



# Articulation and Transfer in Tennessee Higher Education 2020 Report

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## Executive Summary

The 2020 Articulation and Transfer Report provides an update on the progress made toward full articulation between public institutions in the State of Tennessee. This report uses data from the National Student Clearinghouse, THEC's Student Information System (SIS), and the Tennessee Board of Regents (TBR) to analyze transfer patterns and demographics of the Fall 2013 first-time freshmen cohort. This data includes all students who showed up at a Tennessee public institution as a first-time freshman in 2013.<sup>1</sup> 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.**

- In the Fall 2013 cohort of first-time freshmen, 41.1% of students enrolled at more than one institution in the six years following first enrollment. While some transfer students attended as many as seven institutions, the vast majority (75.8%) attended just two.
- Of those who started at a two-year institution, roughly one in four completed an associate degree within six years. Roughly one in seven of two-year starters completed a bachelor's in that time frame.
- Six-year graduation rates of transfer students (63.3%) outpaced that of non-transfer students (44.1%). This phenomenon is largely driven by the low graduation rates of two-year, non-transfer students.
- This report uses "Transfer patterns" to assess students' paths through college. A student who starts at a two-year, then transfers to a four-year, then back to a two-year has a "242" transfer pattern. Transfer patterns are complex; there were 68 unique transfer patterns- or paths through colleges- within the Fall 2013 cohort.
- Tennessee Transfer Pathways (TTPs) provide seamless pathways from Tennessee's two-year institutions to the four-year institutions. Students completing a TTP award, which is a specific associates degree, are guaranteed all accrued credits will transfer from the two-year to four-year. While only 17% of TTP students were awarded a TTP award, 43.2% of TTP students had earned a certificate, associate, or bachelor's during the six years immediately following college enrollment, suggesting that even those students who leave the TTP pathway complete.
- Of students who initially enrolled at a two-year institution, TTP students outpaced non-TTP students in percent with a degree at both the associate and bachelor's levels.

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<sup>1</sup> As noted in the data section, these observations are limited to those found in the National Student Clearinghouse data which covers most, but not all, institutions in the US. Notable exclusions for Tennessee include the Tennessee Colleges of Applied Technology (TCATs)

# Introduction

The annual Articulation and Transfer Report is prepared pursuant to T.C.A. § 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."

The 2020 Articulation and Transfer Report presents an update on the implementation of the articulation and transfer mandate of the Complete College Tennessee Act of 2010. This report comprises two primary sections:

The first section examines demographic make-up, transfer behavior, and degree outcomes for the Fall 2013 cohort of first-time freshmen enrolled at Tennessee public institutions to provide a longitudinal view of transfer in the six years after initial enrollment.

The second section examines the characteristics, transfer behavior, and degree completion of students who enroll in a Tennessee Transfer Pathways (TTP) associate degree program. TTPs provide seamless alignment between Tennessee's public colleges and universities. For more information see the definitions provided on page 17.

## Data Sources


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

**Transfer Behavior of the Fall 2013 Cohort:** We examined enrollment and degree outcomes using data from the National Student Clearinghouse. We bolstered these data with demographic and academic information from THEC's Student Information System (SIS) as well as information from the Free Application for Federal Student Aid (FAFSA), which is available through the financial aid database (e\*GRandS) managed by the Tennessee Student Assistance Corporation (TSAC). These data capture students who enrolled at colleges and universities, but do not capture enrollments at a Tennessee College of Applied Technology (TCAT).

**Tennessee Transfer Pathways (TTP):** We explored TTP enrollment, TTP associate degree completion, and demographics of TTP students using data from TBR matched with Clearinghouse and THEC SIS data. We also incorporated FAFSA information from TSAC's financial aid database (e\*GRandS).

## Privacy Notice

Throughout this report, THEC complies with federal Family Educational Rights and Privacy Act (FERPA) requirements to protect students' personally identifiable information. Therefore, when tables are presented, individual observations containing five or fewer 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.



# Section One: Transfer Behavior of the Fall 2013 Cohort



## Transfer Behavior of the Fall 2013 Cohort

This year's report continues the work of the previous report by tracking the transfer behavior of a cohort of students throughout the six years following initial enrollment. 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 2013.<sup>2</sup> Using data from the National Student Clearinghouse, we are able to track the enrollment and degree outcomes for students who transfer to public and private, two-year and four-year, in-state and out-of-state institutions across the United States.<sup>3</sup> This robust dataset provides a more complete view of the transfer behavior and eventual outcomes of students who begin in Tennessee public postsecondary education.

Our dataset consists of all 32,406 Tennessee students in the Fall 2013 cohort who matched to the National Student Clearinghouse's enrollment and graduation records. Of the matched students, 13,331 (41.1 percent) transferred to a different institution at least once in six years; throughout this section, these students are identified as "transfer students," while the remaining 19,075 are identified as "non-transfer students."

### Transfer and Non-Transfer Students in the Fall 2013 Cohort

This section summarizes differences in gender, race, economic statuses, and degree outcomes between transfer and non-transfer students. **Table 1** gives demographic data for the overall Fall 2013 cohort.

Table 1: Demographics of Fall 2013 Cohort

	Count	Percent
<b>Gender</b>		
<i>Female</i>	18,036	55.7%
<i>Male</i>	14,370	44.3%
<b>Race</b>		
<i>White, not Hispanic</i>	23,102	71.3%
<i>Black, not Hispanic</i>	6,078	18.8%
<i>Other</i>	1,529	4.7%
<i>Hispanic</i>	1,086	3.4%
<i>Unknown</i>	611	1.9%
<b>Pell Eligible</b>	20,237	62.5%
<b>First Generation</b>	13,295	41%
<b>Overall</b>	<b>32,406</b>	<b>100%</b>

Notes: Pell eligibility comes from THECSIS and 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 definition, students who did not file a FAFSA were not eligible for the Pell grant.

<sup>2</sup> The Fall 2013 cohort includes first-time freshmen who initially enrolled in Fall 2013 or who initially enrolled in Summer 2013 and returned in Fall 2013 across TN public community colleges and universities. The completion data provide degree outcomes through Summer 2019 (within six years of initial enrollment).

<sup>3</sup> In the enrollment years included in this section of the report (2013-2019), between 93 and 97 percent of all Title IV, degree-granting institutions reported enrollment and graduation data to the National Student Clearinghouse. Additional information about National Student Clearinghouse data is available on their website at <https://www.nscresearchcenter.org/>

**Figure 1** displays the overall percent of students in the 2013 cohort who transferred at any point in the six-year period following their initial enrollment. 58.9% of students in the 2013 cohort attended only one institution during this time and are “Non-Transfer”. Transfer students in the cohort attended as few as two institutions and as many as seven.

