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Articulation
and Transfer
in Tennessee
Higher
Education

2019 Report

Tennessee Higher Education Commission

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Executive Summary

The 2019 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 2012 first-time freshmen cohort. Key findings from the report are summarized below.

- In the Fall 2012 cohort of first-time freshmen, 41.5% of students enrolled at more than one institution in the six years following first enrollment (the definition of a transfer student for this report). While transfer students attended as many as nine institutions, the vast majority (75.1%) attended just two.
- One in four students in the cohort who started at a two-year institution completed an associate degree within six years. One in seven of this same group completed a bachelor's in that time frame.
- Six-year graduation rates of transfer students (58.7%) outpaced those of non-transfer students (41%). This phenomenon is largely driven by the low graduation rates of two-year, non-transfer students.
- Transfer patterns are complex; there were 68 unique transfer patterns within the Fall 2012 cohort.
 - The most common transfer patterns were:
 1. 4-Year to 2-Year (29.7% of transfers)
 2. 2-Year to 4-Year (25%)
 3. 4-Year to 4-Year (14.9%)
 4. 4-Year to 2-Year to 4-Year (7%)
 5. 2-Year to 2-Year (5.3%)
- While only 14.6% of Tennessee Transfer Pathways (TTP) students were awarded a TTP specific award, 38.2% of TTP students had earned a certificate, associate, or bachelor's during the six years immediately following enrollment.
- Of students who initially enrolled at a two-year, TTP students outpaced non-TTP students in degree completions at both the associate and bachelor's levels.

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 2019 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:

1. The first section examines demographic make-up, transfer behavior, and degree outcomes for the Fall 2012 cohort of first-time freshmen enrolled at Tennessee public institutions to provide a longitudinal view of transfer in the six years after initial enrollment.
2. The second section examines the characteristics, transfer behavior, and degree completion of students who enroll in a Tennessee Transfer Pathways (TTP) associate degree program.

Data Sources

All data in this report are provided by THEC, 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 2012 Cohort:** This report examines enrollment and degree outcomes using data from the National Student Clearinghouse. These data were bolstered 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 students who enrolled at a Tennessee College of Applied Technology (TCAT).
- **Tennessee Transfer Pathways (TTP):** This report explores TTP enrollment, TTP associate degree completion, and demographics of TTP students using data from TBR matched with our Clearinghouse data. It also incorporates 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 cells 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.

Transfer Behavior of the Fall 2012 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 2012.¹ Using data from the National Student Clearinghouse, this report tracked 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.² 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 32,296 Tennessee students in the Fall 2012 cohort who matched to the National Student Clearinghouse's enrollment and graduation records. Of the matched students, 13,392 (41.5 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 18,904 are identified as "non-transfer students."

Transfer and Non-Transfer Students in the Fall 2012 Cohort

This section summarizes differences in gender, race, economic statuses, and degree outcomes between transfer and non-transfer students.

Figure 1 displays the overall percent of students in the 2012 cohort who transferred at any point in the six year period following their initial enrollment. 58.5% of students in the 2012 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 nine.

Figure 1: Overall Transfer Status of Fall 2012 Cohort



¹ The Fall 2012 cohort includes first-time freshmen who initially enrolled in Fall 2012 or who initially enrolled in Summer 2012 and returned in Fall 2012. The completion data provide degree outcomes through Summer 2018 (within six years of initial enrollment).

² In the enrollment years included in this section of the report (2012-2018), 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/>

Table 1 gives demographic data for the overall Fall 2012 cohort.

Table 1: Demographics of Fall 2012 Cohort

	Count	Percent
Gender		
<i>Female</i>	17,915	55.5%
<i>Male</i>	14,381	44.5%
Race		
<i>White, not Hispanic</i>	22,844	70.7%
<i>Black, not Hispanic</i>	6,113	18.9%
<i>Other</i>	1,563	4.8%
<i>Hispanic</i>	1,040	3.2%
<i>Unknown</i>	736	2.3%
Pell Eligible	20,506	63.5%
First Generation	13,764	42.6%
Overall	32,296	100%

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. 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. "Other" includes students who identified as Alaskan Native, American Indian, Asian, or Pacific Islander.

Figure 2 displays the breakdown of transfer status by gender. Women comprised a majority of the Fall 2012 first-time freshmen cohort (55.5%). Women were also more likely to transfer than their male counterparts.

Figure 2: Overall Transfer Status of the Fall 2012 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. Students who identified as Hispanic or "Unknown" were less likely to transfer during this period than their peers.

Figure 3: Transfer Rates of the Fall 2012 Cohort by Race

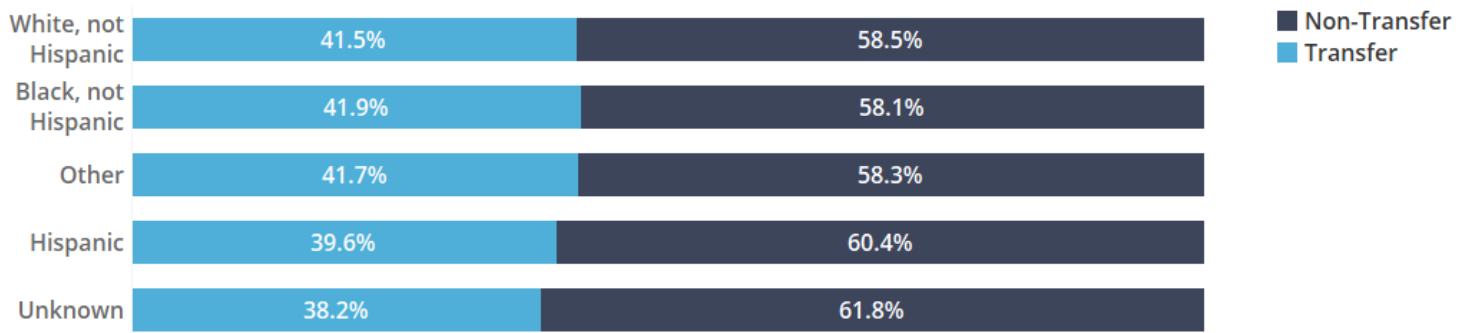


Figure 4 shows the median adjusted gross income (AGI) for the 2012-2013 academic year, disaggregated by race and transfer status. Transfer students come from higher income backgrounds than their non-transfer peers, on average. This trend holds across all racial groups, although the difference is small for Black, not-Hispanic students.

