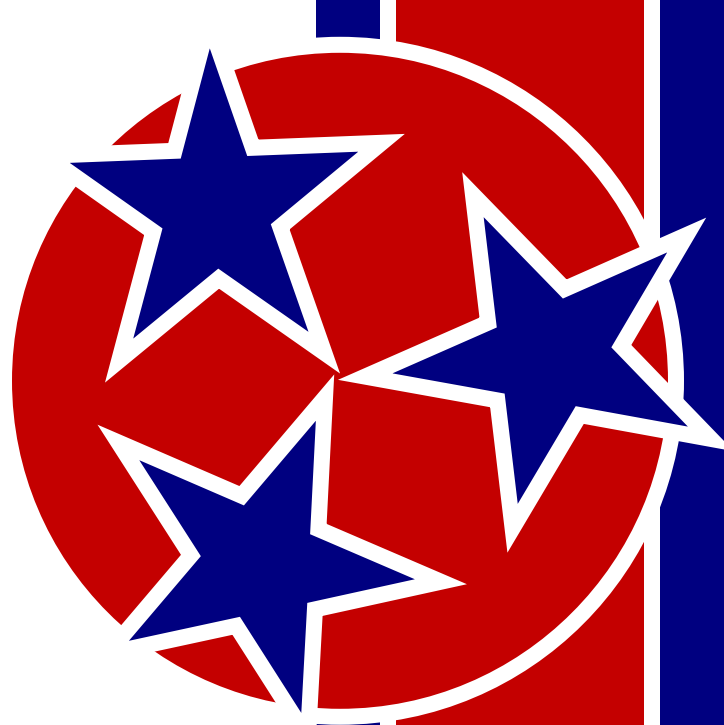


Annual Report on Articulation and Transfer

Tennessee Higher Education Commission

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Annual Report on Articulation and Transfer October 2009

Executive Summary

This report fulfills the statutory responsibilities of the Tennessee Higher Education Commission pursuant to T.C.A. §49-7-202(f) to report on the progress made toward full articulation between all public institutions.

Legislation and Resulting Activities

Three pieces of legislation have provided the framework for public higher education's improvement of transfer efficiency:

- PC 795 (2000) established a 41-semester hour general education core, common to universities and university parallel programs (AA/AS) in the community colleges. TBR and UT have fulfilled the requirements of PC 795 by adopting the same learning outcomes for the general education core and making it fully transferrable between two- and four-year sectors and across the two systems.
- PC 863 (2008) addressed the remaining block of courses in university parallel community colleges programs that comprise a pre-major. Thus, 19 hours of the AA/AS in a specific major will be “universally transferrable” as credit toward the baccalaureate in that major. Over the last year, academic leadership of THEC, TBR, and UT have moved forward with developing universal articulation for high demand majors, beginning with Business and Psychology.
- PC 204 (2009) removed a significant barrier to efficient transfer in eliminating a long-standing variance in the specified 6-semester hour history sequence within the general education core between UT and TBR undergraduate degree requirements. With this change, students can now transfer hours earned in U.S. History and World History between the two systems.
- In addition, TBR and UT have continued their efforts to improve transfer efficiency by focusing on the transferability of general education as well as universal articulation through extending the focus of the above statutes and extending to new initiatives in dual-admissions and the addition of a transferrable Associates degree in teaching.

Transfer Report

In order to evaluate articulation among institutions, this report tracks the occurrence of student transfer and the relative success of transfer students across the state using several different data sets. First, a snapshot of all public undergraduate and graduate students in fall 2008 is taken to show the occurrence of transfer and where students transferred from and to. Second, a cohort of fall 2003 first-time freshmen is longitudinally tracked over six years to report the retention and graduation rates for transfer students in comparison to native students (those who never transferred). Finally, a subset of the fall 2003 first-time freshmen cohort is extracted to compare retention and baccalaureate degree outcomes for students who started at community colleges and public universities with similar degree intentions. Key findings from these analyses include the following:

Fall 2008 Snapshot

- Transfer is multi-directional; only 50 percent of Tennessee public institution transfers were from community colleges to universities.
- Transfers to Tennessee public colleges and universities originate from institutions of all types; 58 percent of transfers were from Tennessee public institutions, 22 percent from out-of-state public institutions, and 9 percent from Tennessee private non-profit institutions.

Fall 2003 First-Time Freshmen Cohort

- Of the 29,205 first-time freshmen, 19 percent transferred during their educational career.
- Transfer students were more likely than native students to be Caucasian and less likely to be adults (age 25 and older) and African-American.
- Transfer students graduated within six years at a higher rate than native students; 40 percent of transfer students graduated compared to 31 percent for native students.
- Most students (44 percent) transferred with less than 30 credit hours, yet those students were the least successful, graduating at just 24 percent.
- The most efficient enrollment path defined by both terms and credit hours at Bachelor's degree attainment, is to enroll and graduate from the same institution, while the least productive path is to first enroll at a university in a differing system (TBR or UT) and transfer before graduating.
- The fall 2003 first-time freshmen cohort produced 7,734 Bachelor's degrees, but only 2,158 Associates degrees. Further, only 617 (29 percent) transferred with an Associate's degree.

Fall 2003 First-Time Freshmen Native and Transfer Paired Cohort

- Although students who start at a community college demonstrate a higher retention rate, those who started at a university have a graduation rate that is 6 percent higher.

Annual Report on Articulation and Transfer October 2009

Legislative Background and Progress Made Toward Full Articulation

This report fulfills the statutory responsibility of the Tennessee Higher Education Commission (THEC) pursuant to T.C.A. §49-7-202(f) which requires THEC to “report to the Joint Education Oversight Committee and the Chairs of the Finance, Ways and Means Committees in both the House of Representatives and the Senate no later than October 1 of each year on the progress made toward full articulation between all public institutions.”