Figure 1: Overall Transfer Status of Fall 2013 Cohort



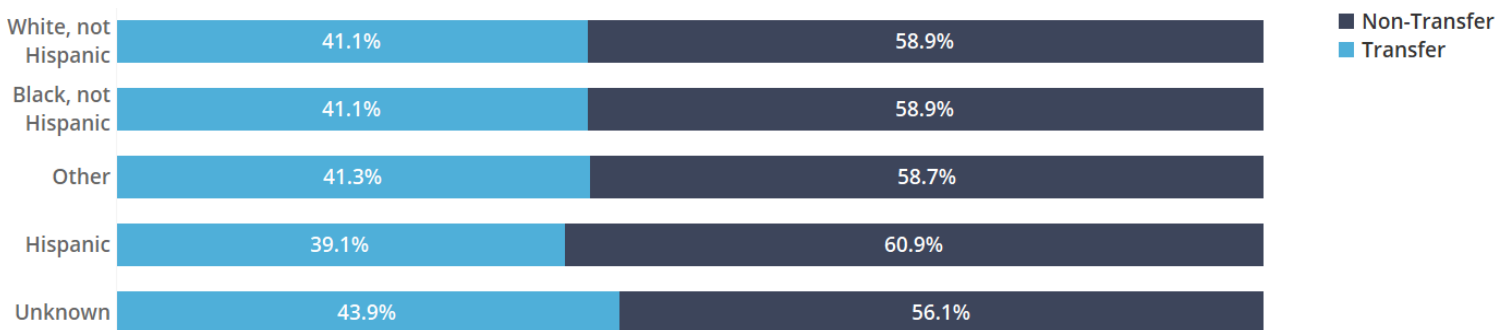
**Figure 2** displays the breakdown of transfer status by gender. Women comprised a majority of the Fall 2013 first-time freshmen cohort (55.7%). Women were also more likely to transfer than their male counterparts.

Figure 2: Overall Transfer Status of the Fall 2013 Cohort by Gender



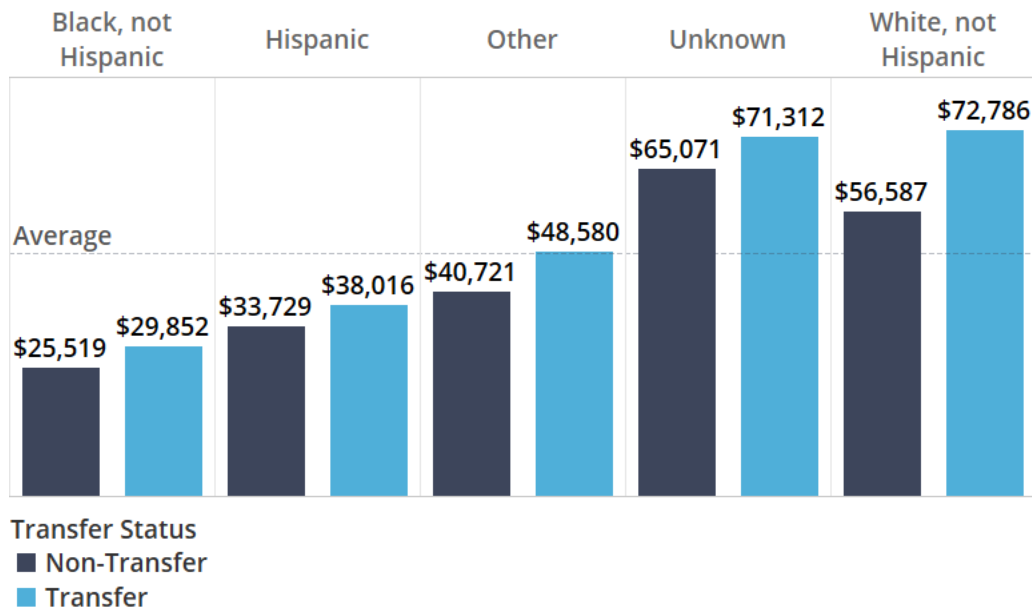
**Figure 3** disaggregates transfer patterns by race. The chart shows the percent of each racial subgroup that transferred at any point in the six-year period following their initial enrollment. Hispanic students were slightly less likely to transfer during this period than their peers.

Figure 3: Transfer Rates of the Fall 2013 Cohort by Race



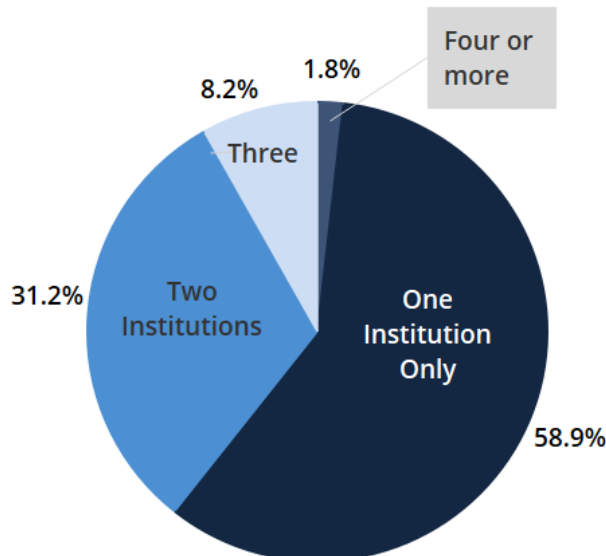
**Figure 4** shows the median adjusted gross income (AGI) for the 2013-2014 academic year, disaggregated by race and transfer status. Transfer students come from higher income backgrounds than their non-transfer peers, on average. This trend holds across all racial groups, with the median AGI of transfer students at \$61,708 compared to \$47,339 for non-transfer students.

Figure 4: Median 2013-2014 AGI of the Fall 2013 Cohort, by Race and Transfer Status



