black, not Hispanic” TTP participants are less likely to transfer than TTP participants in other race categories.

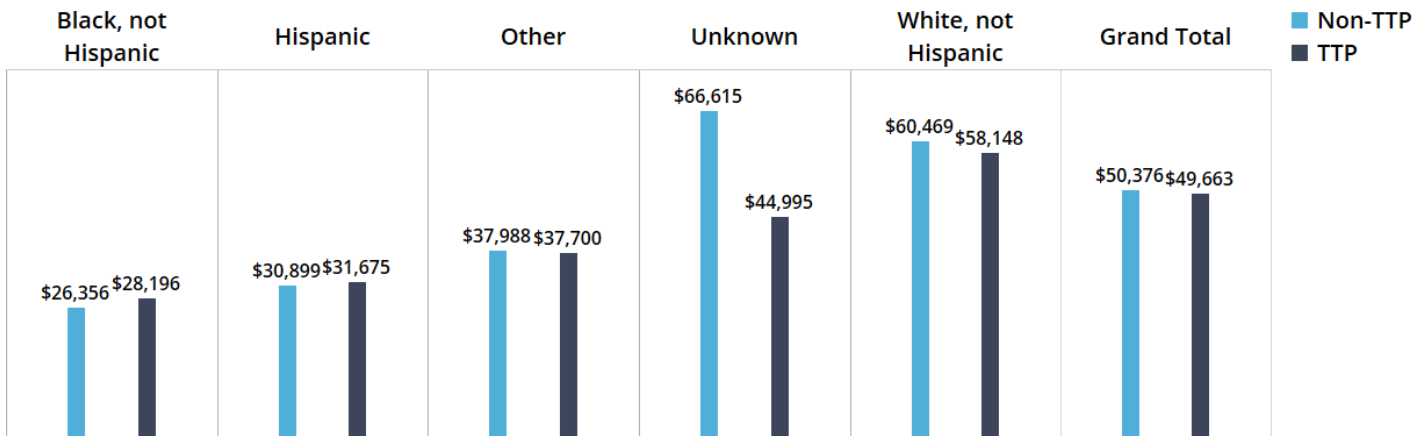
Figure 15: Fall 2014 Cohort TTP Transfer by Race



Note: The “Other” race category includes Alaskan Native, American Indian, Asian or Pacific Islander, and Multiracial.

Figure 16 disaggregates the median Adjusted Gross Income (AGI) in the students’ first academic year (2014-15) by race and TTP enrollment. TTP students’ economic backgrounds vary by race. “Black, not Hispanic” TTP students come from higher income households than their non-TTP peers, “Hispanic” and “Other” TTP students have roughly the same economic background as “Hispanic” and “Other” non-TTP students, and “Unknown” and “White, not Hispanic” TTP students come from lower income households than their non-TTP peers.

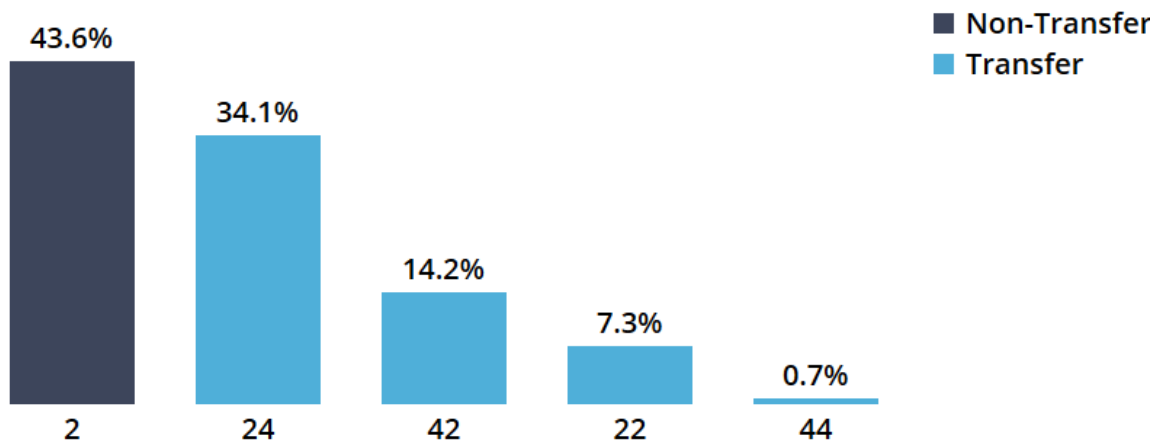
Figure 16: Median 2014-15 AGI of the Fall 2014 Two-Year Cohort by Race and TTP Status