Articulation and Transfer Legislation

Three pieces of legislation provide the framework for public higher education’s improvement of transfer efficiency.

Public Chapter 795, Acts of 2000 codified at T.C.A. §49-7-202(e)(1) directed the THEC, working with the Tennessee Board of Regents (TBR) and University of Tennessee (UT), to establish a community college transfer track and, in so doing, build a 41-semester hour general education core that will be common to universities and university parallel programs (AA/AS) in the community colleges. Such commonality ensures portability of transfer in the requirements constituting one-third of the 120-hour baccalaureate degree and two-thirds of the 60-hour AA/AS degrees.

The above statute was amended by **Public Chapter 863 Acts of 2008** to address the remaining block of courses in university parallel community colleges programs that comprise a pre-major, or the freshman and sophomore level requirements for a baccalaureate major. Thus, the one-third (or 19 hours) of the AA/AS in a specific major will be “universally transferrable” as credit toward the baccalaureate in that major. For example, the 19-hours in the Pre-psychology major earned in a community college will directly articulate with the requirements for the baccalaureate degree in Psychology at all universities.

An **amendment to T.C.A. §49-7-110, Public Chapter 204 Acts of 2009** removes a significant barrier to efficient transfer in eliminating the variance between TBR and UT undergraduate degree requirements. This long-standing variance was in the specified 6-semester hour history sequence within the general education core. With this change, students can now transfer hours earned in U.S. History and World History between the two systems, whereas before legislation denoted only U.S. History as fulfilling graduation requirements in TBR institutions.

THEC, TBR, and UT have moved forward together in addressing these three related public chapters and have made significant progress toward fulfilling these directives. In summary,

- TBR and UT have adopted the same learning outcomes in a common general education core that is fully transferrable between two- and four-year sectors and across the two systems, thereby meeting the terms of Public Chapter 795.

- TBR and UT have targeted universal transfer for pre-major requirements in baccalaureate majors exhibiting the highest transfer demand, starting with Business and Psychology. The pre-major path in Business is complete, and the path for Psychology is under construction. UT and TBR will use this same process in effecting universal transfer for pre-major paths in baccalaureate degree majors with significant transfer activity. These actions are fulfilling the directives of Public Chapter 863.
- Policy language has been adopted by both systems regarding general education core transfer.

These successes have required focused deliberations on campuses, at the system level, and among THEC, TBR, and UT senior academic affairs staff. The summary below describes major activities that have taken place, the milestones achieved, and a plan for continuing work on these important state goals.

Summary of 2008-09 Activities to Improve Articulation and Transfer

Shortly after Public Chapter 863 was passed in April 2008, a series of conferences among the academic leadership of THEC, TBR, and UT were held to discuss the legislation and ensure broad understanding of the intent and desired outcomes. Following this discussion, the general education curricula from each of the three UT undergraduate campuses were mapped and compared across the system. These tasks were conducted to identify similarities in the general education core between and among the system campuses.

In the fall of 2008, a state level meeting was held in Nashville in the offices of the TBR to further specify the global tasks that needed to be performed. This meeting was convened by THEC and co-facilitated by the leadership of TBR and UT. Faculty representatives from TBR and UT were present as well as professional staff in the administrative areas representing offices of the registrars, curriculum systems, and systems level academic affairs. As a result of this meeting, a UT Task Force chaired by the UT system academic officer was constituted to guide the policy initiatives at UT which were central to meeting the requirements of the legislation. This task force was comprised of the chief academic affairs officers (or their designees) from each of the three undergraduate campuses, as well as senior staff from each of the registrars' offices and faculty leaders in general education. The taskforce met throughout the 2008-2009 academic year and was successful in accomplishing a number of objectives. These are highlighted below.

Transferability of General Education

- Each UT campus developed policy language that has been fully approved by each of the faculty senates ensuring seamless transferability of the general education curriculum for students who complete an Associate's Degree from any TBR institution, upon transfer to UT.
- Policies are now in place at each UT campus to fully transfer the general education curriculum in total for transfer students with Associate's Degrees from any TBR institution upon admission to UT.

- Policy language has been developed by each UT campus guiding the full transferability of the general education curriculum among the UT campuses. UT Martin has adopted such policy. The faculty senates of UTC and UTK will review these policies fall semester 2009, with the goal of approving this year for implementation in 2010.
- A meeting of the UT Task Force on Transfer and Articulation is scheduled for the middle of October 2009 to continue identifying key tasks of the group relative to general education core consonance.

Universal Articulation

The THEC, TBR, and UT senior staff planned a strategy to begin developing common curricular paths for majors beginning with the highest transfer demand areas. The major strategies included reviewing the lower and upper division requirements for two of the most popular majors for Tennessee transfer students: Business and Psychology. For each of these majors the full range of prerequisite courses was identified for each of the six TBR universities and for the three undergraduate campuses at UT. A decision was made to start with the Business major because it is a high demand area and also because there are common accreditation requirements across Business programs.

In order to have full discussion about the prerequisite courses required of Business majors across the state, a cross section of the Deans/Directors/Chairs of the Business programs across the two systems was invited to participate in a Joint UT/TBR Business Articulation Task Force. A meeting was convened of the task force in March 2009. Representatives from each of the three UT Schools of Business participated as did representatives from six of the TBR institutions. The purpose of the meeting was to review the 19 lower division prerequisites to the various business programs and determine if agreement could be reached on the specific courses that would constitute this lower division core. The joint task force was successful in specifying the lower division prerequisites for the undergraduate major (BA or BS) in Business Administration for every TBR and UT college or university in the state of Tennessee. These courses and required hours are as follows:

- Accounting I and II 6 hours
- Statistics 3 hours
 - Statistics must be calculus-based for students transferring specifically to UTK
- Calculus (Math 1830) 3 hours
- Computer Applications 3 hours
- Electives (guided) 4 hours

Each of the UT campuses has approved the implementation of this Business major common area of emphasis (the lower division 19 hours) for the current academic year.