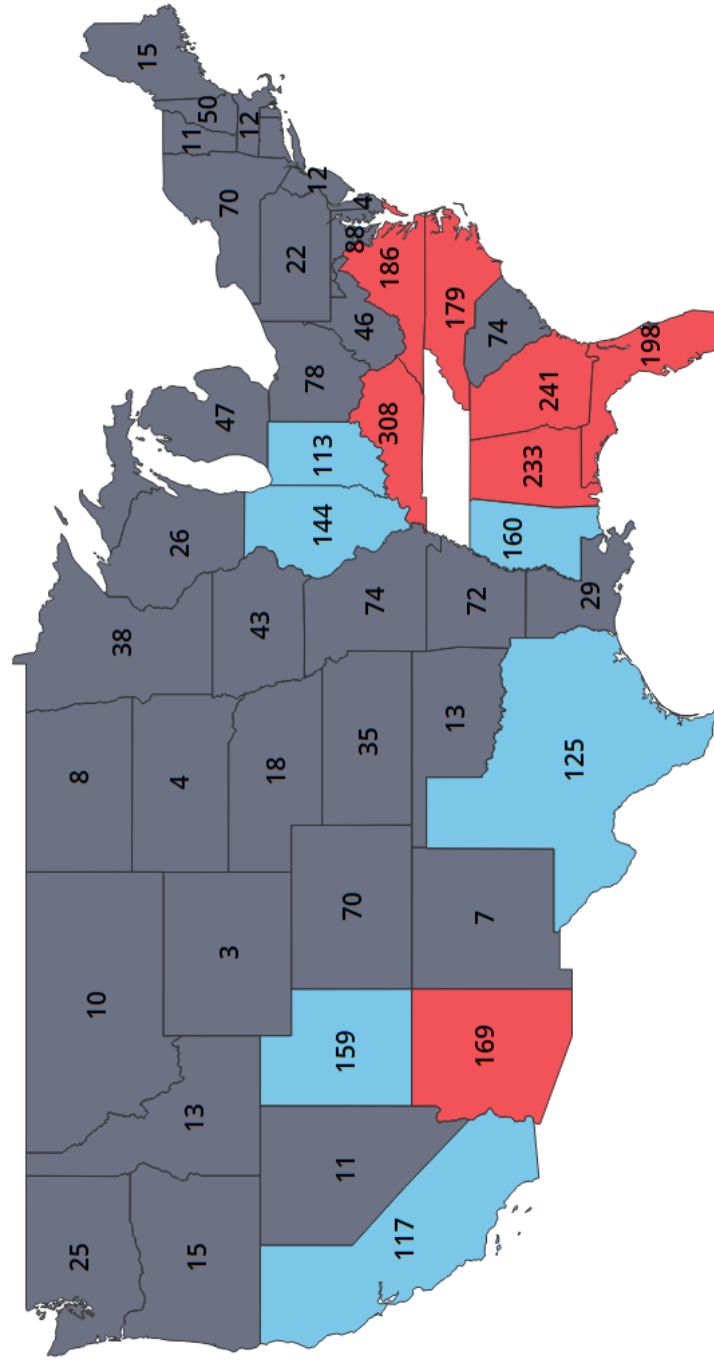
**Figure 5** displays the breakdown of unique number of institutions attended for the 2013 cohort within six years of initial enrollment. Most students attended only one institution during the six years immediately following enrollment. Students who did transfer usually attended only two (31.2% of students) or three (8.2%) institutions during this period. A small number of students attended four or more institutions.

Figure 5: Number of Unique Institutions Attended, Fall 2013 Cohort



**Figure 6** shows the outmigration of Fall 2013 Cohort students by the first state these students transferred to. This map includes all students who began at a Tennessee institution in Fall 2013 but subsequently transferred to an out-of-state institution. Overall 9.9% of all students in the cohort who began at a Tennessee institution transferred to an out of state institution at some point during the six years following initial enrollment (this represents 21.4% of all transfer students).

Figure 6: Tennessee Transfers to Out-of-State Institutions, Fall 2013

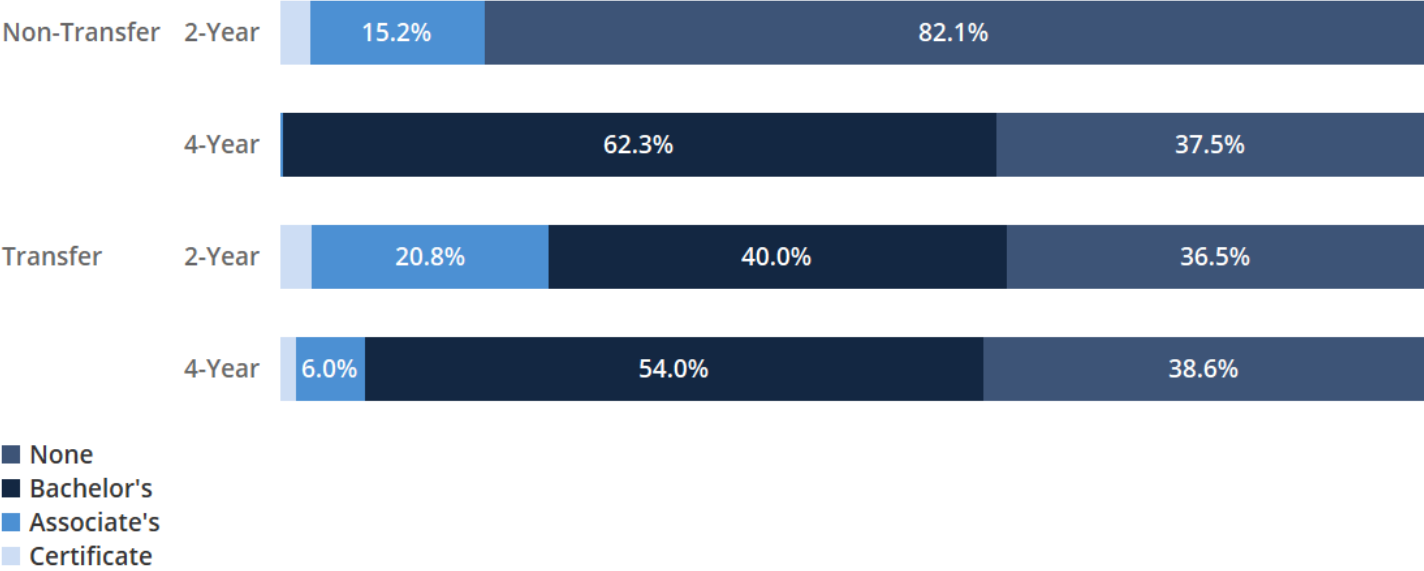


Note: These data also show students who enrolled in online programs headquartered elsewhere (ex: University of Phoenix in Arizona (N=86)). In these cases, it is likely that the student did not move to the state headquartered the online institution.

Alaska received 7 students, Hawaii received 10.

**Figure 7** shows the highest degree earned for students from the Fall 2013 Cohort, disaggregated by transfer status and sector of initial enrollment. Students who did not transfer institutions during the six year period immediately following enrollment were less likely to earn a degree than their transfer counterparts. This phenomenon is largely driven by lower levels of degree attainment among two-year, non-transfer students.

Figure 7: Highest Degree Earned by Transfer and Non-Transfer Students and Initial Enrollment, Fall 2013 Cohort



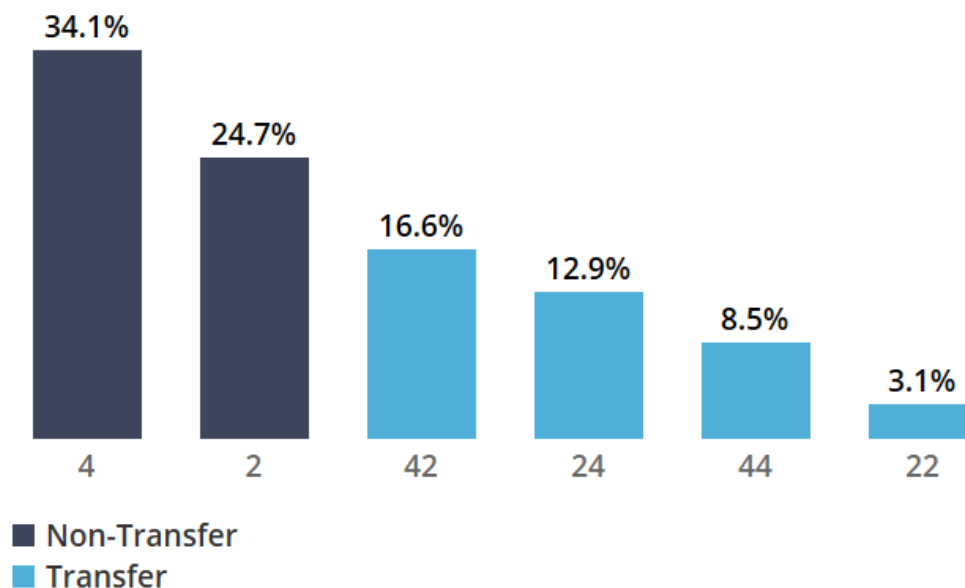
## Transfer Patterns of the Fall 2013 Cohort

This section explores the transfer patterns among students in the Fall 2013 cohort. These transfer patterns were coded by the sector in which a student was enrolled (two-year or four-year institution), in chronological sequence based on the first date of a student's enrollment at an institution. For example, a student who began at a two-year institution then transferred to a four-year institution student is coded as "24" in this section; similarly, a student who began at a four-year institution, then transferred to a different four-year institutions is coded as "44." There were 68 unique transfer patterns within the Fall 2013 cohort, which demonstrates the many pathways of transfer students.

