



Articulation and Transfer in Tennessee Higher Education

2015 – 2016



Tennessee Higher Education Commission

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2016-2017**

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I. Executive Summary

Statewide Student Transfer Activity

During academic year 2015-16, comparable proportions of undergraduate students transferred into the public sector and Tennessee Independent Colleges and Universities Association (TICUA) member institutions in each semester. The majority of new transfers—60.5 percent in the public sector and 65.3 percent in TICUA—occurred in the fall semester. Less than 30 percent of all transfers occurred in spring (Figure 1).

Most transfer activity (58.6 percent) occurred within the Tennessee higher education system, while 37.6 percent of transfer students arrived from other states (Figure 2, Figure 3).

Half (49.9 percent) of students transferring from out-of-state institutions were actually Tennessee residents returning home (Figure 3).

More than half (53 percent) of out-of-state transfers came from just ten states: Mississippi, Virginia, Georgia, Kentucky, Alabama, North Carolina, Illinois, Florida, California, and Texas (Figure 4, Table 2).

Public Sector Transfer Activity

When focusing solely on public transfers, almost 55 percent of transfers into the public sector were from other Tennessee public institutions (Figure 2, Figure 9, Table 1).

Transfer activity within the public sector was multidirectional. However, the majority of transfers were vertical (72.6 percent), with community college-to-university transfers outnumbering university to community college transfers by more than 2 to 1. The remainder of transfer activity was horizontal, within a sector of similar institutions. The direction and relative shares of transfers among Tennessee public institutions have been consistent for the past several years (Figure 9, Table 3).

The traditional model of transfer—from community colleges to public universities—accounted for half of all new transfer activity within Tennessee public higher education (50.3 percent). The fall semester share of community college transfers into public universities has recently increased, from about 49 percent in fall of 2012 to over 55 percent in fall of 2015 (Figure 9, Table 3).

During the 2015-16 academic year, 22.3 percent of internal public-sector transfers moved from a university into a community college. Transfer activity of this nature was much more prevalent in summer (36.3 percent) and spring (26.4 percent) than in the fall (18.6 percent, Figure 9, Table 3).

Tennessee public universities welcome more new transfer students to campus each year (10.6 percent for AY 2015-16) than do community colleges (7.3 percent) (Figure 10, Appendix A).

The share of new transfer students in the fall semester, measured as a percent of public undergraduate enrollment, has been consistent across institutions and systems over time (Table 4).

The share of new transfers arriving in the public sector was higher in the fall semester (6.7 percent) than in summer or spring (Table 5).

Enrollment Trends and Transfer Students' Characteristics

New transfer students have constituted a steady percentage of the overall public undergraduate enrollment in Tennessee over time. On average, new transfers have made up 7.3 percent of fall enrollment for the past eight years (Figure 5).

Transfer students are very similar to native students in terms of their demographic and academic characteristics with the exception that adult students do make up a larger share of the transfer student population (Figure 6).

Over half (54.2 percent) of all public transfer students majored in three broad areas: *Liberal Arts and Sciences*, *Health Professions and Related Services*, and *Business, Management and Administrative Services* (Figure 12).

Over 15 percent of public students transferred before earning more than 12 credits and over 54 percent before earning more than 48 credits (Figure 13).

More than one-third (34 percent) of students transferred with more than 60 credit hours, and the great majority did so without having earned an associate degree (Figure 13).

For students who transferred with more than 60 credits but no degree, the most popular majors declared at the new institution were *Liberal Arts and Sciences* (17.5 percent) and *Health Profession and Related Services* (15.8 percent; Figure 14).

Transfers from Tennessee Colleges of Applied Technology

During the academic year 2015-16, the number of students transferring from Tennessee Colleges of Applied Technology (TCAT) to the state's public colleges and universities was much smaller than the number of traditional transfers (Table 7, Table 8).

TCAT transfers¹ were similar to traditional public transfers in terms of their demographic characteristics but included a larger percentage of traditional age students (Figure 15).

Unlike traditional transfers, most TCAT transfers were returning or readmitted students at their receiving institutions (Table 9).

After transfer, 69.8 percent of TCAT transfers chose one of five majors: *Liberal Arts and Sciences, Health Professions and Related Services, Engineering, Business and Management, and Computer and Information Sciences.*

About 75 percent of TCAT transfers changed their broad major fields after transferring into a college or university (Table 10).

Degree Completers at Tennessee Public Universities

Among 2014-15 baccalaureate completers, 44.5 percent changed schools at least once during their postsecondary academic career.

Among 2014-15 baccalaureate completers, 33.8 percent previously enrolled at a two-year college somewhere in the United States and 29.6 percent at a Tennessee community college.

¹ Defined on p. 5

II. Background

The annual Articulation and Transfer report fulfills the statutory requirement of the Tennessee Higher Education Commission (THEC) to report to the chairs of the Senate and House education and finance, ways and means committees of the General Assembly each year on the progress made toward full articulation between all public institutions (Tenn. Code Ann. § 49-7-202(f)).

The 2016 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 student transfer activity in the academic year (AY) 2015-16, as well as characteristics and mobility patterns of former students of Tennessee Colleges of Applied Technology (TCAT).

This report analyzes student transfer activity for the entire academic year. Specifically, it looks at new transfers in Tennessee higher education institutions in the summer and fall of 2015 and the spring of 2016. To be consistent with the reports published prior to 2013, select tables and figures present data for the fall 2015 term only.

Definitions

In the postsecondary context, **articulation** is the process of comparing the content of courses transferred between institutions. Seamless articulation ensures that courses completed at the sending institution need not be repeated at the receiving institution. Articulation agreements between postsecondary institutions or systems may differ relative to courses in the general education curriculum, the pre-major block, and the academic major.

For purposes of this report, a **transfer student** is a person who enrolled as an undergraduate at the receiving institution (transfer-to institution) for the first time (that is, was not a returning or readmitted student) and brought in credits earned at another postsecondary institution (sending institution). Transfer students include individuals returning to higher education with degrees at the baccalaureate level or above. This definition differs from those used in the Tennessee Higher Education Fact Book and in the outcomes-based funding formula.² Therefore, the reader should not compare the number of transfer students and the number of credit hours transferred that are produced by these distinct methodologies.

² The *Fact Book* relies on institution-reported data, while this report also checks institutional codes for transfer students against student enrollment history and registration type in the current and prior terms.

A **native student** is a student at a public Tennessee institution who never transferred from another institution during their academic career. However, native students include individuals who took courses at a higher education institution different from their current institution of enrollment while in high school (dual enrollment).

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 2015-16.

A **TCAT transfer** is a student who was enrolled in a public Tennessee institution in the academic year 2015-16 and 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 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 designated 58 transfer pathways between the state's community colleges and public universities. These pathways—and the common general education requirements—provide seamless transfer for community college students to any Tennessee public university in the fields of study covered.

Additionally, the systems and THEC have developed a Reverse Transfer policy and accompanying transcript analysis system, which allows transfer students who have accrued the appropriate number and distribution of credits after transferring to a public university to retroactively earn an associate degree from the 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.

To further expand the opportunities available to students in Tennessee, THEC invited participation from the Tennessee Independent Colleges and Universities Association (TICUA) in development of each of the above initiatives. To date, 21 private not for profit institutions accept all or some of the 58 transfer pathways; six private not for profit institutions are involved with the reverse transfer initiative; and private not for profit institutions accept numerous and various forms of PLA.

Protecting Personally Identifiable Information

Throughout this report, THEC seeks to comply with federal 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 actual total due to the omission of these suppressed values. All such cases are identified with a special note under the respective table, and the unsuppressed grand total is reported separately.

Acknowledgments

This report is made possible through the ongoing efforts 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. Additionally, for the seventh year, THEC gratefully acknowledges the unremitting effort of the Tennessee Independent Colleges and Universities Association and its member institutions to provide data on transfer students. This collaboration has made possible statewide and yearlong snapshots of student transfer activity in the public and private sectors.

III. Complete College Tennessee Act: Articulation and Transfer Policies

Background

The State of Tennessee continues to develop and implement 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. Specifically, 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, 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 Pathways

The Tennessee Transfer Pathways are designed to expedite student progression toward a bachelor's degree. A transfer pathway provides for 60 hours of fully transferrable instruction in a designated major. The 60 hours of instruction in a transfer pathway consists of 41 hours of general education and 19 hours of pre-major or elective courses. Students can earn an associate degree from a Tennessee community college that ensures a smooth transition into the corresponding baccalaureate degree program at a state public university. These pathways provide seamless transfer for community college students to any participating four-year institution in Tennessee that offers the baccalaureate degree in those majors or participating Tennessee Independent Colleges and Universities Association (TICUA) institution.

Currently, there are 58 pathways that have been developed by TBR and UT systems and approved by the Articulation and Transfer Council. Each pathway provides a list of all courses including general education requirements and major-specific electives to meet the pathway's degree requirement. During AY 2015-16, four new transfer pathways were developed by faculty teams. These transfer pathways included: *Fine Arts*, *Public Health*, *Elementary Education K-5*, and *Secondary Education in English*. These new pathways were

determined through an analysis of student transferability and academic program offerings of the community colleges and universities. Also, faculty teams met to review the psychology and eight business-related transfer pathways. This was the first year of formal review of existing transfer pathways, which will be an ongoing process on a five-year cycle. This review process of existing transfer pathways ensures course requirements are current.

A key method of communicating information about transfer pathways to students is through the Tennessee Transfer Pathways website (www.tntransferpathway.org). The TBR and UT 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 and curricular maps that provide a four-semester sequence for completing each pathway at the community college. Additionally, the website has been expanded to provide extensive career and employment opportunity information for each transfer pathway.

B. Reverse Transfer Policy

THEC, TBR, UT, and TICUA have developed a comprehensive Reverse Transfer Policy. This policy allows students who transferred to a participating four-year institution to also receive an associate's degree from their originating Tennessee community college if, after transferring, they accrued the number and distribution of credit hours required for that degree. Potential reverse transfer degree candidates must have earned a minimum of 15 college credits at the Tennessee community college (to meet regional accreditation residency requirements) and have earned a minimum of 60 combined credits from the community college and the four-year institution.

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"* (Recommended Policies, Procedures and Guidelines for Reverse Transfer, 2012, p.1). The Reverse Transfer Policy applies to all public and participating private institutions in Tennessee and serves 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. The TBR and UT four-year institutions were also authorized and encouraged to enter into reverse transfer agreements with the TBR community colleges.

Significant progress has been made in the development and implementation of the reverse transfer process to award associate degrees to students who transfer from

community colleges to participating four-year institutions before receiving their associate degrees. The University of Tennessee received a two-year grant of \$400,000 from a Lumina Foundation grant, "*Credit When It's Due.*" This grant coupled with generous state support has provided the funding for software development and personnel required to facilitate the development, training of community college and university personnel, marketing, and research.

In 2014, through a competitive bid process, *AcademyOne, Inc.* was selected as the software vendor for the reverse transfer project. Statewide implementation of the reverse transfer software was phased in, with 50 percent of the institutions participating in December 2014 reverse transfer graduations, and the remainder of institutions participating in May 2015 reverse transfer graduations. By spring 2015, of the 1200 potential degree candidates, 350 associate degrees were awarded.

During the fall 2015 term, implementation of the Reverse Transfer Project was launched statewide. Participation included all public community college and universities along with eight private universities. Based on the statewide launch, a total of 828 associate degrees were awarded through reverse transfer in 2015-16. These degrees represent about a nine percent increase in awards from 2014-15.

C. Prior Learning Assessment

THEC continues to lead state and nationwide efforts for promoting and expanding the evaluation of postsecondary credit via Prior Learning Assessment (PLA). While THEC has supported and continues to support efforts aimed at standardizing PLA at public and private colleges and universities, THEC's activities began shifting to provide direct assistance to public campuses in their own efforts to grow their PLA programs. In particular, with support from the Ford Foundation, beginning in mid-2014 THEC provided marketing, awareness, and direct and customized technical assistance to Tennessee's public colleges and universities to grow capacity and enhance program offerings related to PLA.

While Tennessee has made great strides to develop clearer, more comprehensive PLA standards and to provide more PLA options, students still find it difficult in some cases to locate information about those PLA opportunities. In early 2015, THEC began working with a marketing firm to develop a common identity for all PLA programs in the state. The result is *TimewiseTN*: Turn Your Years of Knowledge into College Credit. An associated logo, student orientation brochure, and video have been made available to any institution that will also use the *TimewiseTN* moniker. Institutional PLA programs will not change in form; however, the goal is to develop a common language that will be clear to students and allow them to find PLA resources on campus. The adoption of the logo and program name (*TimewiseTN*) is voluntary.

In April 2015, Public Chapter 219 was signed into law and directed THEC to coordinate the improvement of institutional policies relevant to awarding PLA to student veterans and service members. The legislation directed THEC to convene representatives from UT and TBR systems to “identify and develop uniform methods to assess and maximize academic credit awarded by public institutions of higher education to veterans and military service members for military experience, education, and training obtained during military service.” THEC convened representatives from both UT and TBR systems in March 2016 to discuss best practices in awarding academic credit for military training and experience. TBR and UT systems subsequently worked to revise policies relevant to awarding academic credit for military experience between March and August of 2016. The resulting changes, which include provisions for addressing excess credit and prioritizing the Joint Services Transcript, will be enacted by institutions in fall 2016. These changes will help ensure that student veterans and service members receive an appropriate amount of academic credit for their prior military training and experience.