Figure 4: Median 2012-2013 AGI of the Fall 2012 Cohort, by Race and Transfer Status

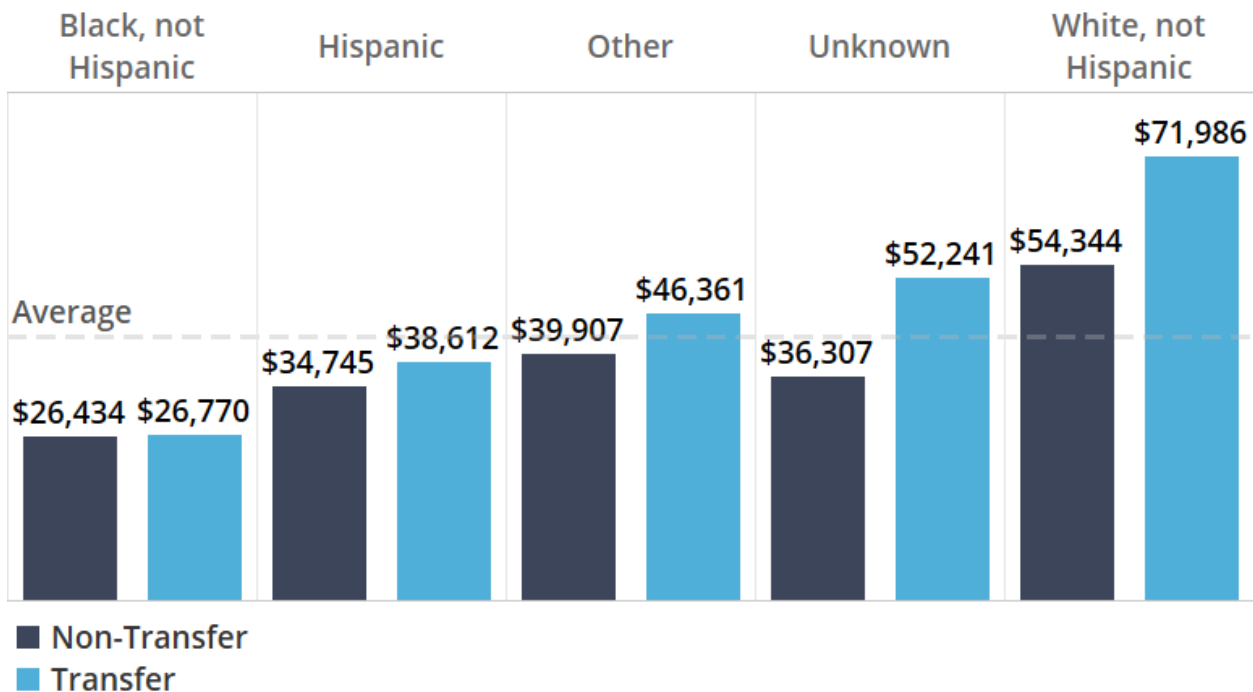


Figure 5 displays the number of institutions attended within six years of initial enrollment. A majority of students attended only one institution during the six years immediately following enrollment. Students who did transfer usually attended only two (31.1% of students) or three (8.5%) institutions during this period. A small number of students attended four or more institutions.

Figure 5: Number of Unique Institutions Attended, Fall 2012 Cohort

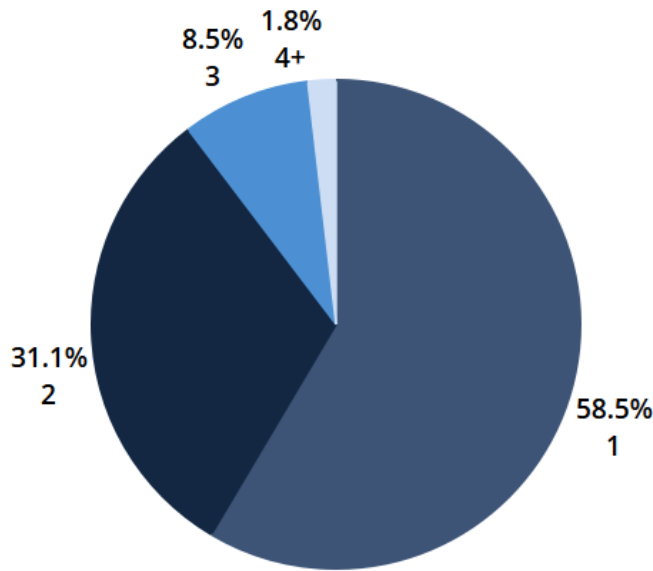


Figure 6 shows the highest degree earned for students from the Fall 2012 Cohort, disaggregated by transfer status and sector of initial enrollment. Students who did not transfer during the six year period immediately following enrollment were less likely to earn a degree than their transfer counterparts. This phenomenon is largely driven by lower levels of degree attainment among two-year, non-transfer students.