This section evaluates these transfer patterns and the students who employ them by summarizing the usage, demographics differences, and graduation outcomes for the most frequently used patterns.

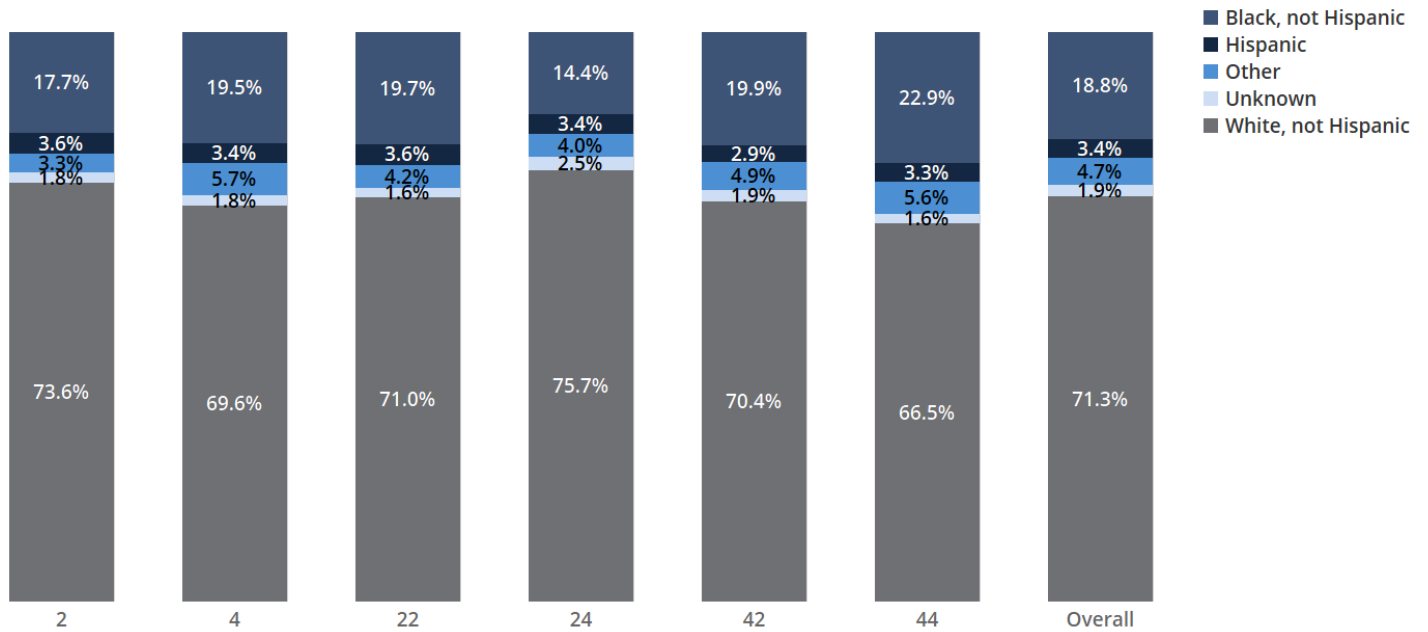
**Figure 8** provides a look at the first two institutions attended by transfer and non-transfer students. A majority of students attended only one institution during this time and are considered non-transfer students. Transfer students largely employed vertical transfer, moving either from a two-year institution to a four-year ("24") or vice versa ("42"). The largest transfer pattern is comprised of those students who started at a four-year institution and transferred to a two-year institution. 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").

Figure 8: First Two Institutions Attended by Fall 2013 Cohort



**Figure 9** disaggregates the transfer patterns of the Fall 2013 cohort by race. Different racial groups comprise varying portions of each transfer pattern. For example, students identified as Black, non-Hispanic comprise 18.8% of the overall sample, but only 14.4% of students who completed a “24” transfer at their first two institutions.

Figure 9: Demographics of Fall 2013 Cohort by First Two Transfer Pattern

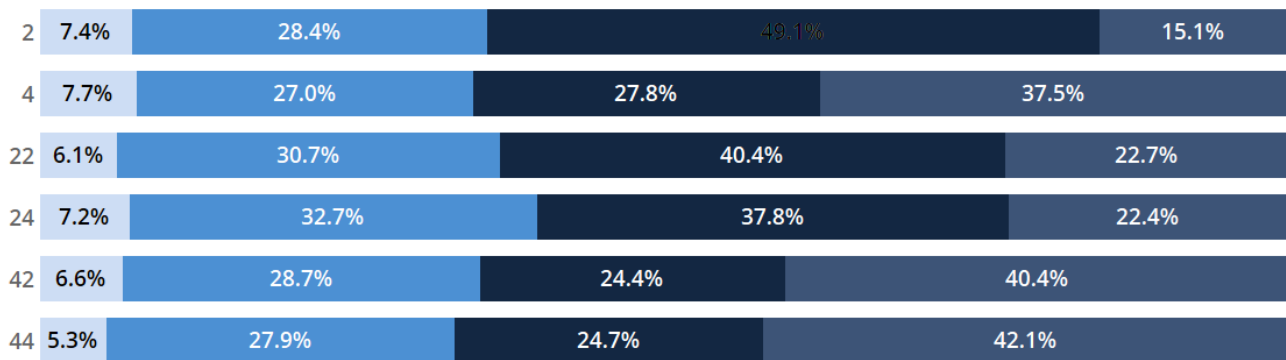


**F**

**Figure 10** illustrates the make-up of varying transfer patterns by Pell eligibility and first-generation statuses. Two-year students are more likely to be Pell eligible, First generation, or both than their four-year counterparts.