Note: The "Other" race category includes Alaskan Native, American Indian, Asian or Pacific Islander, and Multiracial. By definition all students who never enrolled at a two-year are "Non-TTP" students. To provide a reasonable comparison group, this figure shows only "Non-TTP" students who ever enrolled at a two-year institution (n=13,172). AGI is sourced from the FAFSA, so students who did not file a FAFSA or for whom we do not have a FAFSA record (e.g., non-residents) are dropped from this figure.

Figure 17 displays the first two institutions attended by TTP students. A large number of TTP students enrolled at a two-year institution and did not transfer during the six-year period following initial enrollment. 34.1% of all TTP students completed a "24" transfer as their first two institutions.

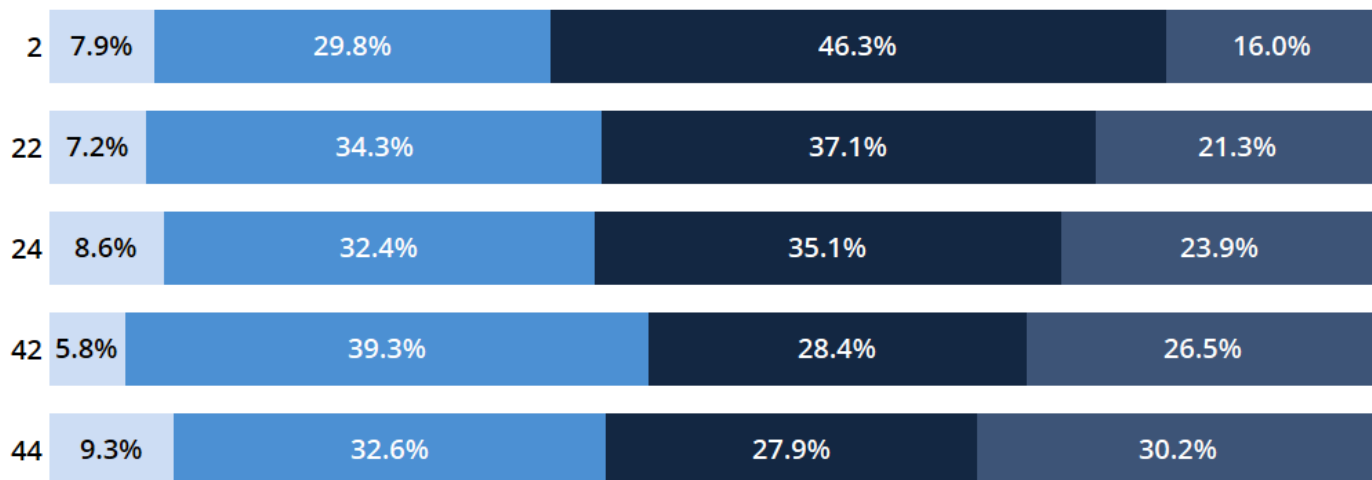
Figure 17: First Two Institutions Attended by TTP Students in the Fall 2014 Cohort



Note: Due to discrepancies in student matching methodologies between THECSIS, TBR, and the Student Tracker, National Student Clearinghouse, thirty students were identified as having participated in a TTP despite no Student Tracker record of enrollment at a two-year institution. These students have been removed from the graphic above. The remaining students in the "44" group ultimately did enroll at a two-year institution, just not as one of their first two enrollments.

Figure 18 demonstrates the first-generation and Pell eligibility statuses of TTP students in the fall 2014 cohort by transfer pattern. First-generation and/or Pell eligible students are represented at lower rates among transfer TTP students than non-transfer TTP students.