Figure 6: Highest Degree Earned by Transfer and Non-Transfer Students and Initial Enrollment, Fall 2012 Cohort

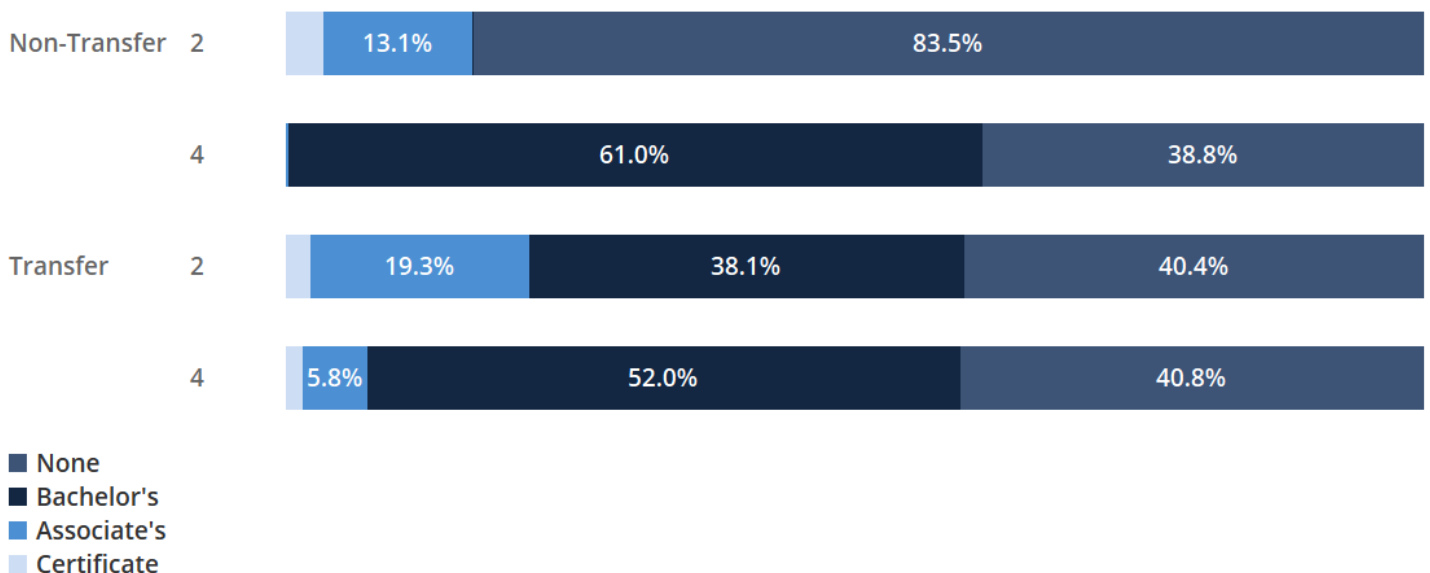
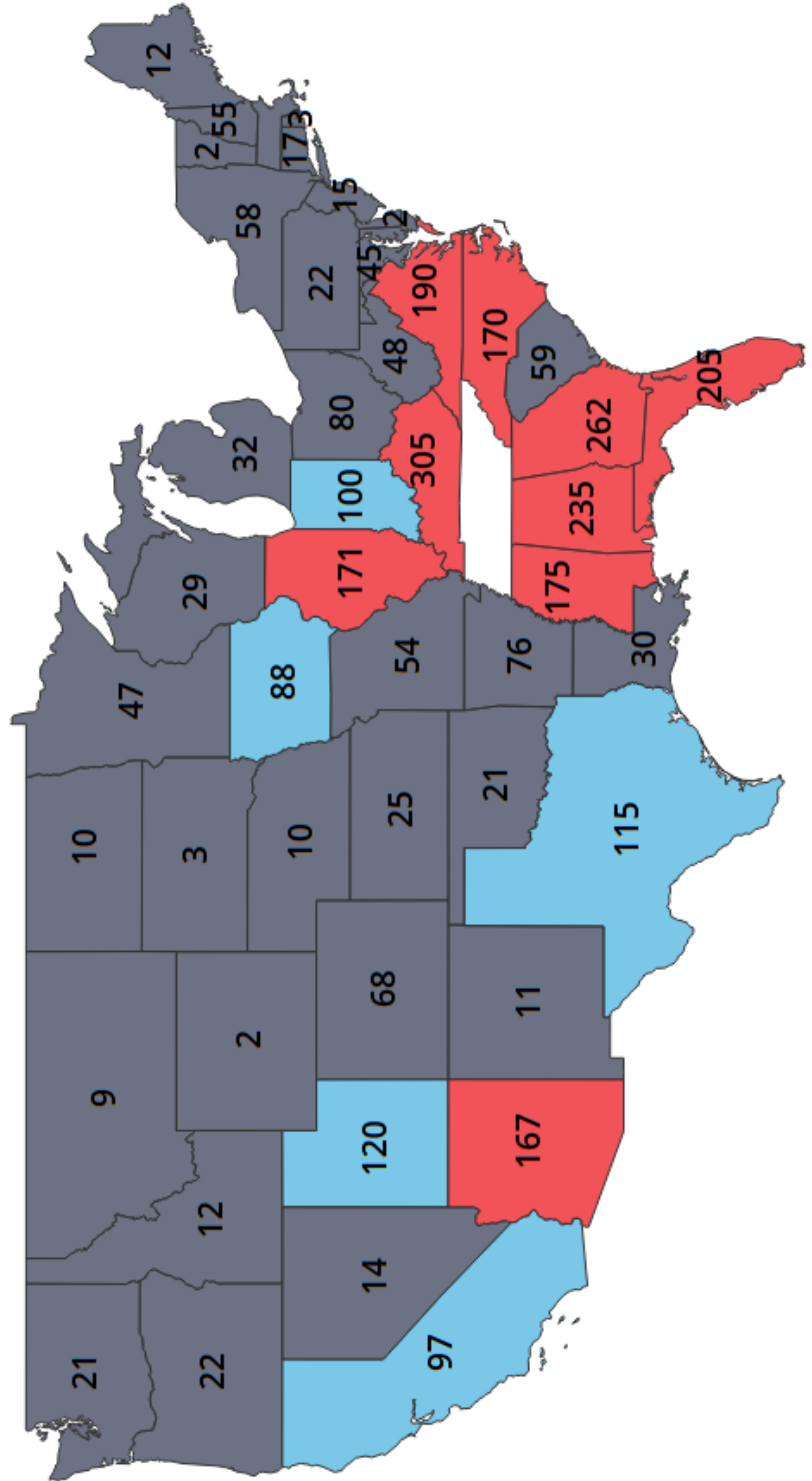


Figure 7 shows the outmigration of Fall 2012 Cohort students by the first state these students enrolled in outside of Tennessee. This map includes all students who began at a Tennessee institution in Fall 2012 but subsequently transferred to an out-of-state institution, by the first state of transfer. Overall 10.7% 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 (25.7% of all transfer students).