**F**

Figure 10: First Generation and Pell Eligibility Statuses by First Two Transfer Pattern

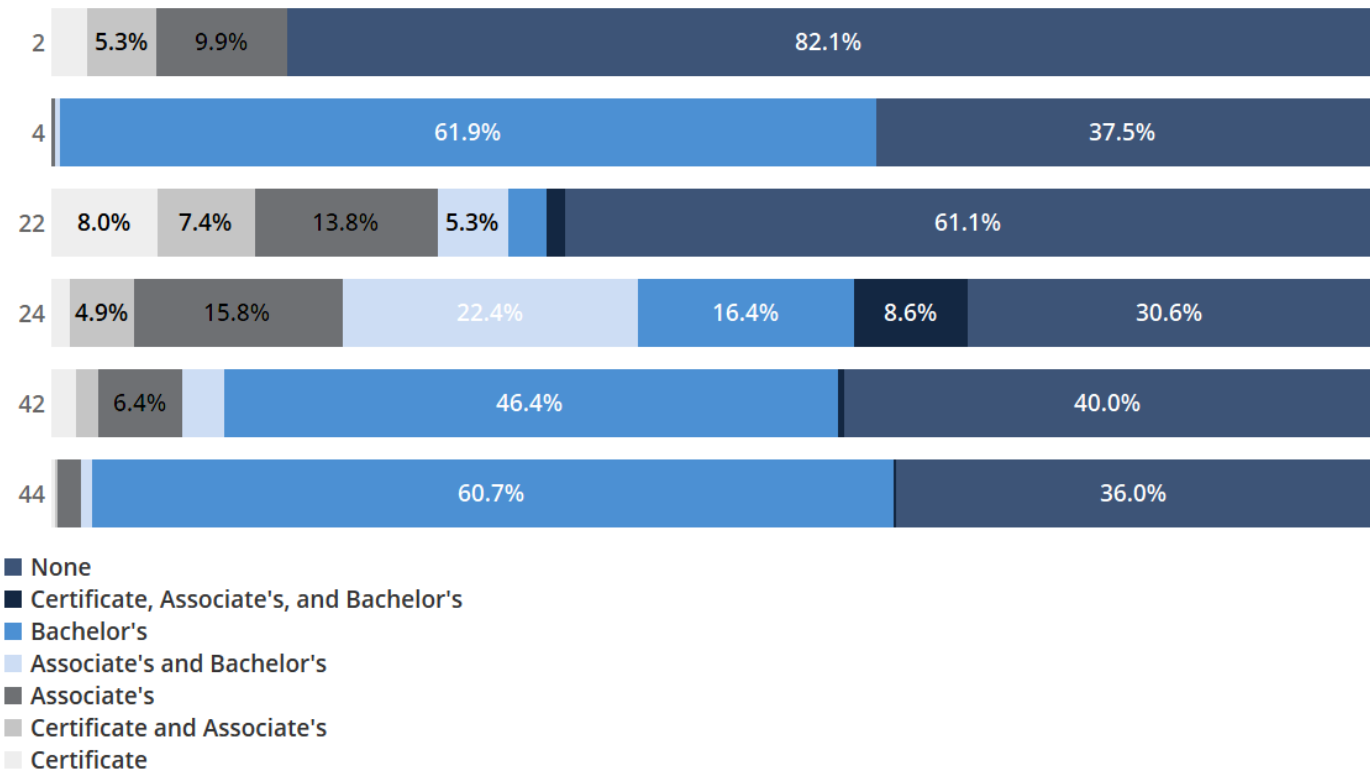


- Neither/Unknown
- Both
- Pell Eligible
- First Generation

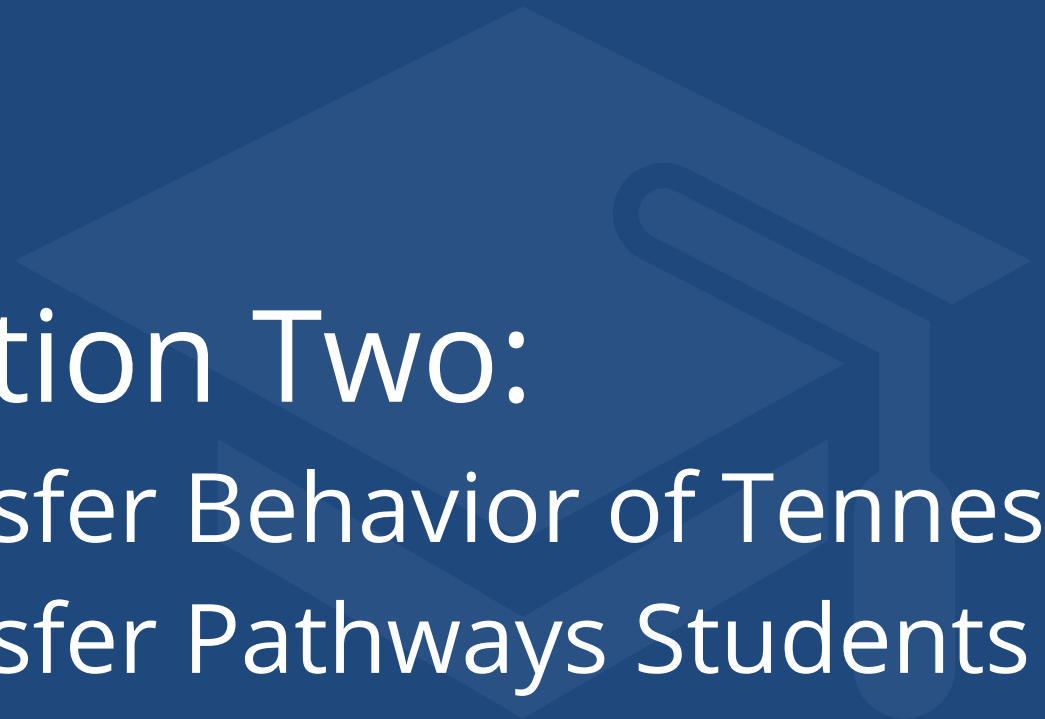
Notes: Pell eligibility comes from the THEC SIS data and describes any student who was eligible for the Pell grant at any point during the six-year period following initial enrollment. First generation status is self-reported on the FAFSA. Neither/Unknown describes a student who filed a FAFSA and did not meet either criteria or a student who did not file a FAFSA at any point in the six-year period following initial enrollment. By definition, students who did not file a FAFSA were not eligible for the Pell grant; however, these students may still be first-generation.

**Figure 11** displays the percentage of students within each transfer pattern who earned a certificate, associate, or bachelor’s degree. Degree outcomes vary widely across transfer patterns. Only 17.9% of non-transfer students who began at a two-year institution earned an associate degree or certificate in the six years following enrollment. Students who began at a two-year institution but transferred either to a four-year institution or another two-year institution saw higher success rates. Students who utilized a “24” transfer had a diverse set of credentials. Students who transferred from one four-year institution to another (“44”) saw similar overall outcomes to non-transfer four-year students.

Figure 11: Degrees Earned by First Two Transfer Pattern







# Section Two:

## Transfer Behavior of Tennessee Transfer Pathways Students

## Tennessee Transfer Pathways

This section explores the transfer and success of students within the Fall 2013 cohort who utilized a Tennessee Transfer Pathway (TTP) at any point during the six-year period following initial enrollment. Of the 32,406 students identified in the Clearinghouse data, 5,470 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 26,936 students are referred to as “Non-TTP Students”. By definition, all students who never enrolled at a two-year are “Non-TTP” students.