The leadership of UT and TBR are in consultation about moving forward with developing universal articulation for other high demand majors, such as Psychology. The prerequisite courses across Psychology programs have been identified. Next steps for this fall would include convening a joint task force of faculty representatives in this discipline to specify a common set of lower division prerequisites for this major.

Additionally, progress has been made with other transfer provisions:

- The Associate of Science in Teaching Degree is now firmly established as a means of seamless articulation to colleges of education at TBR universities for community college students who wish to pursue licensure in K-6 teaching. Completion of the degree assures community college students acceptance as juniors into elementary education programs at TBR universities. The degree includes requirements of a 2.75 grade point average, successful completion of the Praxis I examination, and verification of suitability to enter the teaching profession through screening on a disposition index. The degree was implemented in 2006. In the inaugural graduating class of 2008, 59 degrees were awarded by the community colleges. The number of graduates grew to 183 in 2009, which manifests the success of the program.
- Two TBR community colleges have entered into dual admissions agreements with partnering universities, the effect of which will be to provide interested students seamless transitions in transfer by providing one curriculum plan for earning the Associate's and Bachelor's degrees. Students who participate must complete the Associate's degree and meet certain other criteria for guaranteed acceptance to the partnering university. Participating students will have received specific curricular guidance for seamless entrance into their chosen university majors. Institutions currently involved in dual admissions programs include Nashville State Community College, which has agreements with Middle Tennessee State University and Tennessee State University, and Dyersburg State Community College with the University of Tennessee at Martin. These programs will serve as prototypes for review in consideration of potential expansion of dual admissions programs statewide.

Transfer Student Report

In order to evaluate articulation among institutions and student transfer patterns across the state, the following analysis tracks the occurrence of transfer and the relative success of transfer students. All data for this report come from the THEC Student Information System as reported by each institution and system office. A transfer student is defined as one who last attended another institution from which credit is acceptable toward the degree or certificate in progress.

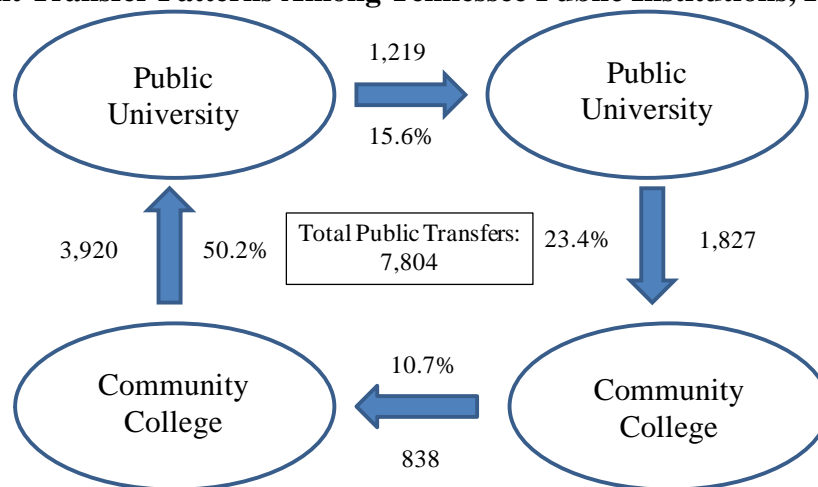
First, the number of students transferring into a public institution in Fall 2008 is reported. These students include undergraduate and graduate students who enrolled at the institution for the first time or who returned after being enrolled at another institution for a fall or spring semester. This analysis is a continuation from last year's report. References to prior year data in this report reflect updated data and reporting definitions and thus may not match those in last year's report.

Second, new this year is an analysis of a cohort of beginning first-time freshmen in fall 2003 and their transfer patterns, retention, and graduation rates over the following six years (through spring 2009). This analysis compares students who transferred at any point during the six year period (transfer students) to those who never transferred (native students). The comparison aids in determining if transfer students are as successful as native students in retention from year to year and in the six-year graduation rate.

Fall 2008 Snapshot

The total number of students who transferred into public colleges and universities in fall 2008 was 13,820 or 6.5 percent of all undergraduate and graduate students enrolled in public colleges and universities. This is consistent with the fall 2007 rate of 7.2 percent. More than half (7,804 or 56.5 percent) of the fall 2008 transfers were from one public institution to another. Approximately one-half (50.2 percent) of all public transfers were from community colleges to public universities, which matches the fall 2007 rate of 50.3 percent (**figure 1**). In addition, 23.4 percent of transfers were from universities to community colleges, 15.6 percent were from universities to universities, and 10.7 percent were from community colleges to other community colleges.

Figure 1
Student Transfer Patterns Among Tennessee Public Institutions, Fall 2008



A considerable amount of transfer activity occurs outside the public sector as well. Currently available data precludes analysis of the number of students the Tennessee public sector sends to other institutions. A sizeable number are received from outside Tennessee public higher education, however. In fall 2008, 6,016 students transferred into Tennessee public higher education from a Tennessee private non-profit or for-profit institution or an institution outside of the state (**figure 2**). This is almost as many students as transferred in from other public institutions (7,804). At community colleges, almost exactly the same number of transfer students were received from public (2,665) as non-public institutions (2,626).