Figure 7: Tennessee Transfers to Out-of-State Institutions, Fall 2012 Cohort



Note: These data also show students who enrolled in online programs headquartered elsewhere (Ex: University of Phoenix in Arizona (N=73)). In these cases, it is likely that the student did not move to the state headquartered the online institution.

Transfer Patterns of the Fall 2012 Cohort

This section explores the transfer patterns among students in the Fall 2012 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 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 2012 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, demographic differences, and graduation outcomes for the most frequently used patterns.

Figure 8 examines 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 transferred horizontally, or transfer from one institution to another in the same sector ("44" and "22").

Figure 8: First Two Institutions Attended by Fall 2012 Cohort

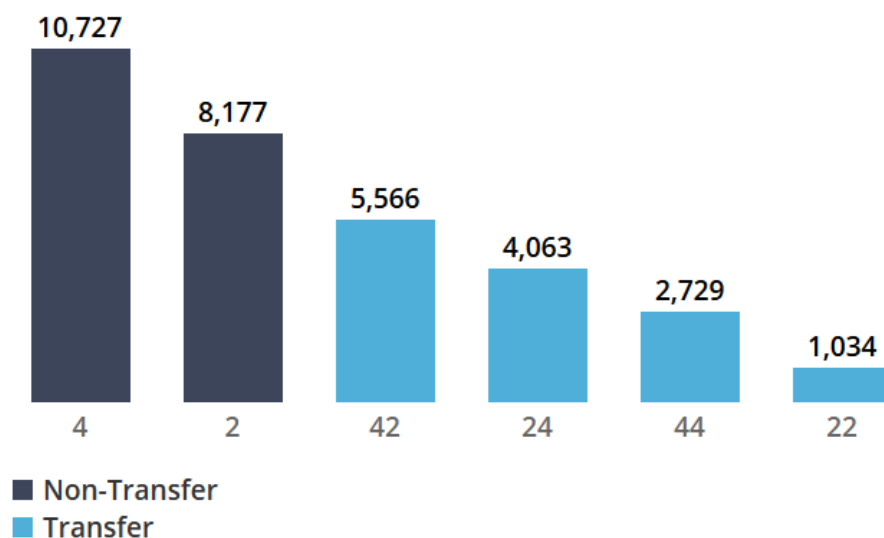


Figure 9 disaggregates the transfer patterns of the Fall 2012 cohort by race. Each transfer pattern has unique demographic breakdowns. For example, students identified as Black, not-Hispanic comprise 18.9% of the overall sample (see Table 1), but only 14.5% of students who completed a "24" transfer at their first two institutions. White, non-Hispanic students were generally more likely to utilize vertical transfers than horizontal transfers.

Figure 9: Demographics of Fall 2012 Cohort by First Two Transfer Pattern

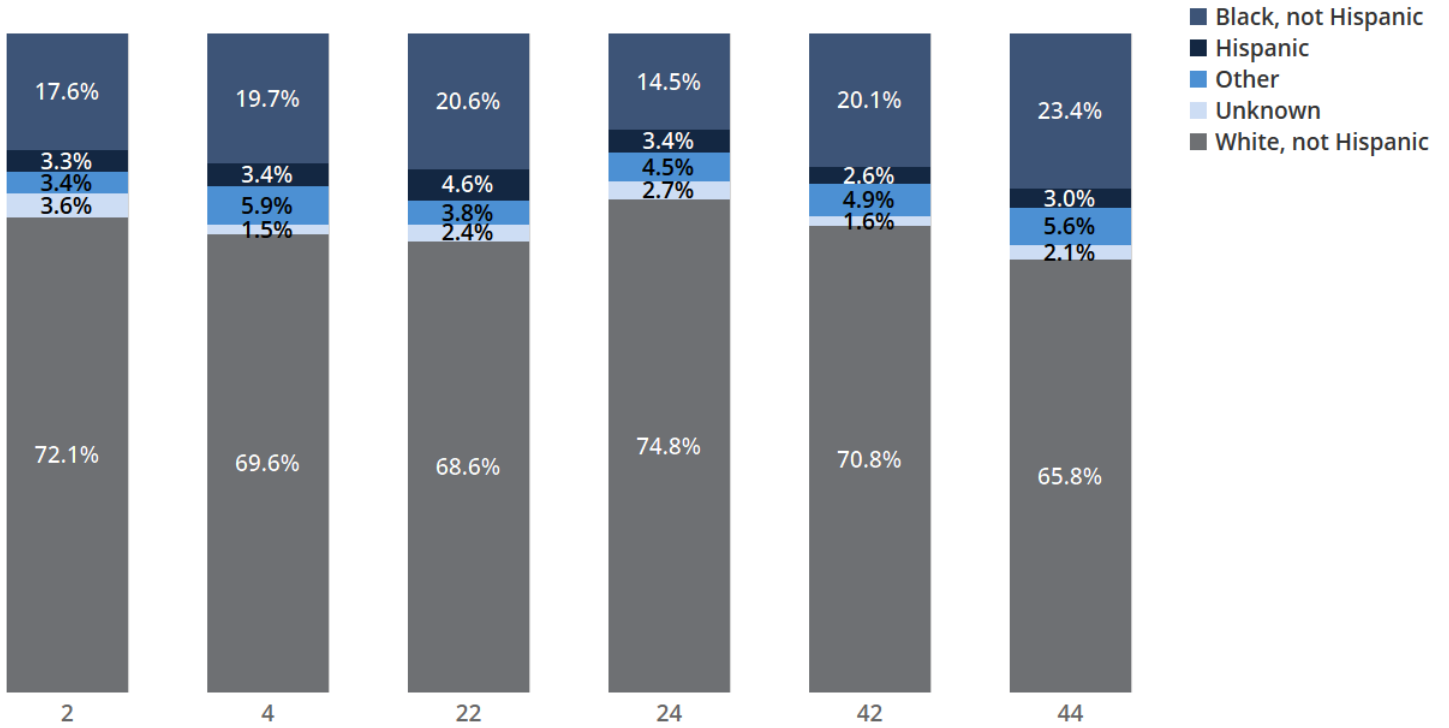
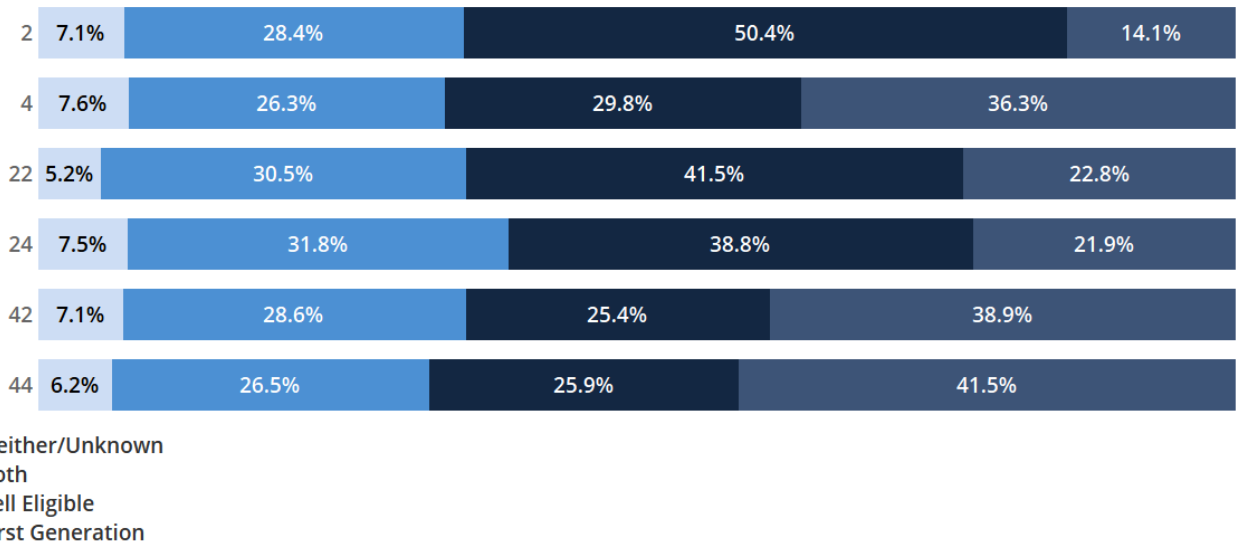