### *What is a Tennessee Transfer Pathway?*

“Tennessee Transfer Pathways (TTPs) are advising tools designed to help community college students plan for transferring to a Tennessee public university or select regionally accredited, non-profit, Tennessee private colleges and universities to complete their baccalaureate degree. The TTPs also constitute an agreement between community colleges and four-year colleges/universities confirming that community college courses meet major preparation requirements.”- Tennessee Board of Regents <sup>4</sup>

### *How do the pathways work?*

“A student who completes all the courses listed on a particular Transfer Pathway will earn an A.A. or A.S. degree at the community college. When the student transfers to a Tennessee public or private college/university the transcript will certify that the pathway has been followed. The student is guaranteed that all the community college courses taken will be accepted at the college/university and the courses will count toward completion of the particular major.

“If a community college student transfers to another Tennessee community college, he or she is guaranteed that all courses transfer.”- Tennessee Board of Regents<sup>5</sup>

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<sup>4</sup> Tennessee Transfer Pathway. (2014, September 26). Retrieved September 28, 2020, from <https://www.tbr.edu/initiatives/tennessee-transfer-pathway>

<sup>5</sup> Tennessee Transfer Pathway. (2014, September 26). Retrieved September 28, 2020, from <https://www.tbr.edu/initiatives/tennessee-transfer-pathway>

**Table 2** exhibits the demographic characteristics of students in the Fall 2013 cohort who participated in a TTP at any point in the six years following initial enrollment compared to two-year, non-TTP students. TTP students were more likely to be White, not Hispanic and more likely to have ever been Pell eligible or identified as first generation than the overall Fall 2013 cohort (see Table 1) as well as two-year, non-TTP students.

Table 2: Demographics of TTP Students in Fall 2013 Cohort

	Two-Year, TTP Students		Two-Year, Non-TTP Students	
	Count	Percent	Count	Percent
<b>Gender</b>				
<i>Female</i>	2,707	49.5%	8,196	60.4%
<i>Male</i>	2,763	50.5%	5,370	39.6%
<b>Race</b>				
<i>White, not Hispanic</i>	4,062	74.3%	9,814	72.3%
<i>Black, not Hispanic</i>	824	15.1%	2,554	18.8%
<i>Other</i>	241	4.4%	533	16.1%
<i>Hispanic</i>	225	4.1%	412	3.0%
<i>Unknown</i>	118	2.2%	253	1.9%
<b>Pell Eligible</b>	3,956	72.3%	9,003	66.4%
<b>First Generation</b>	2,530	46.3%	6,127	45.2%
<b>Overall</b>	<b>5,470</b>	<b>100%</b>	<b>13,566</b>	<b>100%</b>

Note: This table is specific to students in the Fall 2013 cohort who enrolled in a TTP during the six-year period following initial enrollment. This table does not reflect an exclusively Fall 2013 TTP cohort, but rather an array of TTP students over the course of the six-year period.

**Figure 12** displays the overall transfer rates of TTP students in the Fall 2013 cohort. TTP students were more likely than the overall cohort to complete a transfer during the six-year period following initial enrollment.

Figure 12: Overall Transfer in Fall 2013 TTP Cohort



**Figure 13** 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.

Figure 13: TTP Transfer by Gender

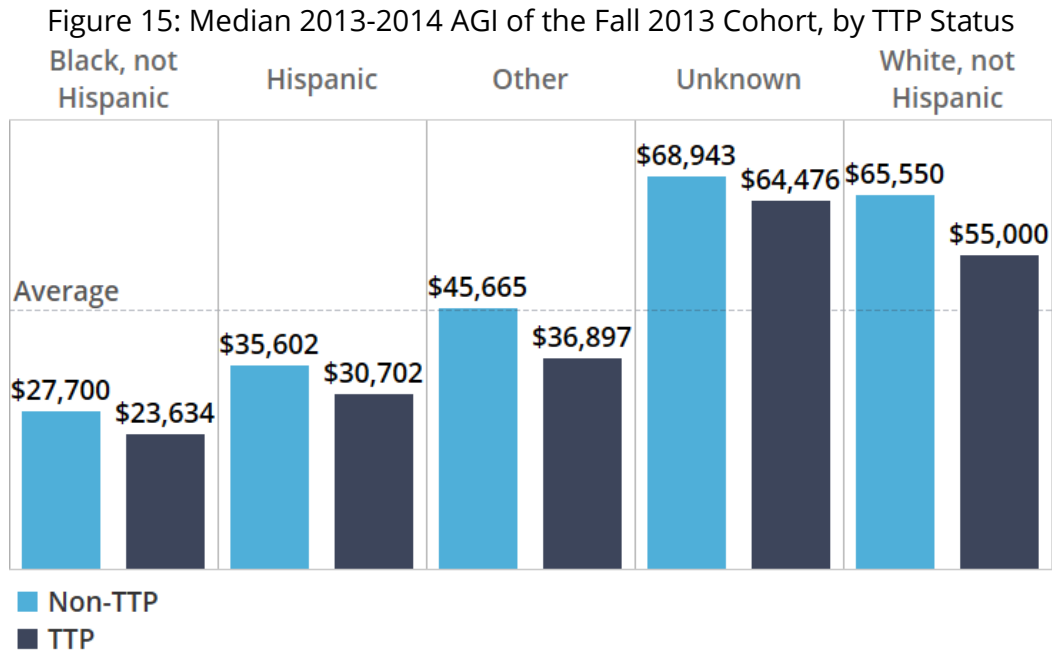


**Figure 14** compares the transfer rates of TTP students by race.

Figure 14: TTP Transfer by Race



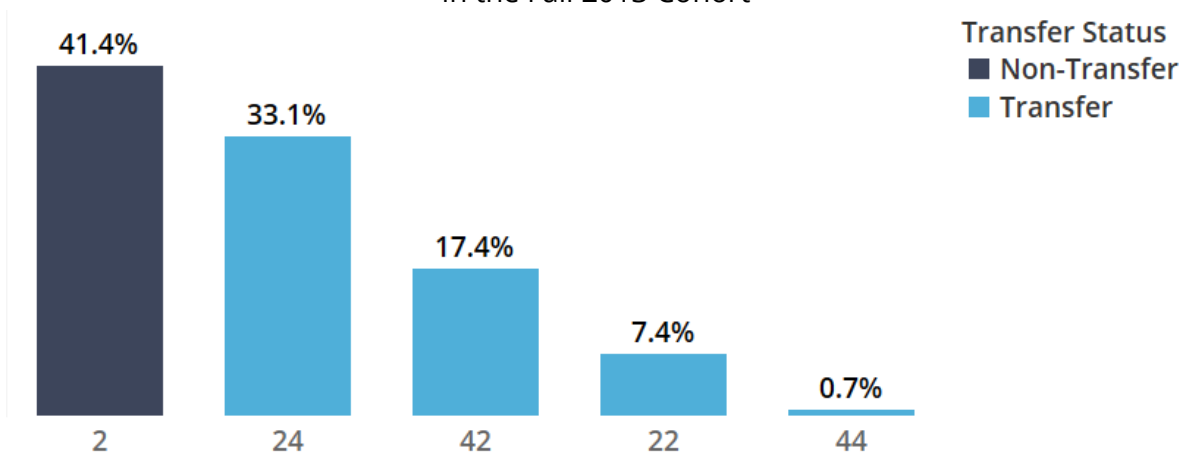
**Figure 15** disaggregates the median AGI from the FAFSA in the students' first academic year (2013) by race and TTP enrollment. On average, TTP students come from lower-income households than their non-TTP counterparts.