Figure 2
Public Institution Enrollment by Student Type, Fall 2008

	Overall Enrollment	First-Time Freshmen	Transfer Out to Public Institutions	Transfer In from Public Institutions	Transfer In from Non-Public Institutions
APSU	9,401	1,422	164	217	509
ETSU	13,646	1,895	336	591	428
MTSU	23,866	3,454	584	1,213	734
TSU	8,253	1,040	173	329	174
TTU	10,793	1,623	254	592	134
UOM	20,214	1,989	341	686	534
UTC	9,807	2,083	436	431	238
UTK	27,881	4,214	531	765	456
UTM	7,574	1,342	227	312	181
UTMHSC	2,671	0	0	3	2
Univ. Total	134,106	19,062	3,046	5,139	3,390
CHSCC	8,485	1,343	369	272	291
CLSCC	3,335	639	165	62	140
COSCC	4,767	944	375	186	196
DSCC	2,749	631	189	94	71
JSCC	4,381	892	265	133	103
MSCC	4,394	1,088	402	235	130
NASCC	7,716	1,096	470	327	285
NESCC	5,470	1,068	190	194	157
PSTCC	8,742	1,540	577	307	237
RSCC	5,531	1,071	392	188	152
STCC	11,427	2,183	530	334	441
VSCC	7,241	1,429	482	226	249
WSCC	5,918	1,219	352	107	174
CC Total	80,156	15,143	4,758	2,665	2,626
Total	214,262	34,205	7,804	7,804	6,016

Note: Overall enrollment includes first-time freshmen and students who transferred in for the fall 2008 semester.

Of the 13,820 transfers to Tennessee public institutions in fall 2008:

- 57.4 percent from other Tennessee public institutions
- 22.2 percent from out-of-state public institutions
 - Top states: Mississippi (346 transfers), Alabama (262), and Georgia (242)
- 9.1 percent from Tennessee private not-for profit institutions
 - Top institutions: Hiwassee College (78 transfers), Lane College (77), Maryville College (75)
- 5.5 percent from an unknown sector and state
- 4.1 percent from out-of-state private not-for-profit institutions
- All others less than 1 percent

Transfer is important to all public Tennessee colleges and universities as receiving institutions, sending institutions, or both. In fall 2008, Tennessee public universities transferred 3,046 students to other public institutions of which 40 percent went to other universities and 60 percent went to community colleges. During the same semester, community colleges transferred 4,758 students and of that 82 percent went to universities and 18 percent went to other community colleges. See **Appendix A through D** for number of students sent and received by each public institution.

Fall 2003 First-Time Freshmen Cohort

The Fall 2003 first-time freshmen cohort analysis includes all students who enrolled for the first-time in fall 2003 and attended a public college or a university. The following tables compare students who transferred at any point during the six year period (transfer students) to those who never transferred (native students).

Of the first-time freshmen in fall 2003, 5,537 or 19 percent transferred one or more times before earning a Bachelor’s degree or during the six-year period (fall 2003 to spring 2009). Transferring multiple times is rare, however. Only 755 students, 14 percent of transfers and three percent of the overall cohort transferred two, three, or four times. The number of transfers may include a return to a student’s initial institution, but does not include transfers from one non-Tennessee public institution to another. Students who transferred more than once were less likely to graduate with an Associates or Bachelors Degree in six years. Students with multiple transfers graduated at a rate of 42 percent, compared to 46 percent for students who transferred once, and 35 percent for students who did not transfer at all.

Transfer students and native students present different demographic characteristics in addition to their differing mobility patterns (**figure 3**). Native students are more likely to be adult (age 25 and older) and African-American, particularly at community colleges, while transfer students are more likely to be Caucasian.

**Figure 3
Demographics for Transfer and Native Students by System, 2003 FTF Cohort**

	Transfers	Natives	Adult		Male		African-American		Hispanic		Caucasian	
			Transfers	Natives	Transfers	Natives	Transfers	Natives	Transfers	Natives	Transfers	Natives
Public University	2,716	10,538	1.5%	3.2%	45.5%	45.6%	18.2%	22.6%	0.8%	1.6%	77.0%	71.9%
Community College	2,821	8,169	6.1%	18.4%	44.7%	38.4%	10.4%	19.9%	1.1%	1.4%	84.7%	76.0%
Total	5,537	18,707	3.8%	9.8%	45.1%	42.5%	14.2%	21.4%	1.0%	1.5%	80.9%	73.7%

Transfer students were retained and graduated at a higher rate than native students; 45.0 percent of transfers had graduated with an Associate’s or Bachelor’s degree six years later compared to 36.6 percent for native students (**figure 4**). At both TBR and UT universities, the fall-to-fall retention rates for transfer and native students are similar, yet there is a notable difference in the graduation rate. At community colleges, the differences in these two populations is evident beginning in the second year retention rate and transfer students graduate at a rate that is 39.1 percent higher. This finding is not surprising, however, since a student is retained if he or she is enrolled anywhere in the public sector or has earned an Associate’s or Bachelor’s degree. These findings should also take into consideration the differing student demographics for these groups which affect their likelihood of success.

**Figure 4
Retention and Graduation Rates by System of Initial Enrollment, Fall 2003 Cohort**

		Fall to Fall Retention Rate*				6-Year Graduation Rate**
		Year 1 N=	Year 2	Year 3	Year 4	
TBR University	Native	6,863	82.2%	70.1%	64.3%	47.4%
	Transfer	1,570	81.8%	69.9%	65.2%	32.0%
UT University	Native	3,675	86.2%	77.9%	74.1%	62.0%
	Transfer	1,146	87.6%	77.1%	68.2%	38.0%
Community College	Native	8,169	62.6%	39.4%	28.6%	16.1%
	Transfer	2,821	89.1%	83.4%	77.9%	55.2%
Total	Native	18,707	74.4%	58.2%	50.6%	36.6%
	Transfer	5,537	86.7%	78.3%	72.3%	45.0%

*Transfer students retained at any public institution in the state or graduated with an Associates or Bachelors Degree

**Graduated with Associate’s or Bachelor’s degree from any public institution

Students who earn more credits before they transfer for the first time are more successful. Most students (44 percent) transfer with less than 30 credit hours, yet those students are the least successful, graduating at just 27.5 percent (**figure 5**). Roughly the same number of students transfer with 30-59 (29 percent) and 60 to 90 (24 percent) credit hours, yet those in the second group graduate at a rate 30.4 percent higher than the first. Students transferring for the first time after earning more than 90 hours graduate at a rate of 72.2 percent.