Figure 10 illustrates varying transfer patterns by Pell eligibility and first generation status.

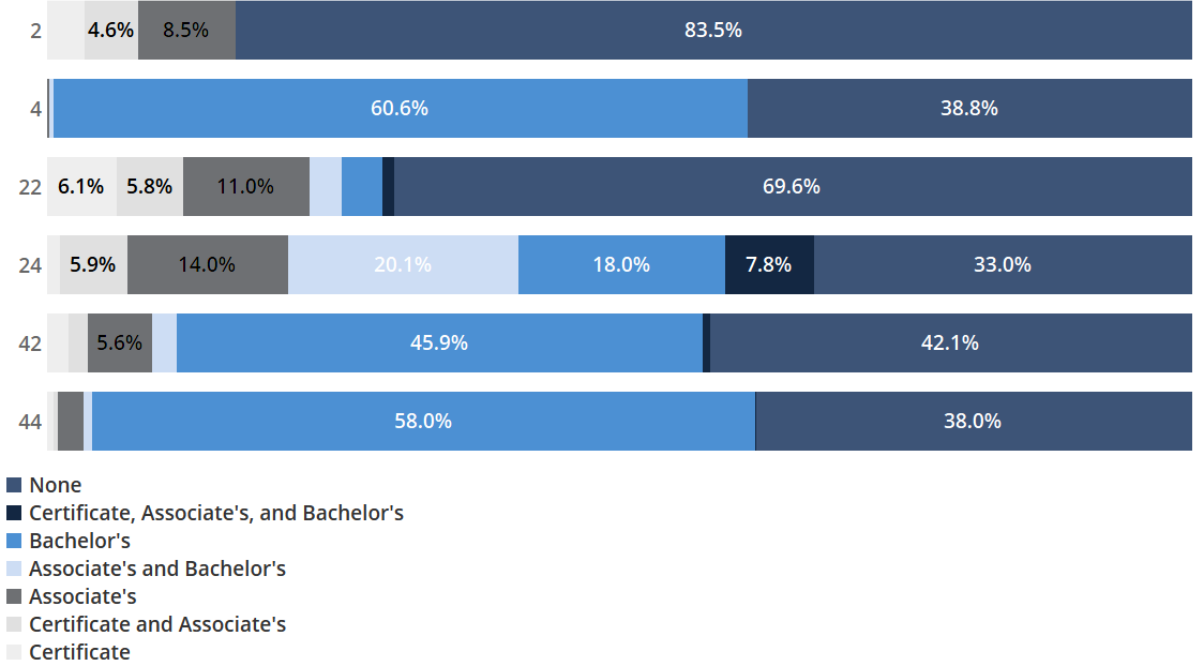
Figure 10: First Generation and Pell Eligibility Statuses by First Two Transfer Pattern



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 16.5% 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



Tennessee Transfer Pathways (TTP)

TTPs are designed to expedite student progression toward a bachelor's degree by creating a seamless transfer process from a Tennessee community college to any public university or participating private university in Tennessee. A student who begins at a community college and completes all courses on the TTP will earn an associate degree from the community college. The transcript will certify that the student followed the TTP, which guarantees that all courses will count toward the corresponding bachelor's degree at the university.

TTP associate degrees require a minimum of 60 credit hours, comprising 41 credit hours of general education and at least 19 credit hours in the area of emphasis.