Regarding articulation and transfer policies, the main goal is to ensure that relevant PLA credits accepted by one institution will continue to be accepted by all other institutions at the time of transfer in the same manner as traditional classroom credit. In fall 2012, the Task Force drafted *Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice for Tennessee Public Colleges and Universities*, which included guidelines for the transcription and transfer of PLA credit at public institutions.

The standards were formally adopted 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 degree program will transfer accordingly. Therefore, both systems have agreed to accept PLA credit in transfer if the credit falls within the aforementioned parameters. Furthermore, the standards were formally endorsed by the TICUA Board in fall 2013.

As THEC has worked with UT and TBR to standardize the tracking and collection of PLA-related data, PLA credits that meet the standards agreed upon will now be used to trigger progression and transfer out metrics within the public higher education funding formula.

Additionally, articulation and transfer policies play through Tennessee’s outcomes based funding formula (OBF) for public higher education. They impact, directly and indirectly, the metrics for degree completion progression, graduation rate (for universities only), and Prior Learning Assessment. This fact has elevated the stakes around the articulation and transfer policy, an important aspect of academic policy. This is desirable in that it ensures incentives for students and institutions are aligned on this issue, as both have an interest in sound articulation and transfer policy and practices. However, care must be taken that OBF concerns not drive articulation and transfer policy.

IV. Tennessee Transfer Student Profile: Academic Year 2015-16

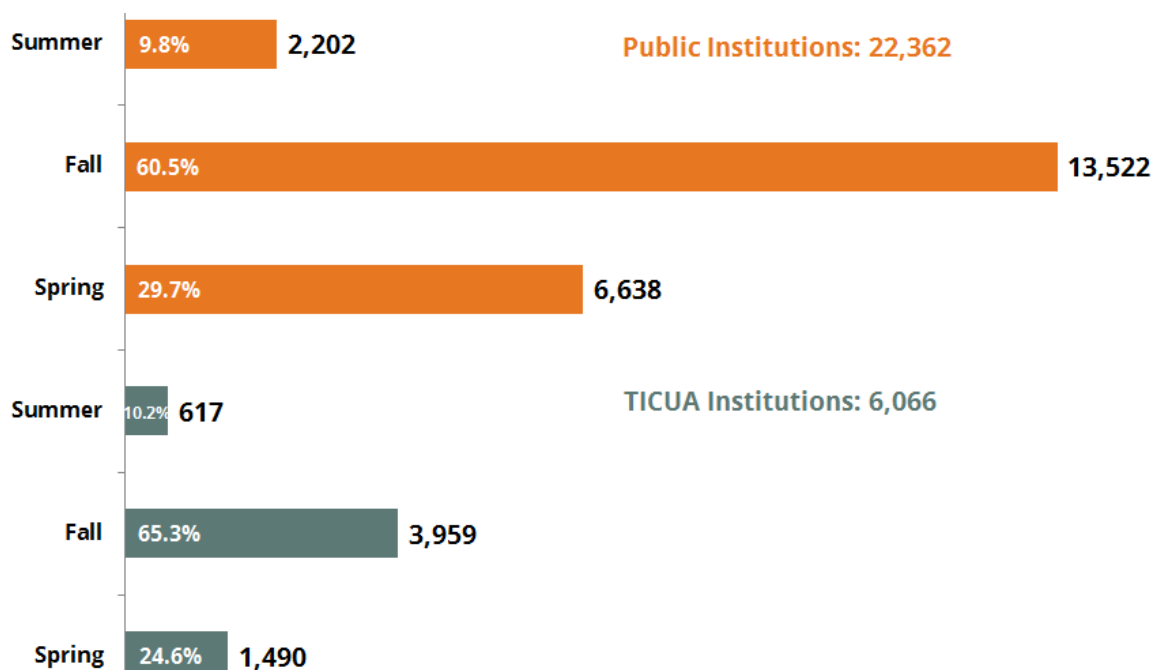
This section examines patterns in Tennessee student transfers in the 2015-16 academic year and, when appropriate, trends over time. The analysis of student transfer activity is conducted and presented at the following levels: (1) statewide transfer activity, (2) transfers within public higher education, (3) transfers by sending (transfer-from) and receiving (transfer-to) 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

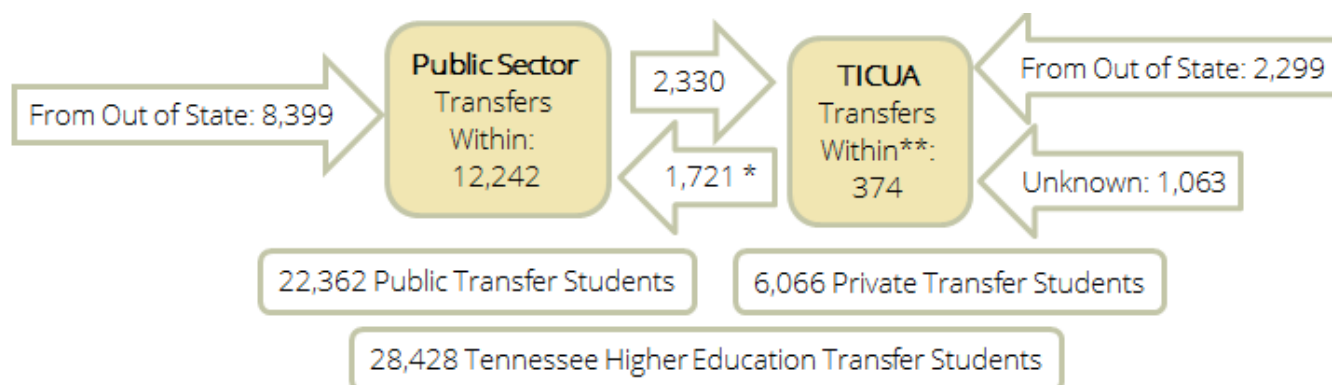
During the 2015-16 academic year, 22,362 students transferred into Tennessee public higher education institutions, and 6,066 students transferred into TICUA member institutions (**Figure 1**). Roughly commensurate proportions of students moved into both sectors in each semester of the academic year. Most students transferred in the fall semester: 60.5 percent in the public sector and 65.3 percent in TICUA institutions. Almost 30 percent of public transfers and 24.6 percent of TICUA transfers arrived in spring. The smallest share of transfers happened in summer: 9.8 percent into public institutions and about 10.2 percent into TICUA institutions.

Figure 1. Student Transfer by Receiving Sector and Semester, AY 2015-16



During the academic year 2015-16, a total of 28,428 students transferred into a Tennessee public or TICUA member institution (**Figure 2**).

Figure 2. Student Transfer Patterns, AY 2015-16



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

** Includes transfers from non-TICUA institutions.

- The majority of students (58.6 percent or 16,667 students) moved within Tennessee higher education, from one state public or private nonprofit institution to another. This number comprises 12,242 within-public-sector transfers, 374 within-TICUA transfers, 2,330 transfers from public to TICUA, and 1,721 transfers from all independent institutions into the public sector.
- 37.6 percent (10,698 students: 8,399 public and 2,299 private transfers) transferred in from out-of-state institutions.
- The remaining 3.7 percent of students transferred into TICUA institutions from unknown locations (1,063 students).

Comparable proportions of out-of-state students moved into the public sector (37.5 percent) and TICUA institutions (37.9 percent). In sharp contrast, within-sector transfers accounted for 54.7 percent (12,242 students of 22,362 transfers) of the public institution total, but only 6.2 percent (374 students of 6,066 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 2015-16, the public sector received 22,362 transfer students (78.7 percent of the total), while TICUA institutions received 6,066 transfers (21.3 percent). A majority of

students (14,572 students or 51.3 percent) came from Tennessee public institutions; out-of-state institutions sent 10,698 students (37.6 percent); and 2,095 students (7.4 percent) transferred from Tennessee's independent sector (**Table 1**).

Table 1. Student Transfer Activity by Sector of Origin, AY 2015-16

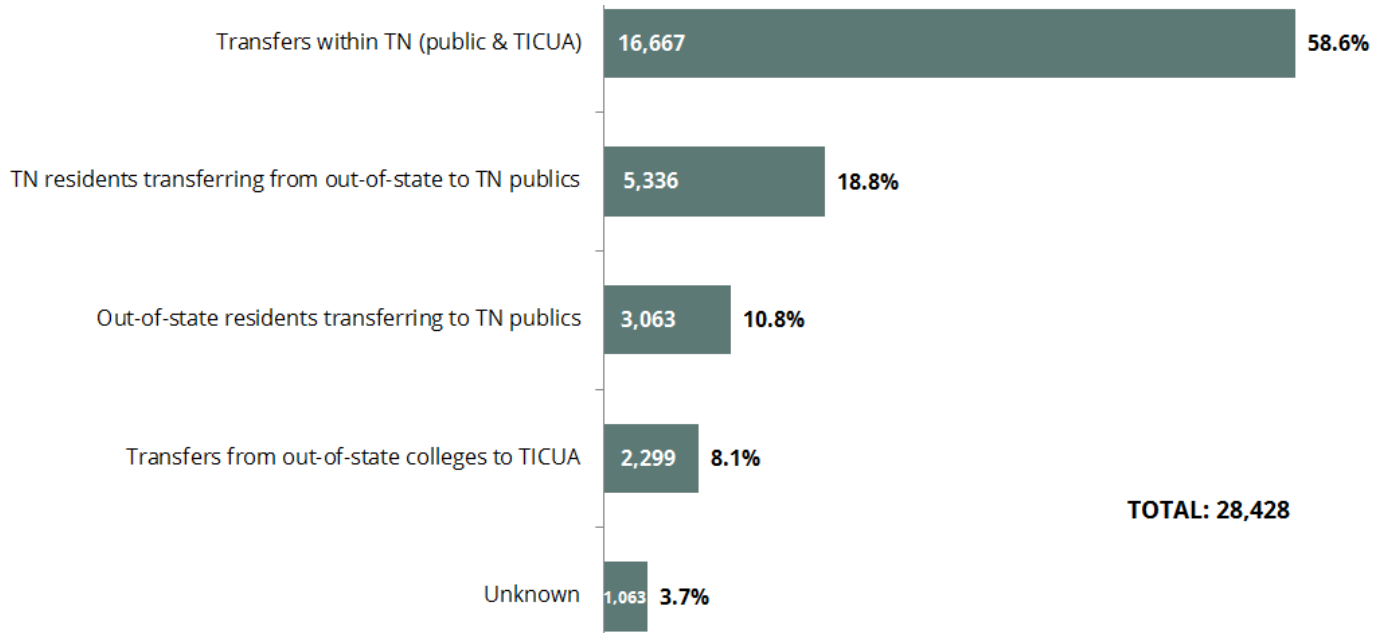
Receiving Sector	Transfers by Sector of Origin				Total Transfers	Overall Enrollment ³
	Tennessee Public	Tennessee Independent	Out-of-State	Unknown		
Public University Total	7,935	943	4,855	-	13,733	128,990
Community College Total	4,307	778	3,544	-	8,629	117,897
Public Higher Education Total	12,242	1,721	8,399		22,362	246,887
TICUA total	2,330	374	2,299	1,063	6,066	-
Grand Total	14,572	2,095	10,698	1,063	28,428	-

Appendix A and **Appendix B** contain detailed tables of academic year 2015-16 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, transfers from out-of-state 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 Tennessee. These two groups of transfer students, out-of-state residents and returning Tennessee residents, are reported separately (**Figure 3**).

³ Count is duplicated if students enrolled in more than one institution during the academic year.

Figure 3. Transfers by Originating Location, In-State vs. Out-of-State, AY 2015-16

As Figure 3 shows, Tennessee residents transferring into the state’s public and private institutions accounted for 58.6 percent of all AY 2015-16 transfers into Tennessee higher education. The general group of out-of-state students accounted for 37.6 percent of all transfers and included the following categories: transfers into TICUA institutions (8.1 percent), transfers by residents of other states (10.8 percent), and transfers of Tennessee residents returning to their home state (18.8 percent).

For public transfers, the group of returning Tennessee residents is 1.7 times larger than the group of “true” out-of-state students and constitutes 49.9 percent of all out-of-state transfers. From a policy perspective, this observation is critical because it allows 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 traditional data on high-school graduate out-migration would suggest. Availability of lottery scholarships could be a factor in making a decision to transfer to a home state’s public institution.⁴

⁴ 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.

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 2015-16, 10 states accounted for 52.7 percent of all out-of-state transfers. These states included six neighboring states: Mississippi (8 percent), Virginia (6.6 percent), Georgia (6.6 percent), Kentucky (6.1 percent), Alabama (6 percent), and North Carolina (3.7 percent). This group also included three traditionally large providers of transfer students: Florida (5.1 percent), California (3.6 percent), and Texas (3.5 percent). This year, Illinois was also a contributor of 3.6 percent of out-of-state transfers.

Table 2 presents this information by state, semester, and sector.