**Figure 5
Graduation Rates by Number of Credits Earned Before First Transfer, Fall 2003 Cohort**

	Year 1 N=	6-Year Graduation Rate*
Less than 30	2,072	27.5%
30-59	1,369	48.1%
60-90	1,125	78.5%
Greater than 90	133	72.2%
All Transfers	4,699	47.0%

*Graduated with Associates or Bachelors Degree from any public institution

Note: Does not include 838 students for whom credit hours at first transfer were not available

The paths taken by the cohort of fall 2003 first-time freshmen on the way to earning a Bachelor’s degree vary (**figure 6**). Of the students who first enrolled in the public sector in fall 2003 and earned a Bachelor’s degree in the public sector in the following six years, most (92 percent) remained at the same institution, while the remaining students were divided evenly among first enrolling at a university in the same system (TBR or UT), at a university in a different system, or at a community college. A small portion of students were not included in the analysis because the credit hours at the time of graduation were not reported or unusable.

Figure 6
Bachelor’s Degree Graduates by Graduating Institution and Location of First Enrollment,
Fall 2003 Cohort

	Same Institution	Univ. in Same System	Univ. in Different System	Comm. College	Total	Graduates Without Usable Hours
APSU	283	11	10	23	327	23
ETSU	613	24	30	182	849	24
MTSU	1,315	52	75	247	1,689	75
TSU	458	13	10	28	509	12
TTU	545	16	23	177	761	23
UOM	663	27	64	89	843	47
UTC	529	10	28	92	659	44
UTK	1,401	11	46	136	1,594	733
UTM	428	20	19	62	529	26
Total	6,235	184	184	184	6,787	1,007

Note: Includes students who first enrolled and graduated from a public community college or university

The number of terms students needed to complete a Bachelor’s degree varied by enrollment path (**figure 7**). On average, students required 11.1 terms to complete degree requirements, which is equivalent to 5.5 years if students attend during fall and spring semesters only. The most efficient path was to enroll and graduate from the same institution, while the least productive path was to begin at a university in a different system (TBR or UT) and transfer before graduating. While differences persist between degree paths, variations also exist between institutions. For example, APSU has the lowest number terms to degree for community college transfers at 10.6 and UTK the highest at 12.9.

Figure 7
Average Number of Terms at Graduation for Bachelor's Degree Graduates by Graduating Institution and Location of First Enrollment, Fall 2003 Cohort

	Same Institution	Univ. in Same System	Univ. in Different System	Comm. College	Total
APSU	10.4	11.4	12.3	10.6	10.5
ETSU	10.8	11.5	11.4	11.9	11.1
MTSU	11.0	11.3	12.3	11.7	11.2
TSU	10.4	12.1	13.8	11.9	10.6
TTU	10.7	12.6	11.4	11.2	10.8
UOM	11.0	11.6	12.7	12.0	11.3
UTC	11.6	12.4	11.9	12.9	11.8
UTK	11.2	13.4	11.9	12.9	11.4
UTM	10.7	12.1	11.9	12.1	10.9
Total	10.9	11.8	12.2	11.9	11.1

Note: Includes students who first enrolled and graduated from a public community college or university

The differences in time to degree also affect the number of credit hours students accumulate for Bachelor's degree attainment (**figure 8**). On average, graduates earn 135.7 credit hours, an excess of 15.7 credit hours from the typical requirements of 120 credit hours. This excess is equivalent to a full-time course load for one semester. The most efficient paths to graduation and trends among institutions mirror those from the average terms to graduation.

Figure 8
Average Number of Credit Hours at Graduation for Bachelor's Degree Graduates by Graduating Institution and Location of First Enrollment, Fall 2003 Cohort

	Same Institution	Univ. in Same System	Univ. in Different System	Comm. College	Total
APSU	133.8	133.8	131.1	138.2	134.1
ETSU	138.2	138.6	142.6	138.7	138.7
MTSU	133.4	133.5	139.0	137.3	134.3
TSU	138.5	138.5	144.1	142.4	138.8
TTU	132.2	132.4	138.5	136.1	133.5
UOM	132.4	132.4	139.9	135.4	133.3
UTC	135.6	135.7	137.5	137.7	136.1
UTK	135.6	135.7	136.2	140.3	136.1
UTM	139.0	139.2	139.6	139.0	139.2
Total	135.1	135.2	138.9	137.9	135.7

Note: Includes students who first enrolled and graduated from a public community college or university

The first-time freshmen enrolled in fall 2003 produced 8,776 Bachelor's degrees, but only 2,650 Associates degrees (575 students earned both). Of Associates degree earners, 23 percent earned their degree and transferred the following semester and 29 percent transferred with their degree in any semester.

Fall 2003 First-Time Freshmen Native and Transfer Paired Cohort

The analysis above includes all students, although some students may have had different enrollment and graduation goals than others. To control for these factors, the analysis below presents a paired cohort (**figure 9**). The first group includes first-time freshmen who enrolled at a university in fall 2003, earned at least 24 credit hours at their home institution, and did not transfer prior to earning a Bachelor’s degree during the six-year period between fall 2003 and spring 2009. The second group includes first-time freshmen who enrolled at a community college in fall 2003, earned at least 24 credit hours at their home institution, and transferred to a university. Students who start at a community college demonstrate a higher fall-to-fall retention rate in year three and four, as well as a graduation rate that is 9.5 percent higher.