Figure 18: First-Generation and Pell Eligibility Statuses of Fall 2014 Cohort TTP by First Two Transfer Pattern

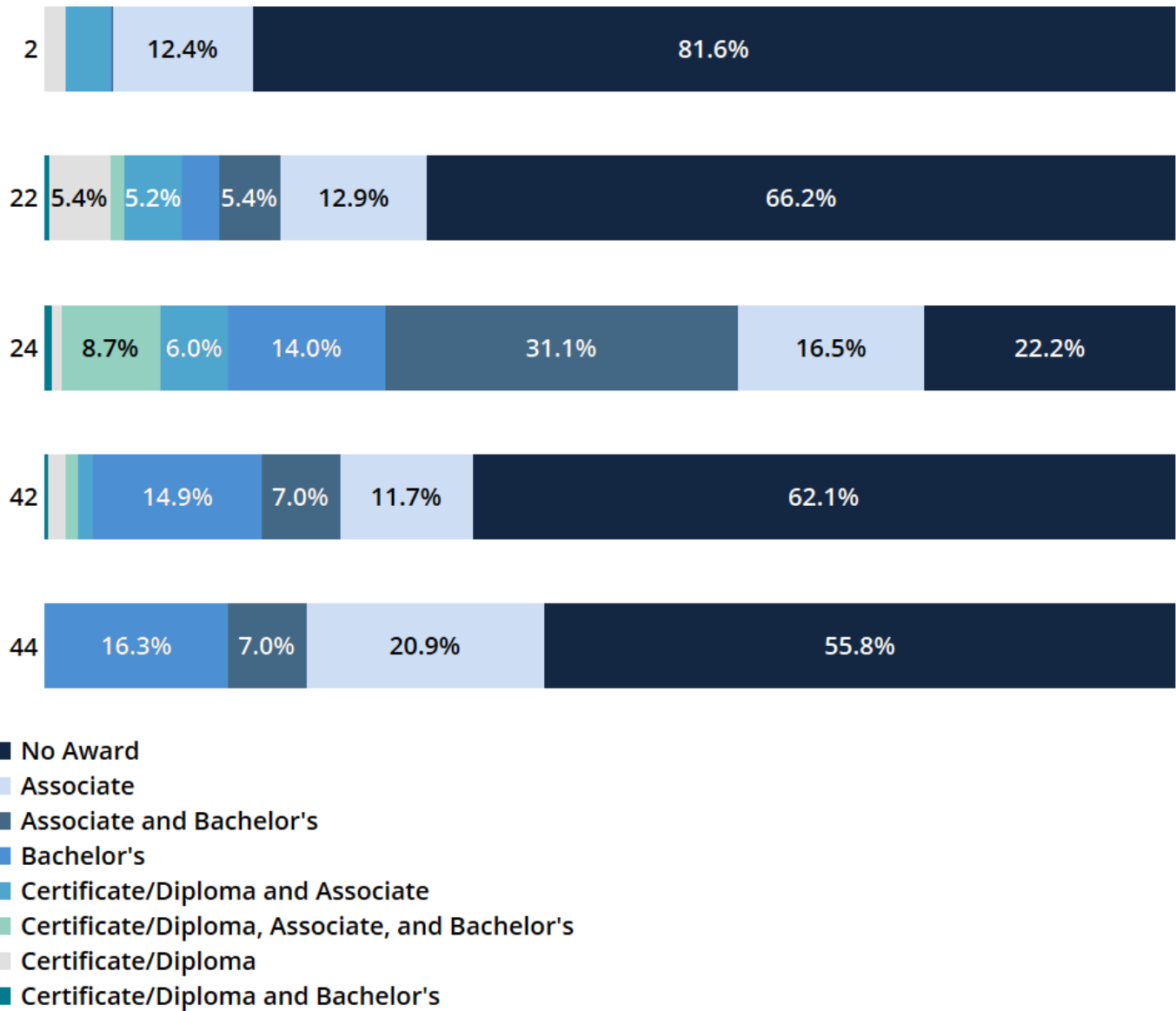


- Neither/Unknown
- Both
- Pell Eligible
- First Generation

Note: Due to discrepancies in student matching methodologies between THECSIS, TBR, and the Student Tracker, National Student Clearinghouse, thirty students were identified as having participated in a TTP despite no Student Tracker record of enrollment at a two-year institution. These students have been removed from the graphic above. The remaining students in the “44” group ultimately did enroll at a two-year institution, just not as one of their first two enrollments. We observe larger swings in the “44” group year-to-year due to the relatively small size of the “44” transfer group compared to other transfer patterns. Pell eligibility describes any student who was eligible for the Pell grant at any point during the six-year period following initial enrollment. First-generation status is self-reported on the FAFSA by dependent students only and describes any student who was categorized as first-generation at any point in the six-year period. Neither/Unknown describes a student who filed a FAFSA and did not meet either criteria or a student who did not file a FAFSA or for whom we do not have a FAFSA record (e.g., non-residents) at any point in the six-year period following initial enrollment. Students who did not file a FAFSA are classified as ineligible for the Pell grant and are not categorized as first-generation in this figure.

Figure 19 shows the degrees earned within six years for TTP students within the fall 2014 first-time freshman cohort. TTP students in the fall 2014 cohort were more likely than the overall cohort to have earned both an associate and a bachelor’s degree six years after initial enrollment, with 15.2% of TTP participants obtaining both degrees compared to 5.6% of the full cohort. Additionally, more TTP participants in the fall 2014 cohort earned both degrees compared to TTP participants in the fall 2013 cohort (14.2%). Students completing a “24” transfer were most likely of all transfer patterns to have an award after six years. For a complete listing of Tennessee Transfer Pathways and participation of fall 2014 cohort students in each, see Appendix D. See Appendix E for a list of TTP degrees awarded to the fall 2014 cohort.

Figure 19: Degrees Earned, Fall 2014 Cohort TTP Students by First Two Transfer Pattern



Note: Diplomas are a newly included award type in this year's report. In the fall 2014 cohort of TTP participants, 0.3% (n=15) of students obtained a diploma within six years of initial enrollment. Additionally, NSC data shows students who have obtained an award with no additional details. Where possible, these students were matched with THECSIS data to fill in award information. The remaining students whose award details were unknown (n=21) were dropped from this figure. Associate degrees earned are not necessarily Tennessee Transfer Pathways degrees. We observe larger swings in the "44" group year-to-year due to the relatively small size of the "44" transfer group compared to other transfer patterns.