Figure 4. Number of Out-of-State Transfers into Tennessee Public and TICUA Institutions by State of Origin, AY 2015-16

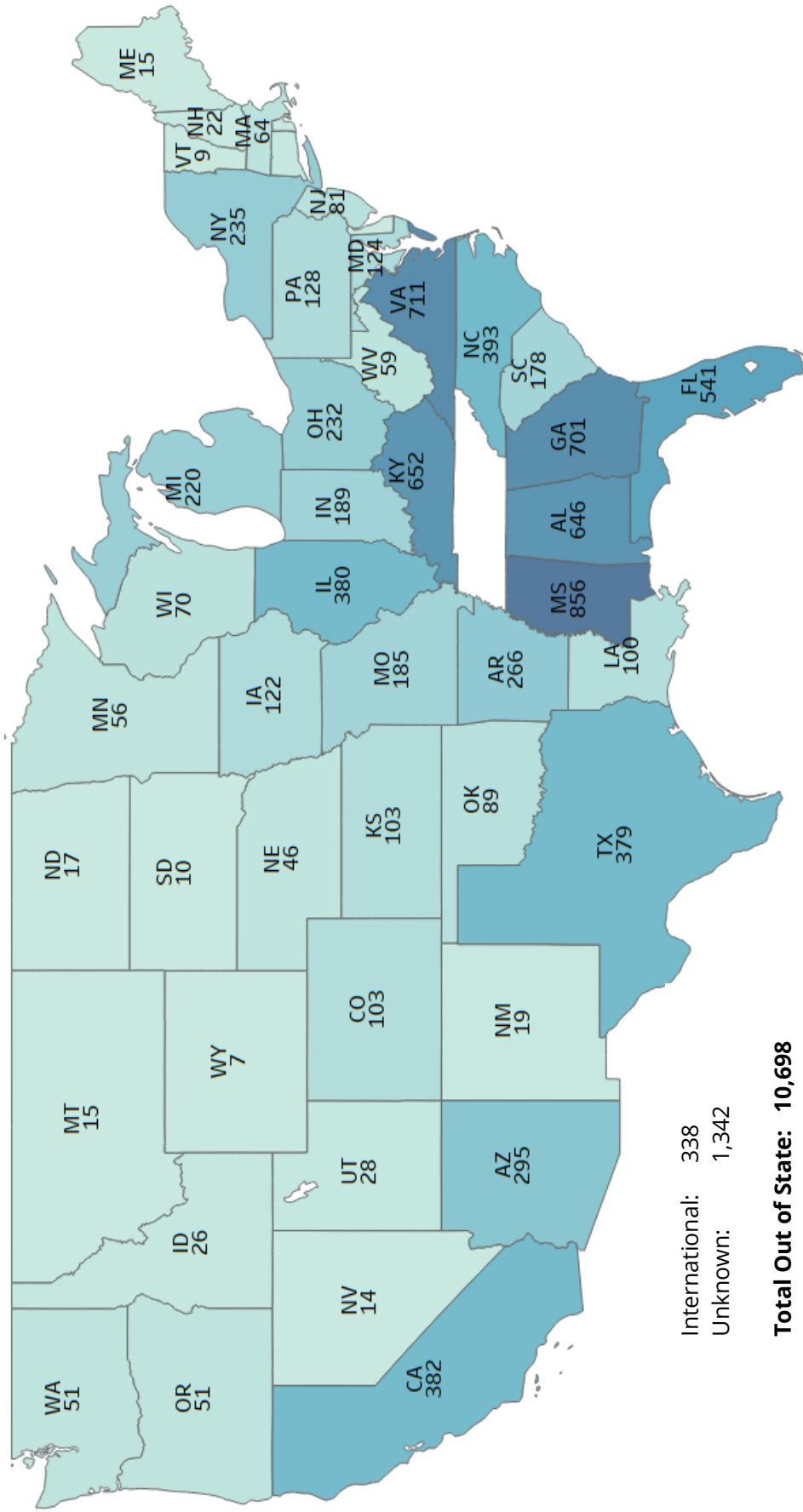


Table 2. Transfers by Sending State, Semester, and Receiving Sector, AY 2015-16 *

	SUMMER 2015		FALL 2015		SPRING 2016		TOTAL
	Public sector	TICUA	Public sector	TICUA	Public sector	TICUA	
Alabama	59	11	273	94	179	30	646
Alaska	2		5		4	1	12
Arizona	34	8	122	24	82	25	295
Arkansas	29	2	129	39	56	11	266
California	32	14	143	77	94	22	382
Colorado	9	1	41	14	33	5	103
Connecticut		2	11	8	7		28
Delaware			5	1	3	1	10
District of Columbia	3	2	15	10	10	4	44
Florida	58	18	232	80	116	37	541
Georgia	66	8	351	85	170	21	701
Hawaii		1	16	1	12		30
Idaho	1	1	13	3	8		26
Illinois	23	5	173	85	76	18	380
Indiana	13	4	68	51	48	5	189
Iowa	14	4	54	17	23	10	122
Kansas	11	2	46	14	27	3	103
Kentucky	45	8	312	119	148	20	652
Louisiana	8	4	55	14	17	2	100
Maine			5	4	6		15
Maryland	7	4	51	26	26	10	124
Massachusetts	5		14	21	11	13	64
Michigan	15	7	81	54	50	13	220
Minnesota	5	1	30	7	10	3	56
Mississippi	65	12	386	129	204	60	856
Missouri	15	3	88	27	48	4	185
Montana	3		8	2	2		15

Table 2 (Cont'd). Transfers by Sending State, Semester, and Receiving Sector

	SUMMER 2015		FALL 2015		SPRING 2016		TOTAL
	Public sector	TICUA	Public sector	TICUA	Public sector	TICUA	
Nebraska	3	2	18	12	8	3	46
Nevada	1		9	1	3		14
New Hampshire	2	4	6	2	7	1	22
New Jersey	8	1	46	10	14	2	81
New Mexico	1	1	12	1	4		19
New York	22	4	96	42	54	17	235
North Carolina	35	9	180	58	99	12	393
North Dakota	1		10	3	2	1	17
Ohio	25	2	102	37	52	14	232
Oklahoma	9	3	39	15	16	7	89
Oregon	6	1	17	17	8	2	51
Pennsylvania	9	2	53	26	28	10	128
Puerto Rico			5		2		7
Rhode Island			9	2	5	1	17
South Carolina	20	2	71	34	43	8	178
South Dakota			3	3	3	1	10
Texas	34	12	168	57	88	20	379
Utah	1	1	11	4	11		28
Vermont			4	1	3	1	9
Virginia	48	28	238	217	98	82	711
Washington	3	4	18	14	10	2	51
West Virginia	2	4	28	13	10	2	59
Wisconsin	6	1	28	12	18	5	70
Wyoming	1		5		1		7
International	27		203		108		338
Unknown							1,342
TOTAL:	786	203	4,106	1,587	2,165	509	10,698

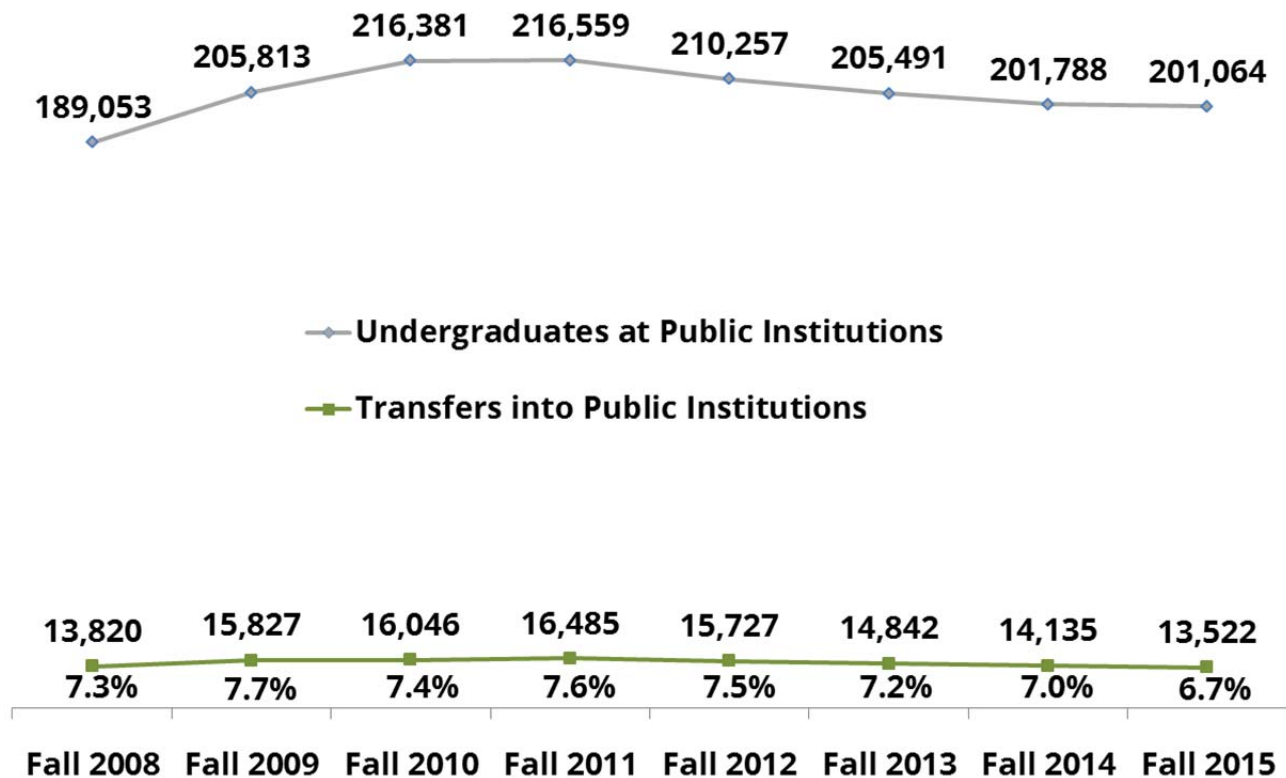
* In this case, cells with values below six are not suppressed because students are not segregated by characteristic or institution. Therefore, student identities are safeguarded.

B. Transfer Activity in Public Higher Education

Trends in Public Transfer Enrollment

For consistency with past reports, **Figure 5** examines public transfer trends in the fall semester. In fall 2015, new transfer students constituted 6.7 percent of the undergraduate enrollment in Tennessee public higher education. This figure is consistent with transfer enrollment in previous years. While undergraduate enrollment has increased by 6.4 percent since fall 2008, the fall 2014 semester experienced a drop in enrollment of 724 students relative to the previous year, and 15,495 students compared to fall 2011. Since 2008, the proportion of transfer enrollment has remained generally stable, decreasing by 0.6 percentage points over seven years. In absolute figures, this change from 2008 translates to transfer student decline of 298 students in the fall semester.

Figure 5. Total Undergraduate and New Transfer Headcount, Public Institutions, Fall 2008 - Fall 2015



Public Transfer Student Demographics and Enrollment Status

Transfer students are very similar to native students (i.e., individuals who never transferred in their prior academic history) in terms of their demographic and academic characteristics. As shown in **Figure 6**, the only noticeable difference between these groups is age. More native students are undergraduates of traditional age, and more transfer students are adult students. In this report, adult students are defined as 25 years of age or older at the time the count was taken. The comparison of transfer and native students by gender, race, cumulative GPA, and credit hours does not indicate any substantive differences between these groups.

Figure 6. Demographic Characteristics of Transfer and Native Students, AY 2015-16