This section explores the transfer and success of students within the Fall 2012 cohort who utilized a Tennessee Transfer Pathway (TTP) at any point during the six-year period following initial enrollment. Of the 32,296 students identified in the Clearinghouse data, 5,137 students enrolled in a TTP at some point during the six-year period following initial enrollment. During this section, these students are identified as "TTP Students" while the remaining 27,159 students are referred to as "Non-TTP Students". By definition all students who never enrolled at a two-year are "Non-TTP" students.

Table 2 exhibits the demographic characteristics of students in the Fall 2012 cohort who participated in a TTP at any point in the six years following initial enrollment. Relative to the overall cohort, TTP students were more likely to be male, and White, not Hispanic. TTP students were also more likely to have ever been Pell eligible or identified as first generation than the overall Fall 2012 cohort (see Table 1).

Table 2: Demographics of TTP Students in Fall 2012 Cohort

	Count	Percent
Gender		
<i>Female</i>	2,555	49.7%
<i>Male</i>	2,582	50.3%
Race		
<i>White, not Hispanic</i>	3,751	73.0%
<i>Black, not Hispanic</i>	812	15.8%
<i>Other</i>	211	4.1%
<i>Hispanic</i>	196	3.8%
<i>Unknown</i>	167	3.3%
Pell Eligible	3,764	73.3%
First Generation	2,480	48.3%
Overall	5,137	100%

Note: This table is specific to students in the Fall 2012 cohort who enrolled in a TTP during the six year period following initial enrollment. This table does not reflect a Fall 2012 TTP cohort.

Figure 12 displays the overall transfer rates of TTP students in the Fall 2012 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 Status of Fall 2012 TTP Cohort



Figure 13 breaks down TTP transfer by gender. Female and male students who participated in a TTP at any point were roughly equally likely to transfer. This finding differs from the overall Fall 2012 cohort, which saw a greater level of transfer among female students (see Figure 2).

Figure 13: TTP Transfer by Gender



Figure 14 compares the transfer rates of TTP students by race. Hispanic TTP students have similar transfer rates to the overall TTP cohort. This differs from the overall cohort, where Hispanic students transferred at slightly lower rates than their peers.

Figure 14: TTP Transfer by Race

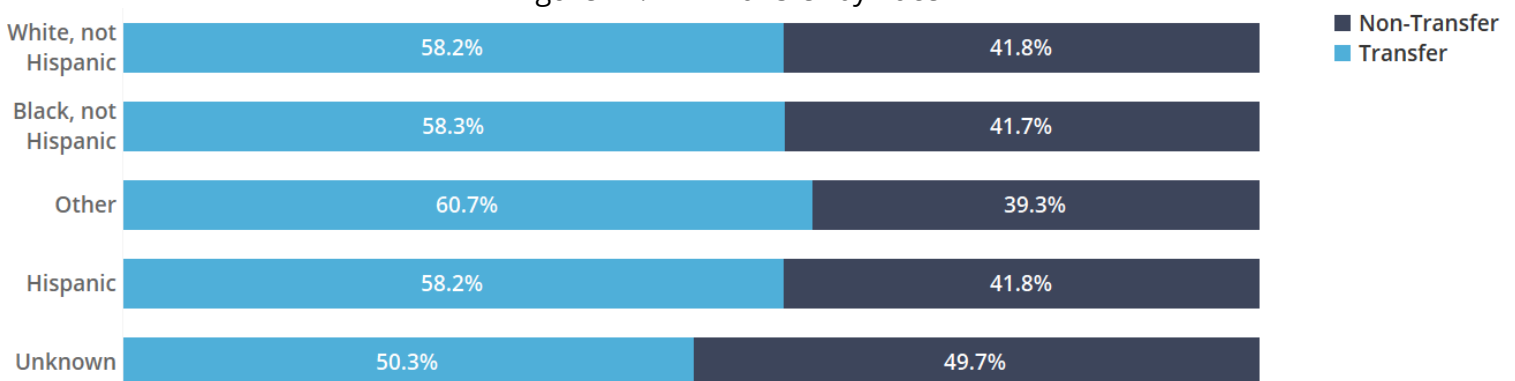
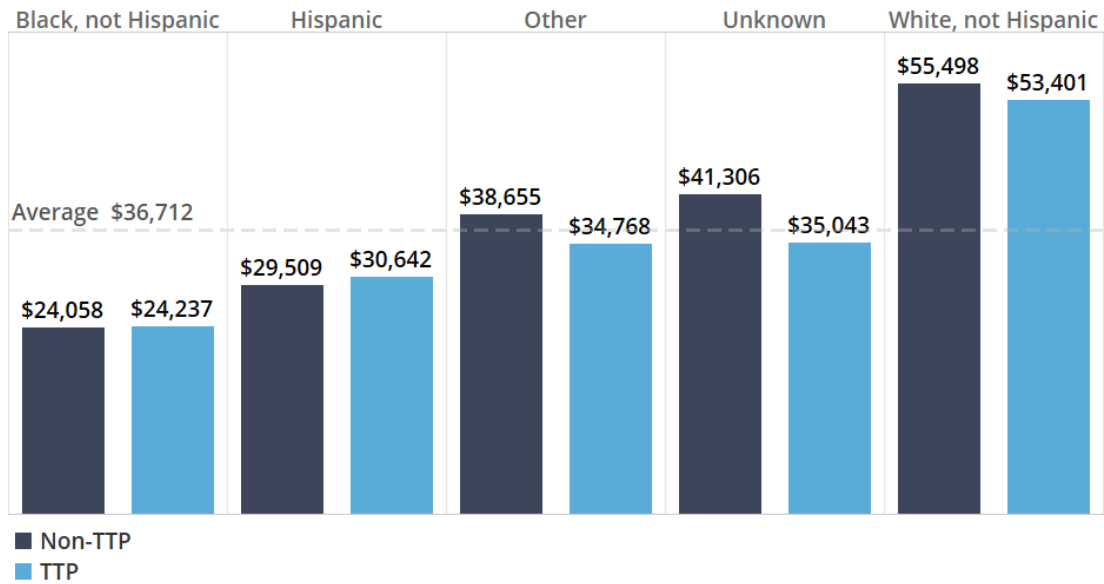