Conclusion

This report continues the work of previous Articulation and Transfer reports by examining the demographics, transfer patterns, and degree outcomes of the fall 2014 first-time freshman cohort, and, new this year, presenting an overview of the work of the Articulation and Transfer Council. Students take many paths through postsecondary education, in Tennessee and beyond, and the details shared in this report highlight important successes and areas for improvement in the transfer space for Tennessee students.

One such success is the work of the Articulation and Transfer Council, which is crucial to fostering transfer student success in our state. The newly restructured Council subcommittees align with important findings in this report. The work of the Tennessee Transfer Pathways subcommittee aids in improving TTP data collection, particularly as more students earn TTP awards year over year. Additionally, increasing numbers of students are completing transfers between two-year and four-year institutions (Figure 9), highlighting the importance of credit articulation and the facilitation of reverse transfer degrees to ensure students get the degrees they have earned along their higher education journey (Figure 12). Another area for growth is articulation with Tennessee Colleges of Applied Technology; this also requires improved data collection as THEC and the Articulation and Transfer Council work to promote degree completion for all Tennesseans, particularly degrees that prepare students for employment in high-demand occupations to meet the growing needs of employers in the state.

This report also shows that the many paths Tennessee students take through higher education vary in terms of both the demographic makeup of students on that path and the outcomes those students achieve (Figures 10, 11, and 12). Efforts like the tnAchieves Transfer Pilot Program, started in 2021 to assist Tennessee Promise students in making the transfer from a two-year to a four-year institution, are important to improve equitable access for all students to transfer opportunities. THEC continues to improve the collection and presentation of data relating to efforts like [Tennessee Promise](#), [Tennessee Reconnect](#), and [Tennessee Transfer Pathways](#) and the impact those programs have on success for transfer students and for all Tennesseans. In future iterations of this report, THEC will be able to examine the impacts of efforts like Tennessee Promise, as the fall 2015 cohort marks the implementation of Tennessee Promise statewide. These collective efforts will enhance our understanding of student transfer to ensure that all Tennesseans have access to opportunities and meet their aspirations for a postsecondary credential.