**Figure 9
Retention and Graduation Rates for Paired Cohort, Fall 2003 Paired Cohort**

	Fall to Fall Retention Rate*			6-Year Graduation Rate**
	Year 1 N=	Year 3	Year 4	
Started at a University	6,953	89.4%	84.9%	71.6%
Transferred from a Community College to a University	1,220	97.3%	94.8%	81.1%

*Enrolled anywhere in the public sector or earned Bachelors Degree

**Includes Bachelors degrees only

Note: See paragraph above for descriptions of each group included in analysis

Conclusion

The Transfer Student Report shows that transfer students are equally or more successful than native students. It also shows, however, that transfer students are transferring early in their educational careers and that the two groups differ in their demographics, which may also explain a portion of their differing success rates. Future research will continue to expand upon both the occurrence of transfer and the success of transfer students in comparison to their native counterparts. This analysis will highlight areas in which transfer is not serving students well and in which articulation may need to be given more attention.

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Note: To read the appendices, find the institution of interest across the top and read down the column to find where that institution sends students to (Appendix B and D) or receives students from (Appendix A and C). Appendix A shows which institutions send transfers students to community colleges and Appendix B shows where community colleges send their students.

For example, to find the source of Chattanooga State Community College’s (CHSCC) transfer students, look in the first column of Appendix A. The bottom row shows that CHSCC received 272 transfer students in fall 2008 from other Tennessee public institutions. CHSCC received 70.6 percent of transfers from universities and 29.4 percent from community colleges; notable sending institutions included UTC with 49.3 percent of CHSCC’s transfers and CLSCC with 13.6 percent.

Appendix B shows the public institutions to which CHSCC sends its transfer students. The bottom of column one shows that CHSCC transferred out of the college 369 students in fall 2008. It sent 83.7 percent to universities and 16.3 percent to other community colleges. UTC received by far the most of CHSCC’s transfers, at 53.7 percent.

Appendix A

Transfers to Community Colleges from Other Public Institutions by Receiving Community College, Fall 2008

		Transfers To												
		CHSCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NASCC	NESCC	PSTCC	RSCC	STCC	VSCC	WSCC
Transfers From	APSU	0.0%	1.6%	3.2%	1.1%	3.0%	0.4%	7.6%	1.0%	0.3%	1.1%	1.5%	9.7%	3.7%
	ETSU	2.2%	0.0%	0.0%	0.0%	0.0%	1.3%	0.6%	76.8%	5.9%	4.8%	0.3%	0.9%	30.8%
	MTSU	6.3%	9.7%	31.2%	6.4%	4.5%	51.1%	17.7%	2.1%	7.5%	1.6%	6.3%	21.7%	7.5%
	TSU	1.5%	0.0%	3.8%	4.3%	2.3%	1.3%	15.9%	0.0%	0.7%	0.0%	3.9%	8.4%	0.0%
	TTU	2.2%	1.6%	5.4%	1.1%	0.8%	12.3%	15.3%	0.5%	3.3%	9.6%	0.3%	12.4%	2.8%
	UOM	1.1%	1.6%	2.7%	8.5%	3.8%	0.9%	3.7%	0.0%	1.0%	0.5%	60.2%	0.0%	0.0%
	UTC	49.3%	17.7%	7.5%	1.1%	0.8%	3.0%	4.9%	2.1%	6.5%	3.7%	7.5%	3.1%	0.0%
	UTK	8.1%	4.8%	6.5%	3.2%	2.3%	1.3%	3.1%	2.6%	41.4%	17.6%	3.6%	5.8%	15.0%
	UTM	0.0%	0.0%	4.8%	30.9%	48.1%	0.9%	1.5%	0.0%	0.0%	0.5%	4.8%	4.0%	0.0%
	UTMHSC	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Univ. Total	70.6%	37.1%	65.1%	56.4%	65.4%	72.3%	70.3%	85.1%	66.4%	39.4%	88.3%	65.9%	59.8%
	CHSCC	-	32.3%	2.7%	0.0%	0.8%	2.1%	2.1%	1.0%	1.3%	6.9%	0.3%	0.0%	1.9%
	CLSCC	13.6%	-	0.0%	1.1%	0.0%	0.4%	0.0%	0.0%	1.0%	4.3%	0.3%	0.9%	1.9%
	COSCC	2.2%	0.0%	-	1.1%	1.5%	5.5%	5.8%	0.5%	2.6%	0.0%	0.0%	3.5%	0.9%
	DSCC	0.7%	1.6%	0.0%	-	20.3%	0.4%	0.3%	0.0%	0.0%	0.0%	5.7%	0.4%	0.0%
	JSCC	0.4%	0.0%	2.7%	11.7%	-	0.4%	1.5%	0.5%	0.0%	0.0%	3.6%	1.8%	0.0%
	MSCC	2.9%	3.2%	11.3%	0.0%	2.3%	-	3.4%	0.0%	1.3%	1.1%	0.6%	5.3%	0.9%
	NASCC	1.5%	1.6%	10.2%	1.1%	5.3%	8.9%	-	0.0%	1.3%	0.5%	0.3%	20.8%	0.0%
	NESCC	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	-	1.3%	0.5%	0.0%	0.0%	14.0%
	PSTCC	1.8%	8.1%	1.1%	0.0%	0.0%	0.9%	0.3%	1.0%	-	38.8%	0.0%	0.9%	9.3%
	RSCC	2.6%	12.9%	0.5%	0.0%	0.8%	0.9%	0.6%	2.1%	13.4%	-	0.0%	0.0%	6.5%
	STCC	1.1%	0.0%	1.6%	27.7%	3.0%	0.9%	2.1%	0.0%	2.0%	0.5%	-	0.4%	0.9%
	VSCC	1.8%	3.2%	4.3%	1.1%	0.0%	6.8%	12.5%	0.0%	1.3%	2.7%	0.3%	-	3.7%
	WSCC	0.4%	0.0%	0.5%	0.0%	0.8%	0.4%	0.6%	9.8%	8.1%	5.3%	0.6%	0.0%	-
	CC Total	29.4%	62.9%	34.9%	43.6%	34.6%	27.7%	29.7%	14.9%	33.6%	60.6%	11.7%	34.1%	40.2%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number	272	62	186	94	133	235	327	194	307	188	334	226	107	