Note: By definition all students who never enrolled at a two-year are “Non-TTP” students. To provide a reasonable comparison group, this graphic is limited to students who ever enrolled at a two-year institution (N=19,002).

**Figure 16** 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. 32.9% of all TTP students completed a two-year to four-year transfer at their first two institutions.

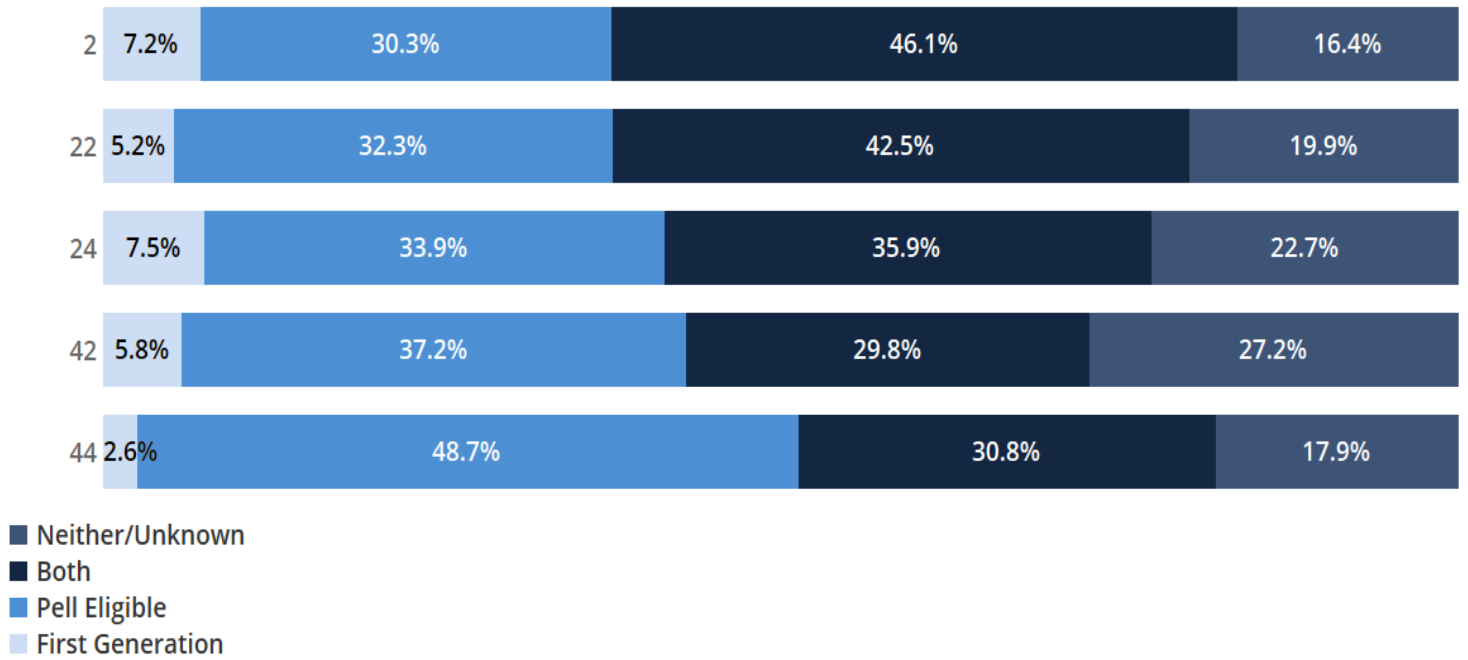
Figure 16: First Two Institutions Attended by TTP Students in the Fall 2013 Cohort



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

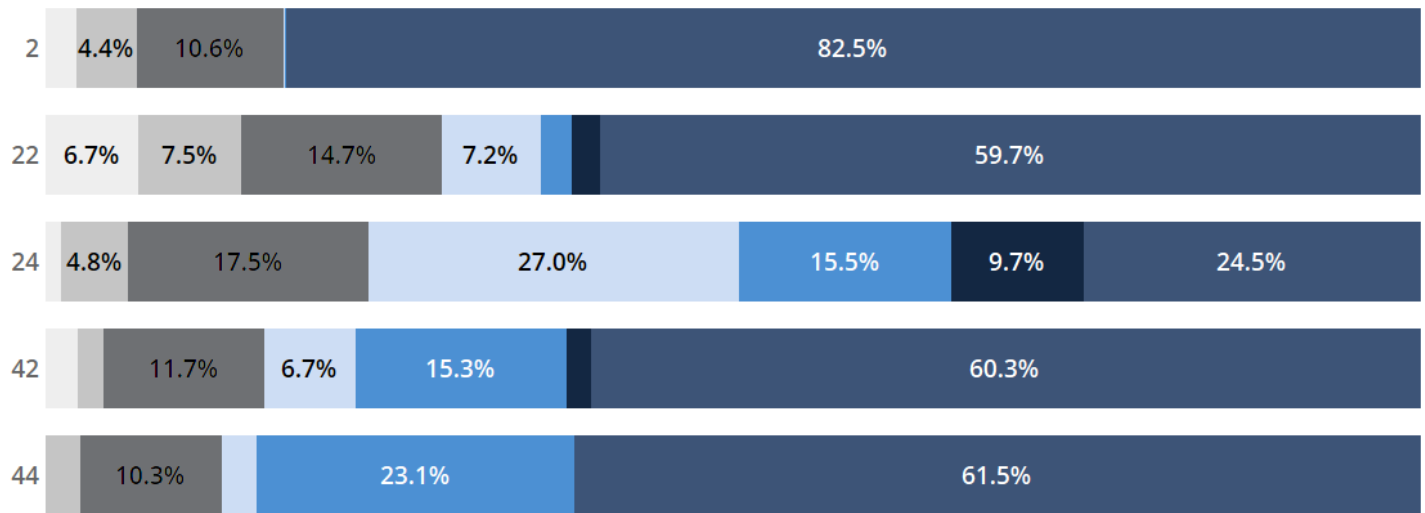
**Figure 17** demonstrates the first generation and Pell eligibility statuses of TTP students in the Fall 2013 cohort. On average, TTP students were slightly more likely than their non-TTP counterparts to be first generation, Pell eligible, or both.

Figure 17: First Generation and Pell Eligibility Statuses of TTP Students by First Two Transfer Pattern



**Figure 18** shows the degrees earned within six years for TTP students within the Fall 2013 first-time freshman cohort. TTP students in the Fall 2013 cohort were more likely than the overall cohort to have both an associate and a bachelor's degree six years after initial enrollment. Students completing a "24" transfer were most likely to have an award after six years. Students completing a "22", "42", or "44" transfer were all about equally likely to have an award.