Appendix A: Tennessee Code Annotated § 49-7-202(r)

(r)

(1) The commission shall require all state institutions of higher education to collaborate and develop a transfer pathway for at least the fifty (50) undergraduate majors for which the demand from students is the highest and in those fields of study for which the development of a transfer pathway is feasible based on the nature of the field of study.

(2)

(A) A transfer pathway shall consist of sixty (60) hours of instruction that a student can transfer and apply toward the requirements for a bachelor's degree at a public institution that offers the transfer pathway. The sixty (60) hours of instruction in a transfer pathway shall consist of forty-one (41) hours of general education courses instruction and nineteen (19) hours of pre-major courses instruction, or elective courses instruction that count toward a major, as prescribed by the commission, which shall consider the views of chief academic officers and faculty senates of the respective campuses. Courses in a transfer pathway shall transfer and apply toward the requirements for graduation with a bachelor's degree at all public universities.

(B) An associate of science or associate of arts degree graduate from a Tennessee community college shall be deemed to have met all general education and university parallel core requirements for transfer to a Tennessee public university as a junior. Notwithstanding this subdivision (r)(2)(B), admission into a particular program, school, or college within a university, or into the University of Tennessee, Knoxville, shall remain competitive in accordance with generally applicable policies.

(C) The forty-one-hour lower division general education core common to all state colleges and universities shall be fully transferable as a block to, and satisfy the general education core of, any public community college or university. A completed subject category, for example, natural sciences or mathematics, within the forty-one-hour general education core shall also be fully transferable and satisfy that subject category of the general education core at any public community college or university.

(D) The nineteen-hour lower division AA/AS area of emphasis articulated to a baccalaureate major shall be universally transferable as a block satisfying lower division major requirements to any public university offering that degree program major.

(3) It is the legislative intent that community college students who wish to earn baccalaureate degrees in the state's public higher education system be provided with clear and effective information and directions that specify curricular paths to a degree. To meet the intent of this section, the commission, in consultation with the governing boards of all state institutions of higher education, shall develop, and the governing boards of all state institutions of higher education shall implement, the following:

(A) A common course numbering system, taking into consideration efforts already undertaken, within the community colleges to address the requirements of subdivision (r)(1); and

(B) Listings of course offerings that clearly identify courses that are not university parallel courses and therefore not designed to be transferable under subdivision (r)(1).

(4) This subsection (r) shall be fully implemented no later than the fall 2015 semester. Until this subsection (r) is fully implemented, prior to the beginning of each semester, the commission shall report to the chairs of the education and finance, ways and means committees of the senate and the chairs of the education administration and planning and finance, ways and means committees of the house of representatives on the progress made toward completion of the nineteen (19) pre-major course blocks provided in subdivision (r)(2)(D).

(5) The commission shall have ongoing responsibility to update and revise the plans implemented pursuant to this subsection (r) and report to the chairs of the education and finance, ways and means committees of the senate and the chairs of the education and finance, ways and means committees of the house of representatives no later than October 1 of each year on the progress made toward full articulation between all public institutions.

For full text of Tennessee Code Annotated, see <https://www.tncourts.gov/Tennessee%20Code>.