Appendix B

Transfers from Community Colleges to Other Public Institutions by Sending Community College, Fall 2008

		Transfers From												
		CHSCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NASCC	NESCC	PSTCC	RSCC	STCC	VSCC	WSCC
Transfers To	APSU	0.8%	1.2%	6.9%	0.0%	2.6%	0.5%	9.6%	0.5%	0.5%	0.0%	0.6%	9.3%	0.6%
	ETSU	4.9%	7.9%	1.3%	0.0%	0.8%	1.5%	0.9%	81.6%	9.0%	10.2%	1.1%	1.7%	50.0%
	MTSU	6.5%	8.5%	52.5%	6.3%	16.2%	50.7%	29.4%	2.6%	8.0%	4.1%	5.5%	29.5%	2.6%
	TSU	1.4%	0.6%	1.9%	1.1%	2.3%	3.5%	23.2%	0.0%	0.7%	0.3%	3.6%	20.5%	0.3%
	TTU	9.8%	7.9%	5.3%	0.0%	2.3%	21.1%	8.7%	3.7%	9.5%	50.5%	0.0%	12.2%	1.4%
	UM	0.8%	0.0%	1.1%	22.8%	20.8%	0.2%	0.2%	0.0%	1.4%	0.0%	73.2%	0.8%	0.0%
	UTC	53.7%	27.3%	3.2%	0.0%	2.3%	2.2%	1.3%	0.0%	1.7%	1.8%	1.9%	2.3%	0.9%
	UTK	4.6%	11.5%	5.1%	0.5%	2.6%	3.2%	2.8%	0.0%	51.1%	14.3%	2.1%	5.2%	26.4%
	UTM	1.4%	1.8%	6.9%	41.8%	35.1%	0.5%	1.5%	0.0%	0.3%	0.3%	1.9%	0.4%	0.3%
	Univ. Total	83.7%	66.7%	84.3%	72.5%	84.9%	83.6%	77.4%	88.4%	82.3%	81.4%	89.8%	82.0%	82.4%
	CHSCC	-	22.4%	1.6%	1.1%	0.4%	2.0%	0.9%	0.5%	0.9%	1.8%	0.6%	1.0%	0.3%
	CLSCC	5.4%	-	0.0%	0.5%	0.0%	0.5%	0.2%	0.0%	0.9%	2.0%	0.0%	0.4%	0.0%
	COSCC	1.4%	0.0%	-	0.0%	1.9%	5.2%	4.0%	0.0%	0.3%	0.3%	0.6%	1.7%	0.3%
	DSCC	0.0%	0.6%	0.3%	-	4.2%	0.0%	0.2%	0.0%	0.0%	0.0%	4.9%	0.2%	0.0%
	JSCC	0.3%	0.0%	0.5%	14.3%	-	0.7%	1.5%	0.0%	0.0%	0.3%	0.8%	0.0%	0.3%
	MSCC	1.4%	0.6%	3.5%	0.5%	0.4%	-	4.5%	0.0%	0.3%	0.5%	0.4%	3.3%	0.3%
	NASCC	1.9%	0.0%	5.1%	0.5%	1.9%	2.7%	-	0.5%	0.2%	0.5%	1.3%	8.5%	0.6%
	NESCC	0.5%	0.0%	0.3%	0.0%	0.4%	0.0%	0.0%	-	0.3%	1.0%	0.0%	0.0%	5.4%
	PSTCC	1.1%	1.8%	2.1%	0.0%	0.0%	1.0%	0.9%	2.1%	-	10.5%	1.1%	0.8%	7.1%
	RSCC	3.5%	4.8%	0.0%	0.0%	0.0%	0.5%	0.2%	0.5%	12.7%	-	0.2%	1.0%	2.8%
	STCC	0.3%	0.6%	0.0%	10.1%	4.5%	0.5%	0.2%	0.0%	0.0%	0.0%	-	0.2%	0.6%
	VSCC	0.0%	1.2%	2.1%	0.5%	1.5%	3.0%	10.0%	0.0%	0.3%	0.0%	0.2%	-	0.0%
	WSCC	0.5%	1.2%	0.3%	0.0%	0.0%	0.2%	0.0%	7.9%	1.7%	1.8%	0.2%	0.8%	-
	CC Total	16.3%	33.3%	15.7%	27.5%	15.1%	16.4%	22.6%	11.6%	17.7%	18.6%	10.2%	18.0%	17.6%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number	369	165	375	189	265	402	470	190	577	392	530	482	352	

Appendix C
Transfers to Universities from Other Public Institutions by Receiving University, Fall 2008