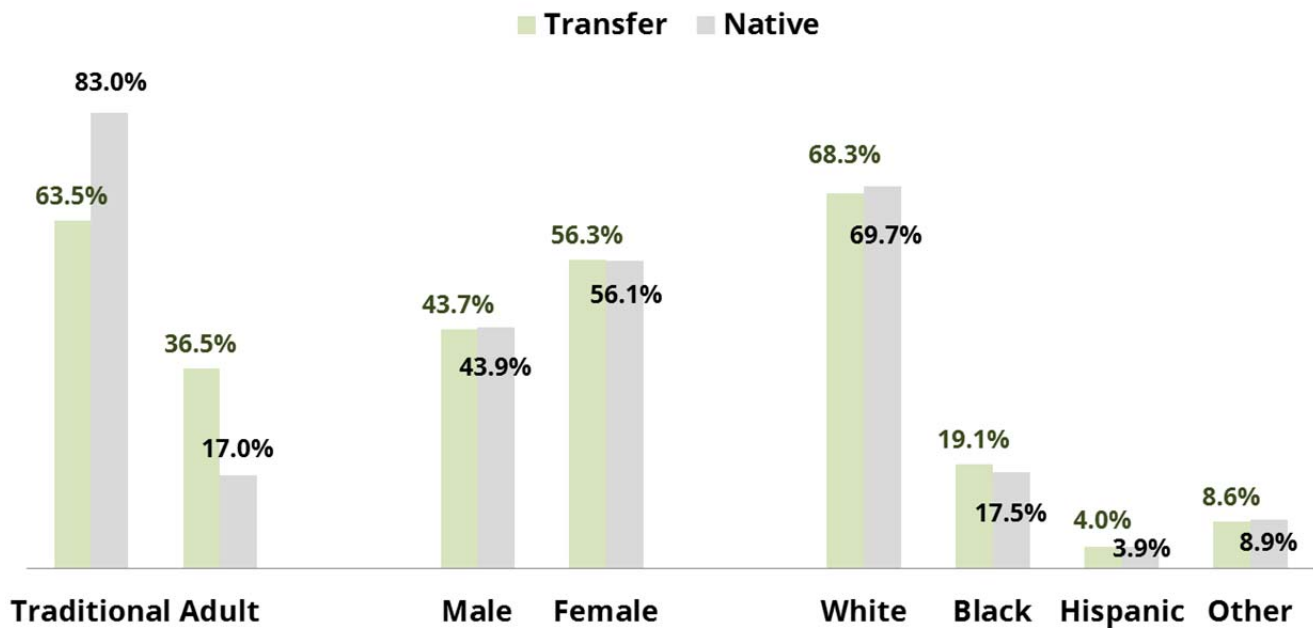
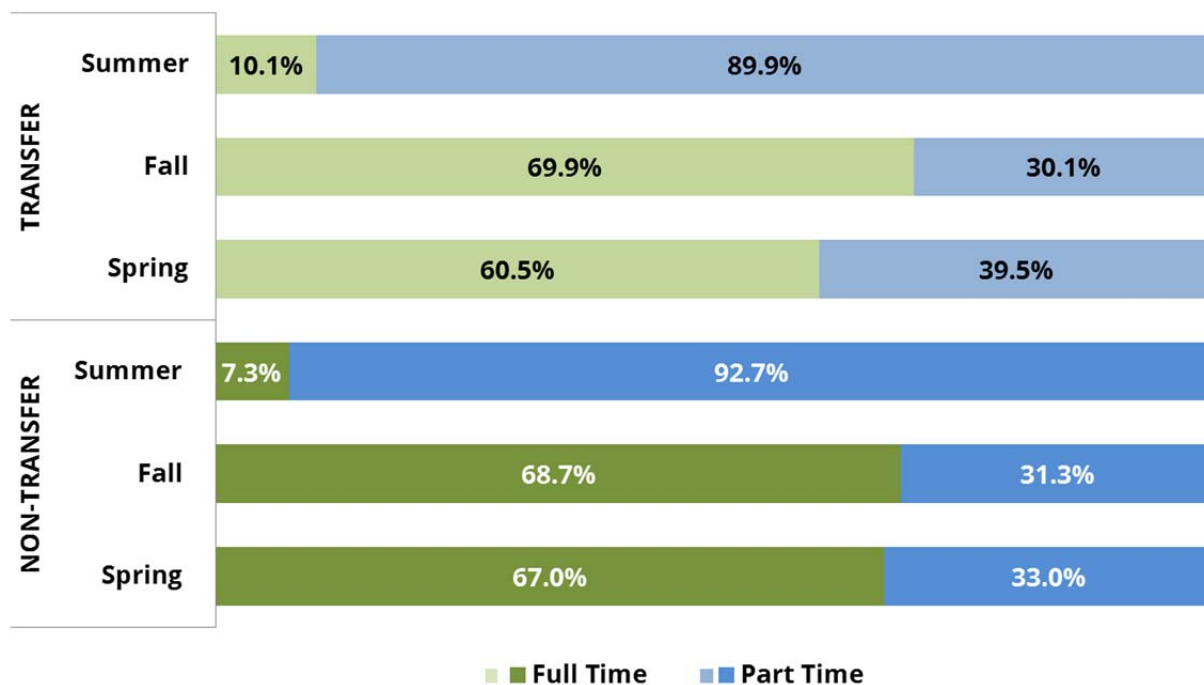


Figure 7 compares full-time and part-time enrollment of transfer and non-transfer students by semester. As defined in the **Background** section, *non-transfer students* include individuals who did not transfer in the term of interest; however, they include students who transferred in their prior academic 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 was in spring 2016 when 67 percent of non-transfer students—versus 60.5 percent of transfers—enrolled full-time. This drop in full-time enrollment in spring semester is likely related to the general reasons for transfer, such as inadequate academic performance at the prior institution in fall, family and work obligations, and others.

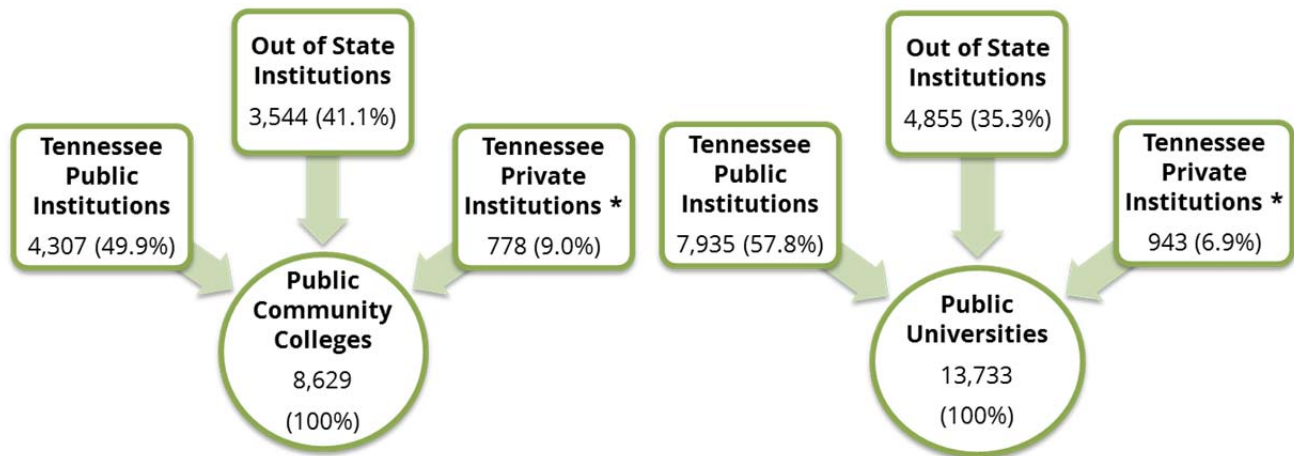
Figure 7. Transfers and Non-transfers by Enrollment Status and Semester, AY 2015-16

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 students migrating from Tennessee Colleges of Applied Technology (TCATs) and for-profit institutions. TCAT transfers are examined in Section V of this report.

For the purpose of this analysis, transfers into the public sector have two destinations: community colleges and universities (**Figure 8**). The comparative analysis shows that the relative size of each source of transfer students for these two sectors is different.

- Most of the transfer students into community colleges come from other in-state public institutions (49.9 percent) and out-of-state institutions (41.1 percent).
- The independent sector provides 9 percent of all transfers into community colleges.
- Relative to community colleges, public universities rely more heavily on other in-state public institutions for their transfer students (57.8 percent of transfers into universities) and slightly less heavily on out-of-state institutions (35.3 percent) and private institutions (about 7 percent).

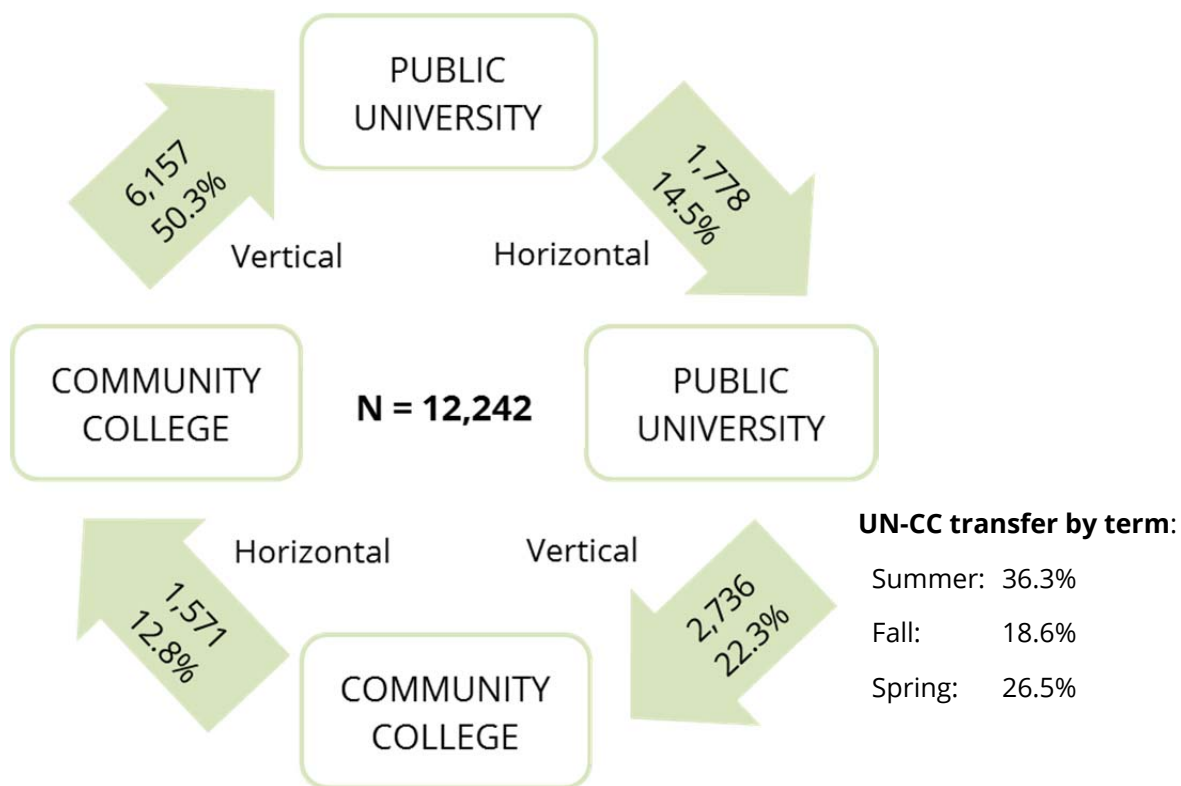
Figure 8. Transfers into Public Institutions, AY 2015-16

* 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 2015-16, 51.8 percent (12,242 students) of all transfers into the public sector took place among public institutions.
- Most transfer activity is vertical: 50.3 percent of students moved from community colleges into public universities, and 22.4 percent transferred from universities to community colleges.
- Horizontal transfer activity is less pronounced but is still sizeable: 14.5 percent of students moved among public universities, and 12.8 percent transferred from one community college to another.

Figure 9. Public Transfer Activity, AY 2015-16



When restricted to the fall semester, the observed patterns of within-public-sector transfers are consistent with the data from previous reports (**Table 3**). 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 3. Fall Transfer Activity Within Tennessee Public Sector, Fall 2010 - Fall 2015

	F 2010	F 2011	F 2012	F 2013	F 2014	F 2015
Vertical Transfers						
from community colleges to universities	50.3%	49.9%	48.9%	50.6%	52.1%	55.2%
from universities to community colleges	22.2%	22.9%	24.2%	22.4%	21.9%	18.6%
Horizontal Transfers						
among community colleges	12.4%	12.7%	12.3%	12.2%	12.2%	11.3%
among universities	15.1%	14.4%	14.6%	14.9%	13.8%	14.9%
Public Transfers Total	9,008	9,388	8,873	8,558	8,071	7,729

The share of transfers from universities into community colleges has been sizeable: in fall 2015, it fell below 19 percent of all fall public transfers for the first time in six years. This share is higher for the entire academic year (Figure 9).

C. Student Transfer Activity by Public 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 2015-16, the total public undergraduate enrollment was 246,887 students.⁵ Of that total, 22,362 (9.1 percent) were new transfer students. Of the 117,897 students enrolled in community colleges, 7.3 percent (8,629 students) were new transfers. The percent of enrollees that moved into the university sector was higher, at 10.6 percent (13,733 students).

Except Tennessee Technological University, all TBR universities were at or above the average share of transfers, relative to total undergraduate enrollment for public universities. For the University of Tennessee, the Chattanooga campus was above the university average, while the campuses in Knoxville and Martin had percentages below the averages for universities and the entire public sector. For community colleges, six of the thirteen institutions enrolled transfer students at a proportion higher than the average for the sector (7.3 percent), while seven colleges were below this sector-wide average. Austin Peay State University and Middle Tennessee State University had the largest populations of new transfers: over 12.5 percent of their public undergraduate enrollment. Jackson State Community College and Walters State Community College enrolled the smallest percentages of transfer students: 4.3 percent and 4.4 percent, respectively.

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 4**). For universities, the TBR system traditionally has a greater percentage of new transfers than the UT system. Public universities, on average, enroll a higher share of new transfer students than community colleges.

⁵ Count is duplicated if students enrolled in more than one institution during the academic year.