Appendix B: Articulation and Transfer Council 2020-2025 Membership

Name	Title	Affiliation
Maria Conley	Provost and Vice President for Academic Affairs	Austin Peay State University
Kimberly D. McCorkle	Provost and Senior Vice President for Academic Affairs	East Tennessee State University
Mark Byrnes	University Provost	Middle Tennessee State University
Michael Harris	Interim Vice President for Academic Affairs	Tennessee State University
Lori Bruce	Provost and Vice President for Academic Affairs	Tennessee Technological University
Thomas J. Nenon	Executive Vice President, Academic Affairs and Provost	University of Memphis
Linda C. Martin	Vice President for Academic Affairs and Student Success	University of Tennessee System
Jerold L. Hale	Provost and Senior Vice Chancellor for Academic Affairs	University of Tennessee, Chattanooga
Cindy Russell	Interim Vice Chancellor, Academic, Faculty and Student Affairs	University of Tennessee, Health Science Center
John Zomchick	Provost and Senior Vice Chancellor	University of Tennessee, Knoxville
Philip Acree Cavalier	Provost and Vice Chancellor for Academic Affairs	University of Tennessee, Martin
Judy Cheatham	Provost and Vice President for Academic Affairs	University of Tennessee, Southern
Jothany Blackwood	Vice Chancellor for Academic Affairs	Tennessee Board of Regents
Diane Berty	Vice President	Tennessee Independent Colleges and Universities Association
Betty Dandridge Johnson	Chief Academic Officer	Tennessee Higher Education Commission
Julie A. Roberts	Associate Chief Academic Officer	Tennessee Higher Education Commission

Appendix C: "24" Students by Sending and Receiving Institutions, Fall 2014 Cohort

Sending Institution	APSU	ETSU	MTSU	TSU	TTU	UM	UTK	UTM	UTC	Total
Chattanooga State	-	*	16	*	18	*	*	-	154	205
Cleveland State	-	11	*	-	14	*	22	*	57	113
Columbia State	*	*	103	*	16	*	13	15	28	193
Dyersburg State	*	-	12	-	*	32	*	49	*	103
Jackson State	11	*	18	*	*	58	*	46	10	158
Motlow State	*	*	203	*	63	-	*	*	23	316
Nashville State	46	*	78	32	37	*	*	*	*	209
Northeast State	-	209	*	-	*	-	12	-	*	237
Pellissippi State	*	30	31	-	31	-	310	3	13	425
Roane State	*	37	17	*	115	*	34	*	*	217
Southwest	*	*	31	12	*	205	*	11	*	283
Volunteer State	31	*	95	22	74	-	16	*	16	258
Walters State	*	158	14	-	*	*	73	-	*	262
Total	121	470	629	83	392	304	514	136	330	2,979

Note: Individual cells containing fewer than ten observations are suppressed, in accordance with FERPA requirements.

Appendix D: TTP Enrollment by Concentration, Fall 2014 Cohort

TTP Major Name	Count	Percent
Unknown	1,493	25.4%
Business Administration	822	14.0%
Pre-Health Professions	354	6.0%
Psychology	343	5.8%
Criminal Justice	336	5.7%
Biology	240	4.1%
Accounting	185	3.1%
Social Work	179	3.0%
Pre-Physical Therapy	179	3.0%
Computer Science	146	2.5%
Mechanical Engineering	131	2.2%
Exercise Science	127	2.2%
Mass Communication	121	2.1%
History	120	2.0%
English	112	1.9%
Art (Studio)	84	1.4%
Chemistry	78	1.3%
Early Childhood Education (Pre K-3)	78	1.3%
Music	73	1.2%
Information Systems	69	1.2%
Sociology	56	1.0%
Civil Engineering	53	0.9%
Economics*	52	0.9%
Electrical Engineering	45	0.8%
Pre-Occupational Therapy	45	0.8%
Math	41	0.7%
Theatre Arts	38	0.6%
Political Science	34	0.6%
Foreign Language	29	0.5%
Marketing	29	0.5%
Speech Communication**	28	0.5%
Agriculture - Agricultural Business	18	0.3%
Physics	15	0.3%
Pre-Dental Hygiene	15	0.3%
Agriculture - Plant and Soil Science	14	0.2%
Finance	13	0.2%
Agriculture - Animal Science	12	0.2%
Kinesiology	11	0.2%

TTP Major Name	Count	Percent
Management	11	0.2%
Anthropology	*	*
Art	*	*
Elementary Education (K-5)	*	*
Engineering Technology	*	*
Family and Consumer Sciences	*	*
Geography***	*	*
Geosciences	*	*
Imaging Sciences	*	*
International Affairs	*	*
Nutrition and Food Science	*	*
Philosophy	*	*
Physical Education	*	*
Pre-Clinical Laboratory Sciences	*	*
Secondary Education - English	*	*
Secondary Education - Math	*	*
Secondary Education - Social Studies	*	*
Special Education	*	*
Sport and Leisure Management	*	*
Theatre Arts - Design-Tech	*	*
Theatre Arts - Performance	*	*
Total	5,884	100.0%