		Transfers To									
		APSU	ETSU	MTSU	TSU	TTU	UOM	UTC	UTK	UTM	UTMHSC
Transfers From	APSU	-	1.0%	2.5%	4.0%	0.7%	1.2%	1.2%	2.1%	2.6%	0.0%
	ETSU	3.7%	-	2.3%	0.0%	2.0%	0.1%	3.0%	6.3%	1.0%	0.0%
	MTSU	12.0%	2.7%	-	7.0%	4.1%	3.9%	6.3%	5.8%	5.8%	0.0%
	TSU	1.8%	0.3%	2.0%	-	0.2%	3.4%	0.9%	0.5%	1.3%	0.0%
	TTU	3.7%	1.2%	3.7%	2.1%	-	0.1%	3.5%	1.6%	0.0%	0.0%
	UOM	1.8%	0.5%	2.6%	1.8%	0.0%	-	2.1%	1.8%	9.6%	100.0%
	UTC	2.8%	2.2%	5.5%	1.5%	1.5%	5.1%	-	6.5%	1.3%	0.0%
	UTK	6.0%	9.5%	6.8%	1.5%	2.4%	7.4%	7.7%	-	4.5%	0.0%
	UTM	4.1%	0.5%	2.1%	0.6%	0.5%	4.8%	1.9%	1.0%	-	0.0%
	UTMHSC	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-
	Univ. Total	35.9%	17.9%	27.5%	18.5%	11.3%	26.1%	26.5%	25.6%	26.0%	100.0%
	CHSCC	1.4%	3.0%	2.0%	1.5%	6.1%	0.4%	45.9%	2.2%	1.6%	0.0%
	CLSCC	0.9%	2.2%	1.2%	0.3%	2.2%	0.0%	10.4%	2.5%	1.0%	0.0%
	COSCC	12.0%	0.8%	16.2%	2.1%	3.4%	0.6%	2.8%	2.5%	8.3%	0.0%
	DSCC	0.0%	0.0%	1.0%	0.6%	0.0%	6.3%	0.0%	0.1%	25.3%	0.0%
	JSCC	3.2%	0.3%	3.5%	1.8%	1.0%	8.0%	1.4%	0.9%	29.8%	0.0%
	MSCC	0.9%	1.0%	16.8%	4.3%	14.4%	0.1%	2.1%	1.7%	0.6%	0.0%
	NASCC	20.7%	0.7%	11.4%	33.1%	6.9%	0.1%	1.4%	1.7%	2.2%	0.0%
	NESCC	0.5%	26.2%	0.4%	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%
	PSTCC	1.4%	8.8%	3.8%	1.2%	9.3%	1.2%	2.3%	38.6%	0.6%	0.0%
	RSCC	0.0%	6.8%	1.3%	0.3%	33.4%	0.0%	1.6%	7.3%	0.3%	0.0%
	STCC	1.4%	1.0%	2.4%	5.8%	0.0%	56.6%	2.3%	1.4%	3.2%	0.0%
	VSCC	20.7%	1.4%	11.7%	30.1%	10.0%	0.6%	2.6%	3.3%	0.6%	0.0%
	WSCC	0.9%	29.8%	0.7%	0.3%	0.8%	0.0%	0.7%	12.2%	0.3%	0.0%
	CC Total	64.1%	82.1%	72.5%	81.5%	88.7%	73.9%	73.5%	74.4%	74.0%	0.0%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Number	217	591	1,213	329	592	686	431	765	312	3

Appendix D
Transfers from Universities to Other Public Institutions by Sending University, Fall 2008

		Transfers From								
		APSU	ETSU	MTSU	TSU	TTU	UOM	UTC	UTK	UTM
Transfers To	APSU	-	2.4%	4.5%	2.3%	3.1%	1.2%	1.4%	2.4%	4.0%
	ETSU	3.7%	-	2.7%	1.2%	2.8%	0.9%	3.0%	10.5%	1.3%
	MTSU	18.3%	8.3%	-	13.9%	17.7%	9.1%	15.4%	15.6%	11.5%
	TSU	7.9%	0.0%	3.9%	-	2.8%	1.8%	1.1%	0.9%	0.9%
	TTU	2.4%	3.6%	4.1%	0.6%	-	0.0%	2.1%	2.6%	1.3%
	UOM	4.9%	0.3%	4.6%	13.3%	0.4%	-	8.0%	9.6%	14.5%
	UTC	3.0%	3.9%	4.6%	2.3%	5.9%	2.6%	-	6.2%	3.5%
	UTK	9.8%	14.3%	7.5%	2.3%	4.7%	4.1%	11.5%	-	3.5%
	UTM	4.9%	0.9%	3.1%	2.3%	0.0%	8.8%	0.9%	2.6%	-
	UTMHSC	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%
	Univ. Total	54.9%	33.6%	35.1%	38.2%	37.4%	29.3%	43.3%	50.7%	40.5%
	CHSCC	0.0%	1.8%	2.9%	2.3%	2.4%	0.9%	30.7%	4.1%	0.0%
	CLSCC	0.6%	0.0%	1.0%	0.0%	0.4%	0.3%	2.5%	0.6%	0.0%
	COSCC	3.7%	0.0%	9.9%	4.0%	3.9%	1.5%	3.2%	2.3%	4.0%
	DSCC	0.6%	0.0%	1.0%	2.3%	0.4%	2.3%	0.2%	0.6%	12.8%
	JSCC	2.4%	0.0%	1.0%	1.7%	0.4%	1.5%	0.2%	0.6%	28.2%
	MSCC	0.6%	0.9%	20.5%	1.7%	11.4%	0.6%	1.6%	0.6%	0.9%
	NASCC	15.2%	0.6%	9.9%	30.1%	19.7%	3.5%	3.7%	1.9%	2.2%
	NESCC	1.2%	44.3%	0.7%	0.0%	0.4%	0.0%	0.9%	0.9%	0.0%
	PSTCC	0.6%	5.4%	3.9%	1.2%	3.9%	0.9%	4.6%	23.9%	0.0%
	RSCC	1.2%	2.7%	0.5%	0.0%	7.1%	0.3%	1.6%	6.2%	0.4%
	STCC	3.0%	0.3%	3.6%	7.5%	0.4%	58.9%	5.7%	2.3%	7.0%
	VSCC	13.4%	0.6%	8.4%	11.0%	11.0%	0.0%	1.6%	2.4%	4.0%
	WSCC	2.4%	9.8%	1.4%	0.0%	1.2%	0.0%	0.0%	3.0%	0.0%
	CC Total	45.1%	66.4%	64.9%	61.8%	62.6%	70.7%	56.7%	49.3%	59.5%
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number	164	336	584	173	254	341	436	531	227	