Figure 10. Transfers as a Percent of Public Undergraduate Enrollment, AY 2015-16

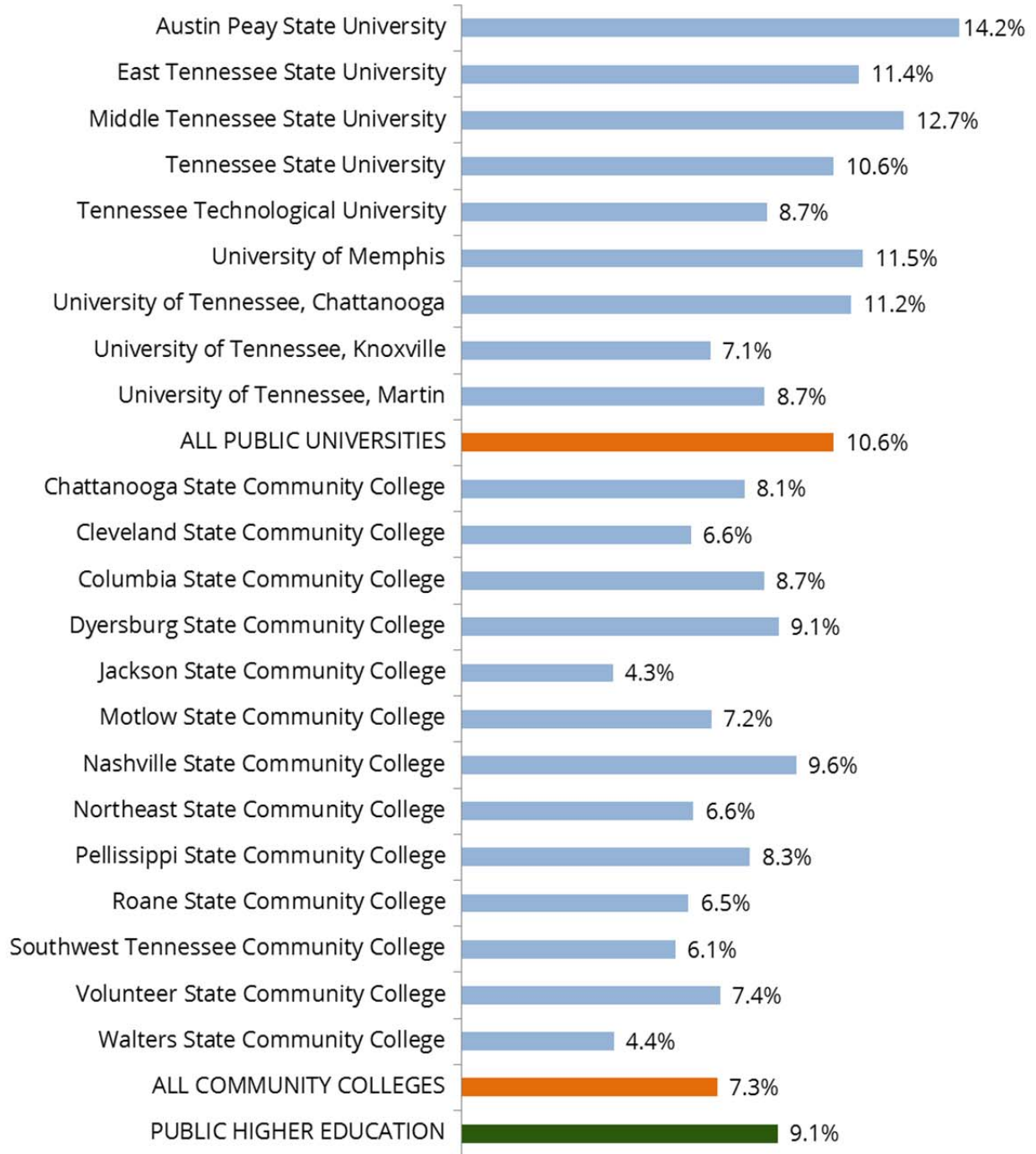


Table 4. Transfers as a Percent of Public Higher Education Undergraduate Enrollment, Fall 2012 – Fall 2015

Institution	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Austin Peay State University	9.1%	9.4%	8.9%	9.4%
East Tennessee State University	9.7%	9.6%	9.1%	8.3%
Middle Tennessee State University	9.1%	9.0%	8.9%	10.0%
Tennessee State University	10.0%	9.7%	8.6%	7.6%
Tennessee Technological University	7.5%	6.7%	7.1%	6.8%
University of Memphis	8.8%	8.4%	8.5%	8.2%
TBR system	9.0%	8.7%	8.6%	8.6%
The University of Tennessee at Chattanooga	8.2%	7.2%	7.7%	8.3%
The University of Tennessee, Knoxville	5.0%	6.0%	5.1%	5.5%
The University of Tennessee at Martin	5.6%	6.1%	6.6%	6.3%
UT System	6.0%	6.3%	6.0%	6.4%
All Public Universities	8.0%	7.9%	7.7%	7.8%
Chattanooga State Community College	7.4%	6.8%	7.3%	6.3%
Cleveland State Community College	5.1%	5.2%	5.1%	4.7%
Columbia State Community College	9.0%	6.0%	6.9%	6.3%
Dyersburg State Community College	5.8%	5.1%	5.9%	6.1%
Jackson State Community College	5.1%	5.5%	4.6%	3.7%
Motlow State Community College	7.1%	7.1%	6.8%	5.0%
Nashville State Community College	9.1%	9.1%	8.3%	6.9%
Northeast State Community College	6.4%	5.7%	4.7%	4.7%
Pellissippi State Community College	7.2%	6.6%	6.1%	5.9%
Roane State Community College	4.3%	5.3%	5.4%	4.4%
Southwest Tennessee Comm. College	8.0%	6.3%	5.9%	5.0%
Volunteer State Community College	6.5%	6.5%	5.8%	4.8%
Walters State Community College	3.6%	2.8%	3.5%	2.9%
All Community Colleges	6.8%	6.3%	6.1%	5.3%
Public Higher Education	7.5%	7.2%	7.0%	6.7%

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 2015. The sector-wide percentage of TICUA transfer students (6.6 percent) was slightly lower than that of transfers at public institutions (6.7 percent, Table 4). In contrast to public institutions, the differences among TICUA institutions were larger. King University enrolled the largest percentage of transfer students at 23.6 percent, while Rhodes College had the lowest proportion at 0.7 percent. Nine TICUA institutions had transfer enrollment of more than 10 percent. Another nine institutions had transfer enrollment of less than 5 percent.

Figure 11. Transfers as a Percent of TICUA Undergraduate Enrollment, Fall 2015

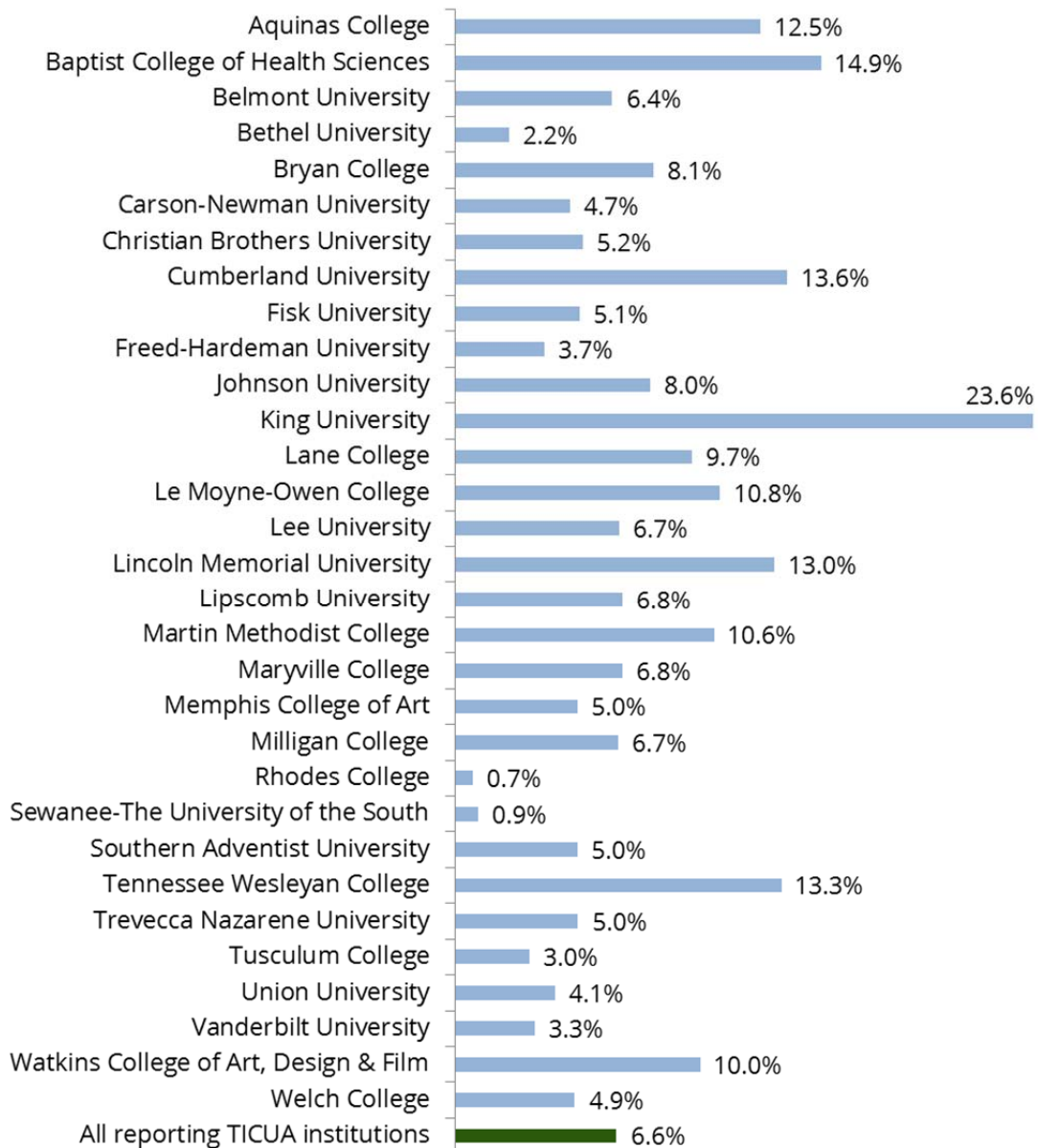


Table 5 presents a summary of transfers as a percent of undergraduate enrollment by sector and semester.

Table 5. Transfers as a Percent of Undergraduate Enrollment by Sector and Semester

Institutional Sector	Summer 2015	Fall 2015	Spring 2016	Total *
TBR universities	3.8%	8.6%	4.2%	11.7%
UT universities	2.5%	6.4%	2.5%	8.5%
TBR community colleges	4.4%	5.3%	3.7%	7.3%
Public Sector Total	3.8%	6.7%	3.7%	9.1%
TICUA institutions **	-	6.6%	-	-
All Tennessee Transfers	-	6.7%	-	-

* Excluding double counting students within the same institution in different semesters.

** For TICUA institutions, enrollment information is available only for fall 2015.

Top Sending and Receiving Public Institutions

Table 6 presents each institution's share of transfer-in and transfer-out students. Middle Tennessee State University received the largest portion of transfers (15.3 percent) of all institutions. The other top receiving institutions were the University of Memphis (9.8 percent), UTK (8.7 percent), and East Tennessee State University (7.0 percent). Mississippi State was the top sending institution (7.7 percent), followed by Nashville State (7.5 percent), Southwest Tennessee (7.4 percent), UTK (6.9 percent), and Middle Tennessee State University (6.0 percent). **Appendix C** and **Appendix D** offer a detailed count of transfer activity among all public institutions, showing the sending and receiving partners for each institution.

Table 6. Each Institution's Share of Total Public Transfer Activity, AY 2015-16

Institution	Sent *	Received *
Austin Peay State University	2.6%	3.7%
East Tennessee State University	4.0%	7.0%
Middle Tennessee State University	6.0%	15.3%
Tennessee State University	2.7%	4.3%
Tennessee Technological University	3.7%	6.4%
University of Memphis	2.8%	9.8%
TBR Universities	21.8%	46.5%
The University of Tennessee at Chattanooga	5.5%	6.8%
The University of Tennessee, Knoxville	6.9%	8.7%
The University of Tennessee at Martin	2.7%	2.8%
University of Tennessee System	15.0%	18.3%
Chattanooga State Community College	5.4%	3.6%
Cleveland State Community College	2.6%	1.1%
Columbia State Community College	4.3%	2.4%
Dyersburg State Community College	2.0%	1.8%
Jackson State Community College	3.2%	1.3%
Motlow State Community College	5.8%	2.3%
Nashville State Community College	7.5%	5.0%
Northeast State Community College	3.2%	2.4%
Pellissippi State Community College	7.7%	5.7%
Roane State Community College	4.2%	2.4%
Southwest Tennessee Community College	7.4%	2.9%
Volunteer State Community College	5.6%	3.4%
Walters State Community College	4.3%	1.0%
Community Colleges	63.1%	35.2%
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 new transfer students in AY 2015-16. Three broad areas, *Liberal Arts and Sciences*, *Health Professions and Related Services*, and *Business, Management and Administrative Services*, were chosen by over half (54.2 percent) of all transfers into the public sector. Additionally, 4 percent transferred with an unknown major, while the remaining 41.8 percent of transfer students selected from 25 other fields of study (**Figure 12**).