Notes: "Unknown" is a high share of TTP majors due to historical issues in TTP data tracking. Some TBR institutions do not collect data on the specific TTP in which a student is enrolled, TBR and THEC are making efforts to improve collection of this data. Individual cells containing fewer than ten observations are suppressed, in accordance with FERPA requirements. Due to discrepancies in student matching methodologies between THECSIS, TBR, and the Student Tracker, National Student Clearinghouse, thirty students were identified as having participated in a TTP despite no Student Tracker record of enrollment at a two-year institution. These students are included in the table above.

*Includes students enrolled in Economics concentrations for specific institutions, which were phased out in November 2017.

**Renamed "Communication Studies" effective Fall 2020.

***Phased out by August 2019.

Appendix E: TTP Awards by Concentration, Fall 2014 Cohort

TTP Award Name	Count	Percent
Business Administration	215	19.9%
Criminal Justice	131	12.1%
Accounting	89	8.2%
Psychology	76	7.0%
History	64	5.9%
Mass Communication	62	5.7%
Social Work	51	4.7%
Sociology	37	3.4%
Pre-Health Professions	33	3.1%
Exercise Science	26	2.4%
Art (Studio)	21	1.9%
Information Systems	21	1.9%
Mechanical Engineering	21	1.9%
Pre-Physical Therapy	17	1.6%
Music	16	1.5%
English	15	1.4%
Computer Science	14	1.3%
Biology	13	1.2%
Speech Communication	13	1.2%
Marketing	12	1.1%
Political Science	12	1.1%
Theatre Arts	12	1.1%
Chemistry	11	1.0%
Early Childhood Education (Pre K-3)	11	1.0%
Math	10	0.9%
Agriculture - Agricultural Business	*	*
Agriculture - Animal Science	*	*
Agriculture - Plant and Soil Science	*	*
Civil Engineering	*	*
Economics	*	*
Electrical Engineering	*	*
Elementary Education (K-5)	*	*
Finance	*	*
Foreign Language	*	*
Management	*	*
Nutrition and Food Science	*	*
Philosophy	*	*
Physics	*	*
Pre-Dental Hygiene	*	*

TTP Major Name	Count	Percent
Pre-Occupational Therapy	*	*
Special Education	*	*
Sport and Leisure Management	*	*
Unknown	*	*
Total	1080	100.0%

Notes: Individual cells containing fewer than ten observations are suppressed, in accordance with FERPA requirements. For some students (n=44), we do not have a record of their TTP enrollment, but do have record that they received a TTP award. Students identified as having earned a TTP award despite no Student Tracker record of enrollment at a two-year institution are included in this table.

*Renamed "Communication Studies" effective Fall 2020.

**Includes students enrolled in Economics concentrations for specific institutions, which were phased out in November 2017.

Institutional and System Abbreviations

APSU:	Austin Peay State University
CHSCC:	Chattanooga State Community College
CLSCC:	Cleveland State Community College
COSCC:	Columbia State Community College
DSCC:	Dyersburg State Community College
ETSU:	East Tennessee State University
JSCC:	Jackson State Community College
LGI:	Locally Governed Institution
MSCC:	Motlow State Community College
MTSU:	Middle Tennessee State University
NASCC:	Nashville State Community College
NESCC:	Northeast State Community College
PSCC:	Pellissippi State Community College
RSCC:	Roane State Community College
STCC:	Southwest Tennessee Community College
TSU:	Tennessee State University
TTU:	Tennessee Technological University
UM:	University of Memphis
UTC:	The University of Tennessee at Chattanooga
UTK:	The University of Tennessee, Knoxville
UTM:	The University of Tennessee at Martin
UTS:	The University of Tennessee Southern
UTHSC:	The University of Tennessee Health Science Center
VSCC:	Volunteer State Community College
WSCC:	Walters State Community College
TBR:	Tennessee Board of Regents
THEC:	Tennessee Higher Education Commission
TICUA:	Tennessee Independent Colleges and Universities Association
TCAT:	Tennessee College of Applied Technology
UT:	The University of Tennessee