Figure 15 disaggregates the median AGI by race and TTP enrollment. On average, TTP students come from lower income households than their non-TTP counterparts. This trend does not hold for Hispanic and Black, not Hispanic students

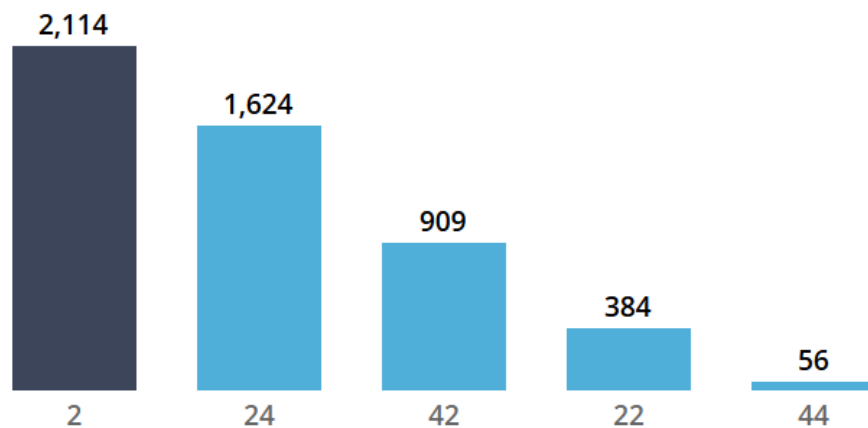
Figure 15: Median 2012-2013 AGI of the Fall 2012 Cohort, by TTP Status



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=19,327).

Figure 16 displays the first two institutions attended by TTP students. A number of TTP students enrolled at a two-year institution and did not transfer during the six-year period following initial enrollment. 32% 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 2012 Cohort



Note: Due to discrepancies in student matching methodologies between THEC’s SIS data and the National Student Clearinghouse, fifty 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 so as 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 2012 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

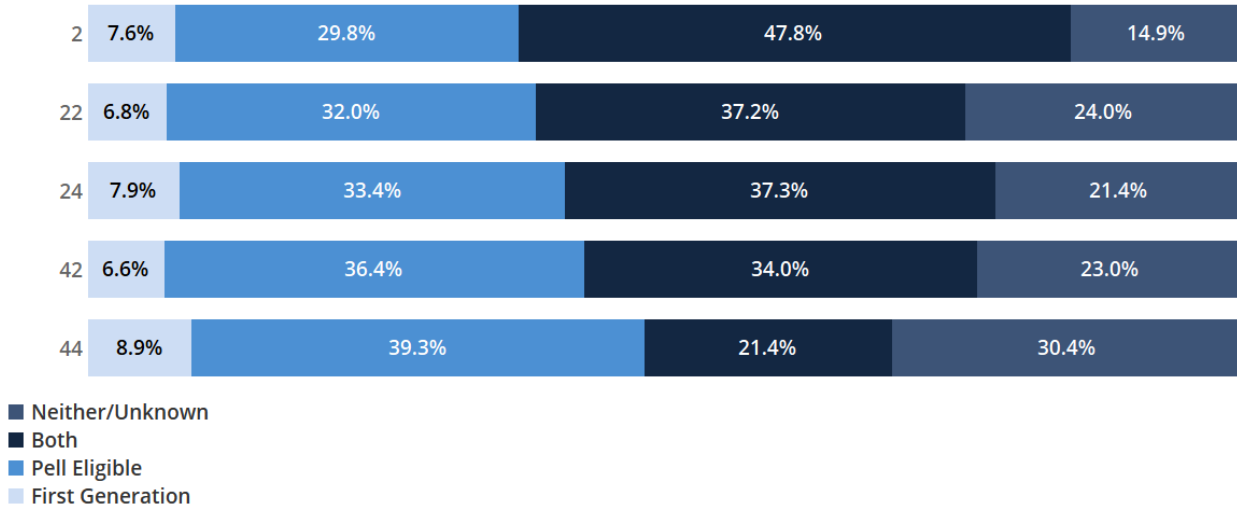
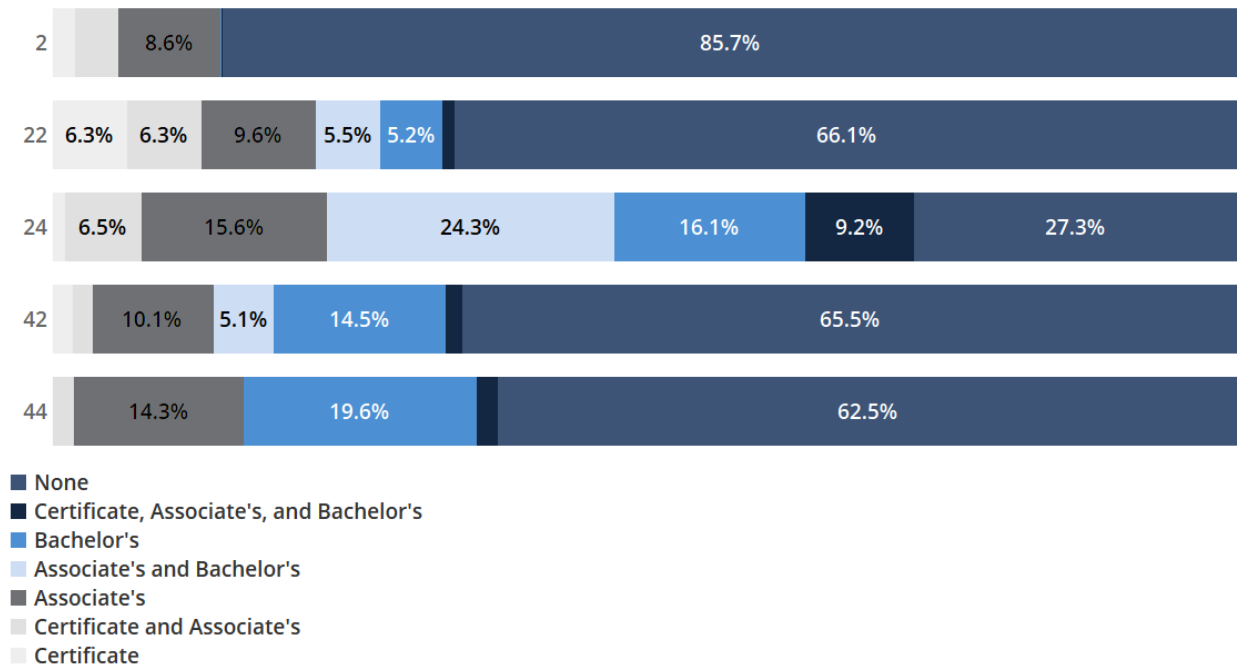