Figure 12. Academic Majors of Transfer Students at Receiving Institutions, AY 2015-16



Credit Hours and Degrees at Transfer

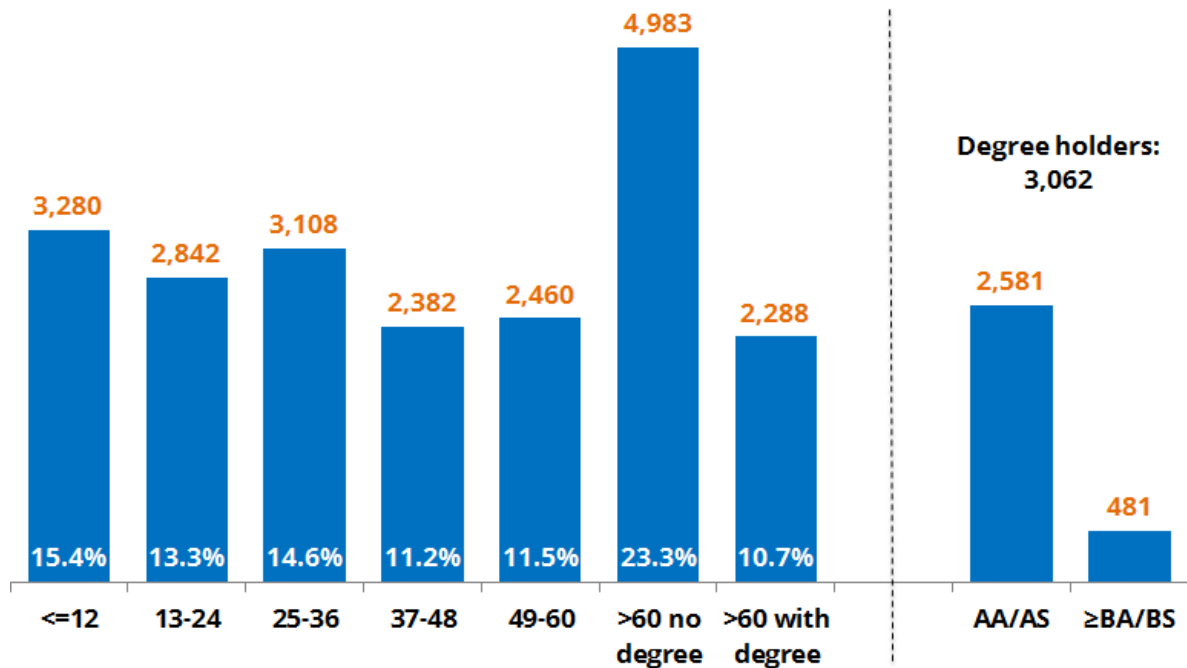
Students transfer in the public sector at various points in their academic careers. During the academic year 2015-16, 15.4 percent of public students transferred before they earned more than 12 credit hours and 54.4 percent before they earned over 48 credits (**Figure 13**).

It is twice as common for students with a high number of credits to transfer without a degree than with one: 4,983 transfer students (23.3 percent of students with reported credits) had accumulated more than 60 hours without earning an associate degree. In contrast, only 2,288 students (10.7 percent of students with reported credits) transferred with more than 60 credit hours after obtaining a degree. Only 12.1 percent of all public transfers (1,835 students) arrived at their destination institution with an associate degree.

Another small group of transfers (481 students) already earned a degree at the baccalaureate level or higher, accounting for 2.3 percent of the AY 2015-16 public transfers. The total number of degree holders (3,062 students) exceeds the number of undergraduates who transfer with more than 60 hours and with a degree (2,288 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, 774 students with previously earned degrees are included in various credit categories below 60 credits.

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

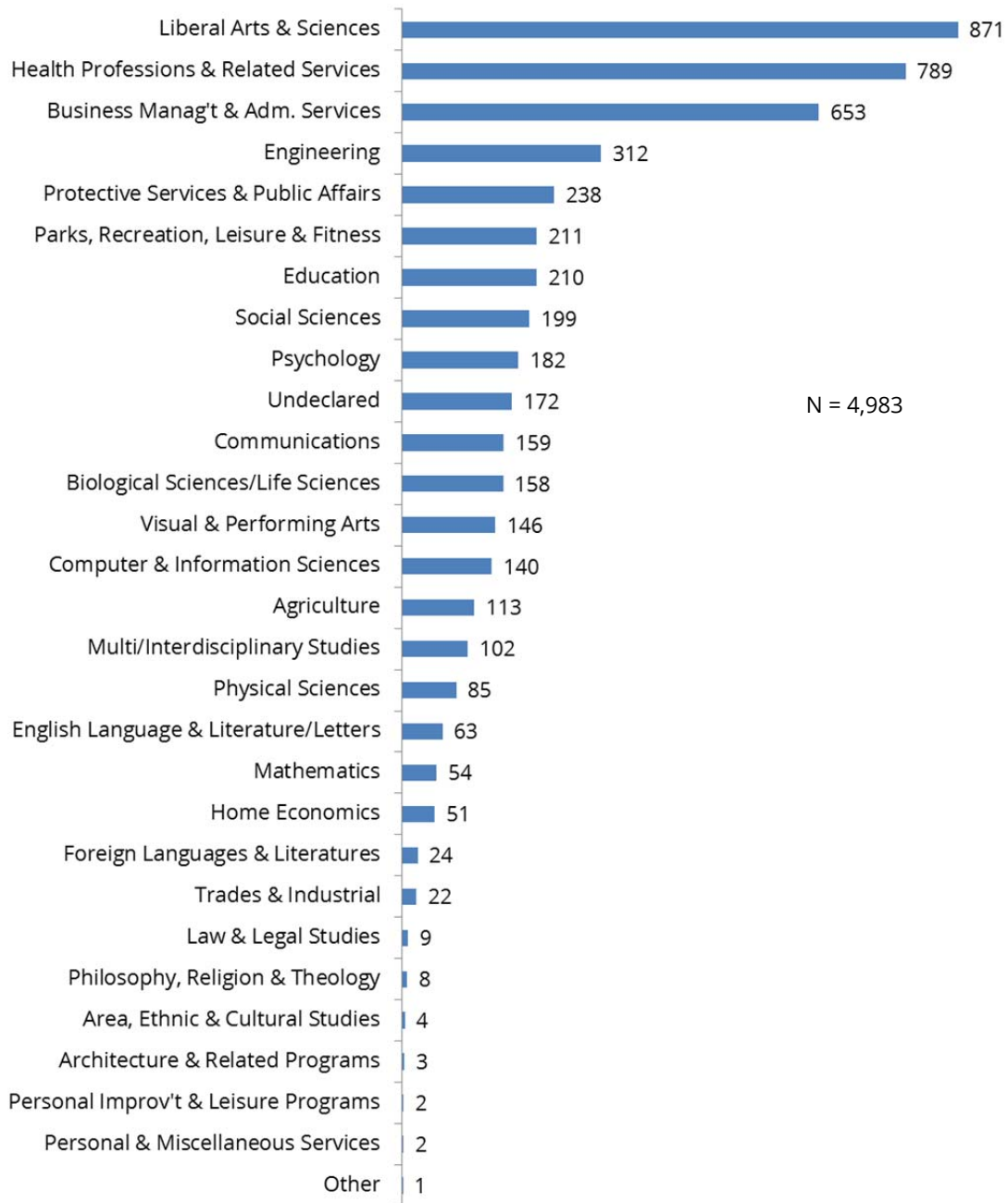
Figure 13. New Transfer Students by Credits and Degrees Transferred In, AY 2015-16



* Graph and percentage exclude 1,019 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 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. *Liberal Arts and Sciences* is the most popular field among all transfer students and among students with many pre-transfer credits but no prior degree. *Health Professions and Related Services* occupies the second position for both groups of transfer students.

Figure 14. Academic Majors at Transfer for Students with More than 60 Credits and No Prior Degree, AY 2015-16



V. Student Mobility from Tennessee Colleges of Applied Technology

This section examines mobility 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 specified in the **Background**. Most of them originally enroll at a public institution, subsequently take courses at a TCAT, and then return to their originating institution. Thus, they are not first-time-at-institution students. They 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). Because of program stipulations and the definition of “contact hours” at TCATs, many former TCAT enrollees do not transfer credits from a TCAT to a public institution—unless they do so as a 30-hour block toward the attainment of an Associate of Applied Science degree.

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 2015-16 and had taken classes at a Tennessee College of Applied Technology in the previous semester of enrollment; for fall public enrollees, TCAT enrollment 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 consider whether any credits have been transferred from a TCAT to a new institution.

Institutional Migration Patterns of TCAT Transfers

Since this section examines only student mobility within the public sector, 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 7 presents the institutional migration patterns of TCAT transfers, by sending TCAT and receiving sector. In academic year 2015-16, 860 students migrated from TCATs into the state’s public colleges and universities. Community colleges received 662 students from all 26 sending TCATs, while public universities received 198 students from 25 TCATs.

Eight TCATs (Jackson, Livingston, Chattanooga, Pulaski, Knoxville, Murfreesboro, Nashville, and Oneida) each sent over 40 students to the public sector for a total of 573 students, accounting for 66.6 percent of all TCAT transfers. In contrast, six other TCATs (Elizabethton, Harriman, Crump, Jacksboro, Covington, and McKenzie) sent fewer than 10 students each for a total of 3.3 percent of all TCAT transfers. The average number of transfers per TCAT is 31.1, ranging from 1 to 108 students. Because of data suppression to ensure student privacy, not all numbers are directly retrievable from Table 7.

Table 7. Outmigration of TCAT Transfers by Sending Institution, AY 2015-16

Sending Institution	Community Colleges	Public Universities
Tennessee College of Applied Technology Athens	15	*
Tennessee College of Applied Technology Chattanooga	86	*
Tennessee College of Applied Technology Covington	*	0
Tennessee College of Applied Technology Crossville	19	*
Tennessee College of Applied Technology Crump	*	*
Tennessee College of Applied Technology Dickson	7	6
Tennessee College of Applied Technology Elizabethton	7	*
Tennessee College of Applied Technology Harriman	*	*
Tennessee College of Applied Technology Hartsville	27	10
Tennessee College of Applied Technology Hohenwald	24	6
Tennessee College of Applied Technology Jacksboro	*	*
Tennessee College of Applied Technology Jackson	69	39
Tennessee College of Applied Technology Knoxville	56	13
Tennessee College of Applied Technology Livingston	77	22
Tennessee College of Applied Technology McKenzie	0	*
Tennessee College of Applied Technology McMinnville	13	6
Tennessee College of Applied Technology Memphis	9	*
Tennessee College of Applied Technology Morristown	20	0
Tennessee College of Applied Technology Murfreesboro	30	22
Tennessee College of Applied Technology Nashville	30	14
Tennessee College of Applied Technology Newbern	14	6
Tennessee College of Applied Technology Oneida	39	*
Tennessee College of Applied Technology Paris	11	*
Tennessee College of Applied Technology Pulaski	52	19
Tennessee College of Applied Technology Ripley	17	*
Tennessee College of Applied Technology Shelbyville	19	*
Tennessee College of Applied Technology Whiteville	9	*
Unsuppressed Total: 860 students	662	198

* 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 8 shows the receiving public institutions that accepted TCAT transfers during the academic year 2015-16. Tennessee Technological University received 46 TCAT transfer students, the most among public universities. Middle Tennessee State University followed with 34 transfer students, and University of Tennessee at Martin received 33 TCAT transfers. At the other end of the spectrum, East Tennessee State University accepted fewer than 6 and Tennessee State University accepted 7 TCAT transfers. The average number of TCAT transfers for universities was 22 students.

Table 8. Outmigration of TCAT Transfers by Receiving Institution, AY 2015-16

Receiving Institution	TCAT transfers
Austin Peay State University	21
East Tennessee State University	*
Middle Tennessee State University	34
Tennessee State University	7
Tennessee Technological University	46
University of Memphis	13
The University of Tennessee at Chattanooga	15
The University of Tennessee, Knoxville	24
The University of Tennessee at Martin	33
Chattanooga State Community College	93
Cleveland State Community College	19
Columbia State Community College	76
Dyersburg State Community College	27
Jackson State Community College	83
Motlow State Community College	66
Nashville State Community College	40
Northeast State Community College	10
Pellissippi State Community College	38
Roane State Community College	83
Southwest Tennessee Community College	18
Volunteer State Community College	89
Walters State Community College	20

For community colleges, Chattanooga State and Volunteer State received the highest number of TCAT transfers, with 93 and 89 students, respectively. Most TCAT transfers into Chattanooga State (84 students or 90.3 percent) came from the TCAT Chattanooga located on the Chattanooga State campus. Volunteer State drew 55 students (61.8 percent) from the TCAT Livingston and 24 transfers (27 percent) from the TCAT Hartsville. On the other end of the spectrum, Southwest Tennessee and Northeast State received 18 and 10 TCAT transfers, respectively. The average for community colleges was 51 TCAT transfers per receiving institution.

Demographic and Academic Characteristics of TCAT Transfers

This section compares TCAT transfers to the group of traditional public transfer students; that is, students who satisfy the definition of a transfer student in the **Background** section.

Figure 15 shows that, on average, TCAT transfers differ from traditional transfer students in several respects. The greatest difference exists in the age composition: There are 9.9 percentage points more adult students among regular public transfer students than among students transferring from Tennessee Colleges of Applied Technology. Female students among TCAT transfers (60.8 percent) are more common than among traditional transfer students (56.3 percent). Regarding the racial/ethnic composition, there are more white students (75.6 percent) than nonwhite students (24.4 percent) among TCAT transfers.