Figure 18: Degrees Earned, TTP Student Cohort by First Two Transfer Pattern



- None
- Certificate, Associate's, and Bachelor's
- Bachelor's
- Associate's and Bachelor's
- Associate's
- Certificate and Associate's
- Certificate

Note: Associate degrees earned are not necessarily Tennessee Transfer Pathways degrees. Additionally, unmatched students have been removed from this graphic.

## Conclusion

This report built upon the work of previous Articulation and Transfer reports by highlighting the demographics, transfer patterns, and success rates of the Fall 2013 cohort. We found that the paths that students take through college vary based on a host of factors and that not all transfer populations have the same demographic make-up or success rates.

We have provided a high-level overview of the paths and successes experienced by Tennessee students as they navigate their way through the higher education landscape. We will continue to explore the data around longer standing programs like Tennessee Promise and Tennessee Transfer Pathways, as well as newer initiatives like Tennessee Reconnect in order to provide pathways to success for all Tennesseans.

Moving forward, Tennessee should continue efforts to articulate credit for non-TTP programs, work towards articulating TCAT contact hours into credit hours that apply to a degree, and create a streamlined process of transferring credit from out-of-state institutions to facilitate student success and degree completion at Tennessee's public institutions. Tennessee should also continue to evaluate the role of reverse transfer degrees in fostering transfer student success.



## Appendix A: "24" Students by Sending and Receiving Institutions, Fall 2013 Cohort

<b>Sending Institution</b>	<b>APSU</b>	<b>ETSU</b>	<b>MTSU</b>	<b>TSU</b>	<b>TTU</b>	<b>UofM</b>	<b>UTM</b>	<b>UTC</b>	<b>UTK</b>	<b>Total</b>
<b>Chattanooga State</b>	*	12	16	*	17	*		147	9	209
<b>Cleveland State</b>	*	8	*		7		*	50	22	92
<b>Columbia State</b>	*	*	104	6	12	*	14	20	20	188
<b>Dyersburg State</b>	*		8	*	*	23	39	*	5	84
<b>Jackson State</b>	7		17	*	*	43	63	*	6	145
<b>Motlow State</b>	*	7	156	11	62	2	7	17	13	278
<b>Nashville State</b>	46	1	45	36	28		*	*	*	169
<b>Northeast State</b>	*	164	*		7	*		*	11	190
<b>Pellissippi State</b>	6	39	30	*	35	*	*	15	230	363
<b>Roane State</b>	*	24	21		104			*	47	202
<b>Southwest</b>	*		18	12		204	12	6	9	263
<b>Volunteer State</b>	35	*	79	19	42	*	*	16	24	224
<b>Walters State</b>	*	137	12	*	10		*	12	87	264
<b>Total</b>	<b>118</b>	<b>401</b>	<b>511</b>	<b>96</b>	<b>327</b>	<b>281</b>	<b>148</b>	<b>302</b>	<b>487</b>	<b>2671</b>

\*Individual cells containing five or fewer observations are suppressed, in accordance with FERPA requirements.

## Appendix B: TTP Enrollment by Concentration, Fall 2013 Cohort

<b>TTP Major Name</b>	<b>Count</b>	<b>Percent</b>
Unknown	1577	28.8%
Business Administration	751	13.7%
Psychology	331	6.1%
Pre-Health Professions	304	5.6%
Criminal Justice	298	5.4%
Biology	220	4.0%
Pre-Physical Therapy	182	3.3%
Accounting	177	3.2%
Social Work	138	2.5%
Mass Communication	114	2.1%
History	111	2.0%
English	111	2.0%
Computer Science	111	2.0%
Mechanical Engineering	110	2.0%
Exercise Science	92	1.7%
Sociology	67	1.2%
Art (Studio)	64	1.2%

Information Systems	63	1.2%
Civil Engineering	60	1.1%
Chemistry	58	1.1%
Political Science	49	0.9%
Electrical Engineering	47	0.9%
Pre-Occupational Therapy	45	0.8%
Music	44	0.8%
Math	38	0.7%
Foreign Language	35	0.6%
Theatre Arts	33	0.6%
Speech Communication	23	0.4%
Early Childhood Education (Pre K-3)	23	0.4%
Physics	21	0.4%
Economics, Business	21	0.4%
Agricultural Business	20	0.4%
Kinesiology	18	0.3%
Management	12	0.2%
Economics, Arts and Sciences	11	0.2%
Animal Science	11	0.2%
Pre-Dental Hygiene	10	0.2%
Plant and Soil Science	10	0.2%
Marketing	10	0.2%
Finance	7	0.1%
Engineering Technology	7	0.1%
Economics, UTK	7	0.1%
Special Education	6	0.1%
Nutrition and Food Science	*	*
Economics, UTC	*	*
Physical Education	*	*
Pre-Nursing	*	*
Philosophy	*	*
Geosciences	*	*
Economics, ETSU	*	*
Pre-Clinical Laboratory Sciences	*	*
Geography	*	*
Economics, UOM	*	*
Economics, MTSU	*	*
<b>Total</b>	<b>5,470</b>	<b>100.0%</b>

\*Individual cells containing five or fewer observations are suppressed, in accordance with FERPA requirements.

Notes: "Unknown" is a high share of TTP majors due to historical issues in TTP data tracking. These issues are actively being addressed to provide more clarity for future reports.

## Appendix C: TTP Awards by Concentration, Fall 2013 Cohort

<b>TTP Award Name</b>	<b>Count</b>	<b>Percent</b>
Business Administration	191	20.5%
Criminal Justice	104	11.2%
Accounting	78	8.4%
Psychology	72	7.7%
Social Work	48	5.2%
History	48	5.2%
Mass Communication	45	4.8%
Sociology	35	3.8%
Pre-Health Professions	33	3.5%
Unknown	26	2.8%
Exercise Science	25	2.7%
English	25	2.7%
Pre-Physical Therapy	19	2.0%
Political Science	15	1.6%
Biology	15	1.6%
Computer Science	14	1.5%
Theatre Arts	13	1.4%
Mechanical Engineering	12	1.3%
Information Systems	12	1.3%
Art (Studio)	12	1.3%
Math	11	1.2%
Music	9	1.0%
Foreign Language	9	1.0%
Economics, Business	9	1.0%
Pre-Occupational Therapy	6	0.6%
Chemistry	5	0.5%
Agricultural Business	5	0.5%
Speech Communication	*	*
Plant and Soil Science	*	*
Management	*	*
Early Childhood Education (Pre K-3)	*	*
Animal Science	*	*
Electrical Engineering	*	*
Civil Engineering	*	*
Kinesiology	*	*
Physics	*	*
Physical Education	*	*
Philosophy	*	*
Marketing	*	*
Finance	*	*
Economics, UTC	*	*
<b>Total</b>	<b>930</b>	<b>100.0%</b>

\*Individual cells containing five or fewer observations are suppressed, in accordance with FERPA requirement.

Notes: The 2013 cohort has a large growth in TTP degrees awarded (930) over the 2012 cohort (750).

## Institutional and System Abbreviations

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