Figure 18 shows the degrees earned within six years for TTP students within the Fall 2012 first-time freshman cohort. TTP students in the Fall 2012 cohort were more likely than the overall cohort to have both an associate and a bachelor's degree six years after initial enrollment.

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



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

Conclusion

This report highlights the demographics, transfer patterns, and success rates of the Fall 2012 cohort. The paths that students take through college vary based on a host of factors, and not all transfer populations have the same demographic make-up or success rates.

This report has provides a high level overview of the paths and successes experienced by Tennessee students as they navigate their way through the higher education landscape. THEC staff 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 to provide paths to success for all Tennesseans.

Moving forward, Tennessee should continue efforts to articulate credit for non-TTP programs, work toward articulating TCAT contact hours into credit hours, 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.

Appendix A: “24” Students by Sending and Receiving Institutions, Fall 2012 Cohort

Sending Institution	APSU	ETSU	MTSU	TSU	TTU	UofM	UTM	UTC	UTK	Total
Chattanooga State	*	9	23	7	10	*	*	120	10	179
Cleveland State	*	14	10	*	9	*	*	37	15	85
Columbia State	13	7	123	8	11	*	13	23	6	204
Dyersburg State	*	*	9	*	*	29	50	*	6	94
Jackson State	8	*	13	*	*	35	57	*	6	119
Motlow State	*	*	128	10	49	*	*	11	11	209
Nashville State	44	*	37	48	30	*	7	7	9	182
Northeast State	*	151	*	*	*	*	*	*	12	163
Pellissippi State	*	31	20	*	47	*	*	18	258	374
Roane State	*	33	19	*	107	*	*	12	39	210
Southwest	*	*	21	20	*	208	6	8	11	274
Volunteer State	27	6	78	21	63	*	*	22	23	240
Walters State	*	135	11	*	10	*	*	11	58	225
Total	92	386	492	114	336	272	133	269	464	2,558

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

Note: Students that transferred to the University of Tennessee Health Science Center are included in the UTK counts.

Appendix B: TTP Enrollment by Concentration, Fall 2012 Cohort

TTP Major Name	Count	Percent
Unknown	1,477	28.8%
Business Administration	659	12.8%
Psychology	336	6.5%
Pre-Health Professions	310	6.0%
Criminal Justice	299	5.8%
Biology	264	5.1%
Pre-Physical Therapy	167	3.3%
Accounting	160	3.1%
Social Work	134	2.6%
Mechanical Engineering	106	2.1%
Computer Science	100	1.9%
History	100	1.9%
Mass Communication	94	1.8%
English	85	1.7%

Exercise Science	71	1.4%
Sociology	69	1.3%
Civil Engineering	63	1.2%
Information Systems	63	1.2%
Music	62	1.2%
Art (Studio)	56	1.1%
Chemistry	55	1.1%
Political Science	52	1.0%
Electrical Engineering	48	0.9%
Pre-Occupational Therapy	39	0.8%
Foreign Language	38	0.7%
Math	34	0.7%
Economics, Business	24	0.5%
Theatre Arts	22	0.4%
Plant and Soil Science	15	0.3%
Speech Communication	15	0.3%
Physics	14	0.3%
Agricultural Business	10	0.2%
Early Childhood Education (Pre K-3)	10	0.2%
Economics, Arts and Sciences	10	0.2%
Finance	10	0.2%
Pre-Dental Hygiene	10	0.2%
Animal Science	8	0.2%
Management	7	0.1%
Kinesiology	6	0.1%
Marketing	6	0.1%
Special Education	6	0.1%
Economics, UTK	*	*
Nutrition and Food Science	*	*
Engineering Technology	*	*
Economics, ETSU	*	*
Economics, UTC	*	*
Economics, MTSU	*	*
Geosciences	*	*
Philosophy	*	*
Physical Education	*	*
Pre-Nursing	*	*
Sport and Leisure Management	*	*
Total	5,137	100.0%

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

Appendix C: TTP Awards by Concentration, Fall 2012 Cohort

TTP Award Name	Count	Percent
Unknown	247	32.9%
Business Administration	97	12.9%
Criminal Justice	57	7.6%
Accounting	53	7.1%
Psychology	44	5.9%
History	29	3.9%
Mass Communication	24	3.2%
Social Work	24	3.2%
Exercise Science	19	2.5%
Pre-Health Professions	19	2.5%
Sociology	19	2.5%
Music	12	1.6%
Art (Studio)	9	1.2%
Pre-Physical Therapy	9	1.2%
Theatre Arts	9	1.2%
Biology	8	1.1%
English	8	1.1%
Political Science	7	0.9%
Agricultural Business	6	0.8%
Computer Science	6	0.8%
Foreign Language	6	0.8%
Information Systems	6	0.8%
Mechanical Engineering	6	0.8%
Speech Communication	6	0.8%
Plant and Soil Science	*	*
Animal Science	*	*
Finance	*	*
Civil Engineering	*	*
Economics, Business	*	*
Management	*	*
Chemistry	*	*
Electrical Engineering	*	*
Marketing	*	*
Physics	*	*
Total	750	100%

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

Institutional and System Abbreviations

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