Figure 15. Demographic Characteristics of TCAT Transfers and Traditional Public Transfers, AY 2015-16

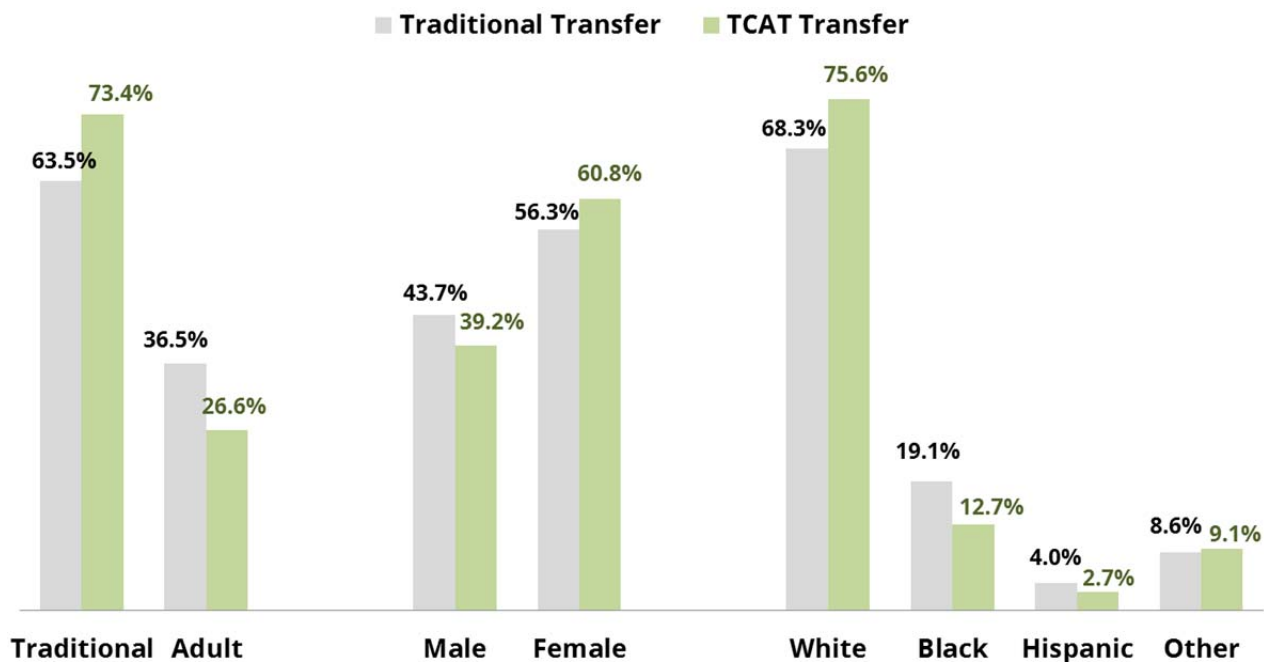


Table 9 clearly shows why TCAT transfers do not fall under the traditional definition of transfer students and, as a rule, are not coded as such by institutions. During the 2015-16 academic year, 353 students (41 percent) moving from TCATs into Tennessee public institutions were either *returning students* (individuals who had been already registered at that institution during the preceding term) or *readmitted students* (individuals who had previously attended that institution but had a gap in their attendance). One hundred and nine TCAT transfers were pre-college students (high school students taking college courses in advance of high school graduation); those were high school students using the dual enrollment grant to attend TCATs. Out of 398 students who enrolled at the institution for the first time, 308 were first-time college students, and only 76 former TCAT students (8.8 percent) were coded as transfer students by receiving institutions.

Table 9. Student Registration Types of TCAT Transfers, AY 2015-16

Registration Type	First-Time at Institution Student	Pre-College Student	Readmitted Student	Returning Student	Total
First-Time College Student	308	-	-	-	308
Transfer Student	76	-	-	-	76
Transient Student	1	-	-	-	1
All Others	13	109	146	207	475
Total	398	109	146	207	860

Approximately 46 percent of TCAT transfers in AY 2015-16 had some prior college experience.⁶ Majority of students migrating from Tennessee Colleges of Applied Technology had attended a Tennessee public institution before enrolling in a TCAT. Specifically, 316 such students (36.7%) had been enrolled in a Tennessee community college and 70 students (8.1%) had attended a Tennessee public university prior to enrolling in a TCAT.

Regarding academic majors, TCAT transfers predominantly chose the following fields at their TCATs: *Health Professions and Related Services* (382 students, or 44.4 percent); *Trades and Industrial* (236 students, or 27.4 percent); and *Business, Management and Administrative Services* (113 students or 13.1 percent) (**Table 10**). In the new institution, 67.8 percent of all TCAT transfers opted for four major academic fields: *Liberal Arts and Sciences* (256 students), *Health Professions and Related Services* (237 students), *Engineering* (48 students), and *Business, Management and Administrative Services* (42 students).⁷ Out of 860

⁶ Estimated from the available data but not presented in tables.

⁷ Estimated from the available data but not presented in tables.

TCAT transfers, 644 students (74.9 percent) changed their broad major field after transferring into a public institution from a Tennessee College of Applied Technology.

Table 10. TCAT Transfers by Major and Post-transfer Major Change, AY 2015-16

TCAT major	TCAT transfers		Changed Major After Transfer	
	Students	Percent of Total	Students	Percent of Total
Health Professions and Related Services	382	44.4%	199	23.1%
Trades and Industrial	236	27.4%	232	27%
Business, Management, and Admin. Services	113	13.1%	108	12.6%
Personal and Miscellaneous Services	44	5.1%	44	5.1%
Personal Improvement and Leisure Programs	31	3.6%	31	3.6%
Engineering	28	3.3%	19	2.2%
Home Economics	12	1.4%	10	1.2%
Computer and Information Sciences	1	0.1%	1	0.1%
Unknown	13	1.5%	13	1.5%
Did not change major			203	23.6%

VI. Transfer History of 2014-15 Bachelor's Degree Completers at Public Universities

In addition to analyzing student transfer activity in the academic year 2015-16, this report also examines past transfer history of 2014-15 bachelor's degree completers in Tennessee public universities. The choice of AY 2014-15 is determined by data availability; the graduation data for spring 2016 will be available following the legislative submission date for this report.

The main statistics of interest include (a) the percent of bachelor's degree graduates who ever changed institutions (from outside or within the Tennessee public sector) and (b) the percent of baccalaureate graduates who ever attended a community college.

For academic year 2014-15:

- Tennessee public universities awarded 20,923 bachelor's degrees to 20,750 students, including multiple degrees earned by up to 173 graduates.⁸
- 9,225 baccalaureate graduates (44.5 percent) changed institutions at least once in their prior academic history. The average number of transfers per student was 1.3, totaling 11,675 transfers.
- 7,018 baccalaureate graduates (33.8 percent) previously attended a two-year college (including Tennessee, out-of-state, and private colleges). For these students, the average number of transfers per student was 1.6, totaling 11,246 transfers.
- 6,149 baccalaureate graduates (29.6 percent) previously attended a Tennessee community college. For these students, the average number of transfers per student was 1.7, totaling 10,377 transfers.

⁸ The *Tennessee Higher Education Fact Book* reports the number of degree awards and not the number of graduates. For 2014-15, the number of bachelor's degrees awarded to graduates was reported to be 20,923.

VII. Conclusion

Examination of student transfer activity in the 2015-16 academic year has identified several implications for articulation and transfer policy implementation.

1. Although Tennessee's student population is highly mobile (44.5 percent of bachelor's degree completers transfer at least once in their academic career), new transfer students' share of undergraduate enrollment has remained stable over time.
2. A considerable number of "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 scholarship opportunities to its returning students and strive to facilitate the efficient transfer of academic credit hours for these students.
3. Interestingly, many students transfer from universities to community colleges. During the entire academic year, this transfer direction accounted for more than 22 percent of all transfers among Tennessee public institutions. This trend could mean that some of these students did not find a proper fit at universities. This finding signifies a number of issues ranging from decreased probability of graduation for such students to less efficient use 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.
4. A consistent finding from past 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 having earned an associate degree. Prior studies have shown that transfer students take longer to graduate than native students. These findings confirm the uniqueness of transfer students as a group that requires targeted responses at the State and institutional level. 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 Drive to 55 and the Complete College Tennessee Act of 2010. 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 more extra credits by graduation than native (non-transfer) students. In this regard, Tennessee should continue efforts to develop standards for transferring credit hours for programs and degrees that are not included in the current Tennessee Transfer Pathways and for transferring credits

from out-of-state institutions. Also, high school students need 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 institutions in which they can thrive academically and personally.

Due to Tennessee Promise implementation, it is expected that the number, and the share, of students transferring from community colleges to universities will increase. Future Articulation and Transfer reports will address this type of student behavior and examine changes in transfer patterns and trends brought about by Tennessee Promise.

Appendix A. Transfers by Sector of Origin and as a Percent of Undergraduate Enrollment,
Public Institutions, AY 2015-16

Receiving Institution	Transfers by Sector of Origin			Transfer Student Count *	Transfers as Percent of Undergrad. Enrollment	Total Undergrad. Enrollment **
	Tennessee Public	Tennessee Independent	Out-of-State			
Austin Peay State University	1,032	74	456	1,562	14.2%	10,969
East Tennessee State University	543	83	857	1,483	11.4%	13,043
Middle Tennessee State University	935	217	1,878	3,030	12.7%	23,945
Tennessee State University	320	35	523	878	10.6%	8,252
Tennessee Technological University	125	48	778	951	8.7%	10,871
University of Memphis	845	191	1,204	2,240	11.5%	19,494
TBR System	3,800	648	5,696	10,144	11.7%	86,574
University of Tennessee at Chattanooga	334	90	836	1,260	11.2%	11,289
University of Tennessee, Knoxville	517	121	1,063	1,701	7.1%	23,890
University of Tennessee at Martin	204	84	340	628	8.7%	7,237
UT System	1,055	295	2,239	3,589	8.5%	42,416
Public University Total	4,855	943	7,935	13,733	10.6%	128,990
Chattanooga State	484	71	443	998	8.1%	12,318
Cleveland State	116	52	131	299	6.6%	4,551
Columbia State	259	71	291	621	8.7%	7,169
Dyersburg State	89	26	215	330	9.1%	3,636
Jackson State	94	38	156	288	4.3%	6,648
Motlow State	164	38	279	481	7.2%	6,720
Nashville State	735	97	613	1,445	9.6%	15,090
Northeast State	191	30	289	510	6.6%	7,682
Pellissippi State	412	98	694	1,204	8.3%	14,584
Roane State	162	40	298	500	6.5%	7,698
Southwest Tennessee	384	83	356	823	6.1%	13,451
Volunteer State	312	75	416	803	7.4%	10,842
Walters State	142	59	126	327	4.4%	7,508
Community College Total	3,544	778	4,307	8,629	7.3%	117,897
Public Higher Education Total	8,399	1,721	12,242	22,362	9.1%	246,887

* Transfer students include individuals meeting the definition on p. 4.

** Excluding double counting students within the same institution in different semesters.

Appendix B. Transfers by Sector of Origin, TICUA Member Institutions, AY 2015-16

Receiving Institution	Transfers by Sector of Origin *					Transfer Student Count **
	Tennessee Public	TICUA	Non-TICUA	Out-of-state	Unknown	
Aquinas College	30	*		24	6	60
Baptist College of Health Sciences	130	7		110	*	247
Belmont University	92	20	*	312	120	544
Bethel University	139	13	*	57	86	295
Bryan College	63	8	33	46	*	150
Carson-Newman College	9			16	106	131
Christian Brothers University	98	9	*	41	*	148
Cumberland University	172	19	*	83	15	289
Fisk University	*			24	15	39
Freed-Hardeman University	35	7		33	6	81
Johnson University	26	7	*	58	20	111
King College	484	29	21	358	83	975
Lane College	45	6	*	71	36	158
Le Moyne-Owen College	79	24		67	*	170
Lee University	103	21	11	233	74	442
Lincoln Memorial University	113	8	*	93	*	214
Lipscomb University	90	19		120	65	294
Martin Methodist College	100	*		37	80	217
Maryville College	57	9	*	33	8	107
Memphis College of Art	6	12		7	9	34
Milligan College	38	6	*	31	*	75
Rhodes College	*			12	8	20
Sewanee-The University of the South	*	*		15	*	15
Southern Adventist University	55	*		188	12	255
Tennessee Wesleyan College	108	15		41	28	192
Trevecca Nazarene University	32	11	*	45	*	88
Tusculum College	93	7	*	35	*	135
Union University	106	15		75	14	210
Vanderbilt University ***					229	229
Watkins College of Art, Design & Film	11	*		20	6	37
Welch College	6			14	*	20
Total (Suppressed) *	2,320	272	65	2,299	1,026	5,982
Total (Unsuppressed)						6,066

* 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 C. Public Transfer Students by Sending Institution and Receiving University, AY 2015-16

Sending Institution	Sent	Receiving Institution *									
	Total **	APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM	
Austin Peay State University	136	-	6	51	11	15	14	17	12	10	
East Tennessee State University	123	8	-	44	*	18	7	13	33	*	
Middle Tennessee State University	292	36	7	-	56	25	71	33	45	19	
Tennessee State University	172	28	*	76	-	*	43	9	7	9	
Tennessee Technological University	160	22	7	64	8	-	*	24	27	8	
University of Memphis	87	10	*	31	*	*	-	8	14	24	
University of Tennessee at Chattanooga	286	18	14	98	14	10	51	-	63	18	
University of Tennessee, Knoxville	356	19	43	108	16	30	64	59	-	17	
University of Tennessee at Martin	139	15	*	41	9	*	53	11	10	-	
Chattanooga State Community College	521	10	41	42	8	34	*	370	16	*	
Cleveland State Community College	200	*	26	13		20		109	32	*	
Columbia State Community College	431	20	6	267	18	26	8	36	30	20	
Dyersburg State Community College	163	7	*	17	*	*	58	*	*	81	
Jackson State Community College	291	18	*	33	7	*	127	11	11	84	
Motlow State Community College	576	9	6	380	29	105	*	27	13	7	
Nashville State Community College	712	126	*	236	221	95	*	17	9	8	
Northeast State Community College	357	*	320	8		13		*	16		
Pellissippi State Community College	735	17	84	63	8	77	6	28	452	*	
Roane State Community College	365	*	53	29	*	180	*	12	91	*	
Southwest Tennessee Community College	822	14	*	51	33	*	679	12	13	20	
Volunteer State Community College	515	69	9	204	72	99	*	25	37	*	
Walters State Community College	390	*	216	22	*	13	*	11	128	*	
Total (Suppressed) **	7,829	446	838	1,878	510	760	1,181	832	1,059	325	
Total (Unsuppressed)	7,935	456	857	1,878	523	778	1,204	836	1,063	340	

* 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 D. Public Transfer Students by Sending Institution and Receiving Community College, AY 2015-16

Sending Institution	Sent Total **	Receiving Institution *												
		CHSCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NASCC	NESCC	PSCC	RSCC	STCC	VSCC	WSCC
Austin Peay State University	163	*	*	11	6	9	*	98	*	*	*	12	27	
East Tennessee State University	341	17	*	7		*	*	*	195		15	*	7	43
Middle Tennessee State University	432	22	*	67	10	7	136	75	*	24	8	25	58	*
Tennessee State University	141	6		*	*	6	*	65	*	8	*	39	17	*
Tennessee Technological University	288	20	7	15	*	*	17	91	6	21	32	*	79	*
University of Memphis	234	*		*	31	14	*	6		*	*	183	*	
University of Tennessee at Chattanooga	385	176	15	32		6	21	45	8	33	7	13	29	*
University of Tennessee, Knoxville	479	17	6	25	9	*	10	19	17	293	36	11	14	22
University of Tennessee at Martin	175	*	*	15	56	62	*	17	*	*	*	18	7	*
Chattanooga State Community College	120		65	*	*	*	13	8	*	14	13	*	7	*
Cleveland State Community College	107	71			*		*	*	*	22	14		*	*
Columbia State Community College	85	12	*		*	*	14	31	*	6		*	22	*
Dyersburg State Community College	46	*		*		25	*	*	*	*		21		*
Jackson State Community College	73	*		*	50		*	8		6	*	9	*	*
Motlow State Community College	116	25	*	34		*		31		*	*	*	26	
Nashville State Community College	188	13	*	40	*	*	24		*	14	*	*	97	*
Northeast State Community College	14	*		*				*		*	*	*		14
Pellissippi State Community College	192	12	8	*	*	*	*	8	10		131	6	*	17
Roane State Community College	124	7	*	*	*		*	7	6	97		*	*	7
Southwest Tennessee Comm. College	57	*	*	*	39	8	*	10	*	*	*		*	*
Volunteer State Community College	153	20	*	18	*	*	18	80	*	10	7	*		*
Walters State Community College	110	*	*	*		*	*	*	30	61	19		*	
Total (Suppressed) **	4,023	418	101	264	201	137	253	599	272	666	282	337	390	103
Total (Unsuppressed)	4,307	443	131	291	215	156	279	613	289	694	298	356	416	126

* 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 E. Public Transfer Students by Credits and Degrees Brought to Receiving Institutions, AY 2015-16

Receiving Institution	Credit Hours at Transfer						Transfer Students Total *	Degree at Transfer		
	<= 12	13-24	25-36	37-48	49-60	> 60 no degree		> 60 with degree	Associate	Bachelor's or higher
Austin Peay State University	123	148	215	160	161	506	1,431	118	119	27
East Tennessee State University	64	86	144	136	187	440	1,380	323	365	14
Middle Tennessee State University	120	218	390	330	382	918	2,845	487	533	63
Tennessee State University	104	80	97	84	90	247	792	90	122	20
Tennessee Technological University	36	51	112	134	183	184	934	234	298	12
University of Memphis	130	188	309	284	306	736	2,152	199	252	32
University of Tennessee at Chattanooga	38	113	156	130	190	356	1,225	242	281	*
University of Tennessee, Knoxville	56	151	274	183	282	387	1,645	312	394	16
University of Tennessee at Martin	45	63	75	57	91	195	610	84	103	*
University Total (Unsuppressed)	716	1,098	1,772	1,498	1,872	3,969	13,014	2,089	2,467	192
Chattanooga State	214	209	167	115	86	141	962	30	23	19
Cleveland State	86	61	35	39	24	42	295	8	*	6
Columbia State	185	133	112	64	42	61	607	10	7	21
Dyersburg State	85	61	54	37	27	45	309	*	6	7
Jackson State	96	66	44	25	27	24	282	*	*	6
Motlow State	132	103	96	39	30	55	464	9	*	16
Nashville State	524	269	185	153	89	157	1,405	28	11	36
Northeast State	149	84	91	64	28	65	490	9	*	18
Pellissippi State	299	236	199	135	86	169	1,160	36	17	47
Roane State	121	88	70	39	39	79	460	24	16	30
Southwest Tennessee	391	206	89	53	31	42	812	*	*	33
Volunteer State	207	167	128	82	61	88	753	20	9	37
Walters State	75	61	66	39	18	46	315	10	*	13
Comm. College Total (Unsuppressed)	2,564	1,744	1,336	884	588	1,014	8,329	199	114	289
Grand Total (Unsuppressed)	3,280	2,842	3,108	2,382	2,460	4,983	21,343	2,288	2,581	481

* Table excludes 1,019 students with missing data on credits.

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

Appendix E (Cont'd). Public Transfer Students by Credits and Degrees Brought to Receiving Institutions, AY 2015-16

Receiving Institution	Credit Hours at Transfer						Transfer Students Total *	Degree at Transfer		
	<= 12	13-24	25-36	37-48	49-60	> 60 no degree		> 60 with degree	Associate	Bachelor's or higher
Austin Peay State University	8.6%	10.3%	15.0%	11.2%	11.3%	35.4%	1,431	8.2%	8.3%	1.9%
East Tennessee State University	4.6%	6.2%	10.4%	9.9%	13.6%	31.9%	1,380	23.4%	26.4%	1.0%
Middle Tennessee State University	4.2%	7.7%	13.7%	11.6%	13.4%	32.3%	2,845	17.1%	18.7%	2.2%
Tennessee State University	13.1%	10.1%	12.2%	10.6%	11.4%	31.2%	792	11.4%	15.4%	2.5%
Tennessee Technological University	3.9%	5.5%	12.0%	14.3%	19.6%	19.7%	934	25.1%	31.9%	1.3%
University of Memphis	6.0%	8.7%	14.4%	13.2%	14.2%	34.2%	2,152	9.2%	11.7%	1.5%
University of Tennessee at Chattanooga	3.1%	9.2%	12.7%	10.6%	15.5%	29.1%	1,225	19.8%	22.9%	0.2%
University of Tennessee, Knoxville	3.4%	9.2%	16.7%	11.1%	17.1%	23.5%	1,645	19.0%	24.0%	1.0%
University of Tennessee at Martin	7.4%	10.3%	12.3%	9.3%	14.9%	32.0%	610	13.8%	16.9%	0.8%
University Total	5.5%	8.4%	13.6%	11.5%	14.4%	30.5%	13,014	16.1%	19.0%	1.5%
Chattanooga State	22.2%	21.7%	17.4%	12.0%	8.9%	14.7%	962	3.1%	2.4%	2.0%
Cleveland State	29.2%	20.7%	11.9%	13.2%	8.1%	14.2%	295	2.7%	1.7%	2.0%
Columbia State	30.5%	21.9%	18.5%	10.5%	6.9%	10.0%	607	1.6%	1.2%	3.5%
Dyersburg State	27.1%	19.4%	17.2%	11.8%	8.6%	14.3%	314	1.6%	1.9%	2.2%
Jackson State	33.4%	23.0%	15.3%	8.7%	9.4%	8.4%	287	1.7%	1.4%	2.1%
Motlow State	28.4%	22.2%	20.7%	8.4%	6.5%	11.9%	464	1.9%	0.9%	3.4%
Nashville State	37.3%	19.1%	13.2%	10.9%	6.3%	11.2%	1,405	2.0%	0.8%	2.6%
Northeast State	30.4%	17.1%	18.6%	13.1%	5.7%	13.3%	490	1.8%	0.8%	3.7%
Pellissippi State	25.8%	20.3%	17.2%	11.6%	7.4%	14.6%	1,160	3.1%	1.5%	4.1%
Roane State	26.3%	19.1%	15.2%	8.5%	8.5%	17.2%	460	5.2%	3.5%	6.5%
Southwest Tennessee	47.9%	25.2%	10.9%	6.5%	3.8%	5.1%	817	0.6%	0.6%	4.0%
Volunteer State	27.5%	22.2%	17.0%	10.9%	8.1%	11.7%	753	2.7%	1.2%	4.9%
Walters State	23.8%	19.4%	21.0%	12.4%	5.7%	14.6%	315	3.2%	1.0%	4.1%
Community College Total	30.8%	20.9%	16.0%	10.6%	7.1%	12.2%	8,329	2.4%	1.4%	3.5%
Grand Total	15.4%	13.3%	14.6%	11.2%	11.5%	23.3%	21,343	10.7%	12.1%	2.3%

* Table excludes 1,019 students with missing data on credits.

Appendix F. Public Transfer Students by Credit Hours Earned at Sending Institutions, AY 2015-16

Sending Institution	Credit Hours at Transfer *						Total Public Transfers **
	<12	12-23	24-35	36-47	48-59	>=60	
Austin Peay State University	40	59	53	39	41	71	303
East Tennessee State University	75	86	96	60	36	114	467
Middle Tennessee State University	69	116	148	84	71	217	705
Tennessee State University	34	70	66	37	32	70	309
Tennessee Technological University	46	70	82	60	52	121	431
University of Memphis	40	62	61	36	36	96	331
University of Tennessee at Chattanooga	79	119	164	86	65	137	650
University of Tennessee, Knoxville	122	126	131	80	77	269	805
University of Tennessee at Martin	35	57	47	44	34	93	310
University Total	540	765	848	526	444	1,188	4,311
Chattanooga State	41	63	51	50	61	381	647
Cleveland State	24	38	40	33	29	154	318
Columbia State	29	47	68	49	69	248	510
Dyersburg State	27	25	24	34	22	100	232
Jackson State	26	42	49	52	39	174	382
Motlow State	40	51	71	67	81	382	692
Nashville State	78	130	98	105	106	389	906
Northeast State	10	22	30	30	42	248	382
Pellissippi State	67	76	87	65	75	525	895
Roane State	39	49	35	38	46	297	504
Southwest Tennessee	58	135	129	111	98	351	882
Volunteer State	59	60	67	74	75	329	664
Walters State	34	52	42	47	40	293	508
Community College Total	532	790	791	755	783	3,871	7,522
Closed public institutions	1	5				1	7
Grand Total	1,073	1,560	1,639	1,281	1,227	5,060	11,840

* Cumulative credits at a prior institution could have been earned at any time and are not necessarily transferable toward a degree.

** Table excludes 402 students with missing data on credits.

Appendix F (Cont'd). Public Transfer Students by Credit Hours Earned at Sending Institutions, AY 2015-16

Sending Institution	Credit Hours at Transfer *						Total Public Transfers **
	<12	12-23	24-35	36-47	48-59	>= 60	
Austin Peay State University	13.2%	19.5%	17.5%	12.9%	13.5%	23.4%	303
East Tennessee State University	16.1%	18.4%	20.6%	12.8%	7.7%	24.4%	467
Middle Tennessee State University	9.8%	16.5%	21.0%	11.9%	10.1%	30.8%	705
Tennessee State University	11.0%	22.7%	21.4%	12.0%	10.4%	22.7%	309
Tennessee Technological University	10.7%	16.2%	19.0%	13.9%	12.1%	28.1%	431
University of Memphis	12.1%	18.7%	18.4%	10.9%	10.9%	29.0%	331
University of Tennessee at Chattanooga	12.2%	18.3%	25.2%	13.2%	10.0%	21.1%	650
University of Tennessee, Knoxville	15.2%	15.7%	16.3%	9.9%	9.6%	33.4%	805
University of Tennessee at Martin	11.3%	18.4%	15.2%	14.2%	11.0%	30.0%	310
University Total	12.5%	17.7%	19.7%	12.2%	10.3%	27.6%	4,311
Chattanooga State	6.3%	9.7%	7.9%	7.7%	9.4%	58.9%	647
Cleveland State	7.5%	11.9%	12.6%	10.4%	9.1%	48.4%	318
Columbia State	5.7%	9.2%	13.3%	9.6%	13.5%	48.6%	510
Dyersburg State	11.6%	10.8%	10.3%	14.7%	9.5%	43.1%	232
Jackson State	6.8%	11.0%	12.8%	13.6%	10.2%	45.5%	382
Motlow State	5.8%	7.4%	10.3%	9.7%	11.7%	55.2%	692
Nashville State	8.6%	14.3%	10.8%	11.6%	11.7%	42.9%	906
Northeast State	2.6%	5.8%	7.9%	7.9%	11.0%	64.9%	382
Pellissippi State	7.5%	8.5%	9.7%	7.3%	8.4%	58.7%	895
Roane State	7.7%	9.7%	6.9%	7.5%	9.1%	58.9%	504
Southwest Tennessee	6.6%	15.3%	14.6%	12.6%	11.1%	39.8%	882
Volunteer State	8.9%	9.0%	10.1%	11.1%	11.3%	49.5%	664
Walters State	6.7%	10.2%	8.3%	9.3%	7.9%	57.7%	508
Community College Total	7.1%	10.5%	10.5%	10.0%	10.4%	51.5%	7,522
Closed public institutions							7
GRAND TOTAL	9.1%	13.2%	13.8%	10.8%	10.4%	42.7%	11,840

* Cumulative credits at a prior institution could have been earned at any time and are not necessarily transferable toward a degree.

** Table excludes 402 students with missing data on credits.