Section I – Introduction & Overview
Section II – TBR & Tennessee Higher Education Over the Last Decade
The CCTA marked a change in emphasis in public policy in TN higher education.

2010: Complete College Tennessee Act
2011: Outcomes-Based Funding
2012: Tennessee Transfer Pathways
2010: Complete College Tennessee Act

2011: Outcomes-Based Funding

TN became the first state to do away completely with enrollment-based funding and exclusively fund colleges based on outcomes.

2012: Tennessee Transfer Pathways

2013: Drive to 55
History of Major Initiatives and Milestones

2010: Complete College Tennessee Act
2011: Outcomes-Based Funding
2012: Tennessee Transfer Pathways
2013: Drive to 55
2014: SAILS Statewide

Universal transfer pathways to universities were established for virtually all AA and AS programs.
TN set a goal to have 55% of adults with a postsecondary credential (versus 36% at the time).
2012: Tennessee Transfer Pathways
2013: Drive to 55
2014: SAILS Statewide
2015: Tennessee Promise
2015: Co-requisite Remediation

A revolutionary approach, that currently serves 10,000 students, addressed remediation needs while the student is still in high school.
History of Major Initiatives and Milestones

- 2013: Drive to 55
- 2014: SAILS Statewide
- 2015: Tennessee Promise
- 2015: Co-requisite Remediation
- 2015: First Colleges join ATD

Promise increased the community college freshman class by 40% (or about 5,000 students in fall 2015).
History of Major Initiatives and Milestones

2014: SAILS Statewide
2015: Tennessee Promise
2015: Co-requisite Remediation
2015: First Community Colleges join ATD
2015: Frontier Set

Completion of college-level math within two terms increased from 15% in 2014 to 51% in 2015.
History of Major Initiatives and Milestones

- 2015: Tennessee Promise
- 2015: Co-requisite Remediation
- 2015: First Community Colleges join ATD
- 2015: Frontier Set
- 2016: FOCUS Act

A nationwide community college network focused on evidence-based reforms.
2015: Co-requisite Remediation
2015: First Community Colleges Join ATD

2015: Frontier Set

2016: FOCUS Act

2017: High Impact Practices

Multi-year Gates Foundation grant to advance the completion agenda.
History of Major Initiatives and Milestones

2015: First Community Colleges join ATD
2015: Frontier Set
2016: FOCUS Act
2017: High Impact Practices
2018: Tennessee Reconnect

Altered the governance structure of TN higher education.
History of Major Initiatives and Milestones

2015: Frontier Set
2016: FOCUS Act
2017: High Impact Practices
2018: Tennessee Reconnect
2018: Mindset

Nearly 30% of community college students participated in at least one HIP in 2017-18.
History of Major Initiatives and Milestones

2016: FOCUS Act
2017: High Impact Practices
2018: Tennessee Reconnect
2018: Mindset
2019: All Community Colleges join ATD

After years of declines, adult enrollment increased 18% at community colleges in fall 2018.
History of Major Initiatives and Milestones

2017: High Impact Practices
2018: Tennessee Reconnect
2018: Mindset
2019: All Community Colleges join ATD
2019: Digital Engagement Initiative

Research based intervention that emphasizes student attitude and approach to learning.
History of Major Initiatives and Milestones

2018: Tennessee Reconnect
2018: Mindset
2019: All community colleges join ATD
2019: Digital Engagement Initiative

ATD is intricately connected to TBR’s Strategic Plan, especially the emphasis on data, completion, and equity.
Systemwide effort to address textbook affordability and accessibility for students. In Fall 2019, 67,000 student-courses will use DEI, or about 22% of all activity.
Section III – The Student Success & Workforce Development Pipeline
• TBR has attempted to map out the major programs and initiatives.

• This schematic will weave together:
  • Programs and initiatives.
  • The types of students we serve.
  • The various successes or outcomes that we track.
Section IV – Access, Preparation, & Financial Aid
Access, Preparation, & Financial Aid: Key Themes

- What do we know about the students we serve?
- Connection to statewide demographic and economic trends
- Effects of state policies and system initiatives
- Our open-access mission
Enrollment at Community Colleges & TCATs

• In 2018-2019, more than 140,000 students enrolled at TBR colleges:
  • 22,000+ TCAT students seeking a diploma or certificate;
  • 9,000+ TCAT students seeking supplemental training; and
  • 116,000+ students at community colleges.

Note: The 2018-19 year includes the number of students enrolled in summer 2018, fall 2018, and spring 2019, unduplicated.
Enrollment in diploma and certificate programs at TCATs (preparatory enrollment) has increased from 17,400 in 2014-15 to 19,831 in 2017-18.
What kinds of students enroll at TCATs?

First-Time Students at TCATs, 2009-2017

Key Takeaways:

- 32% of new TCAT students in fall 2017 were recent high school graduates, compared to 13% in fall 2009.
- The average age of a TCAT student in 2017 was 24.5, compared to 27.0 in 2014.

Note: Data from P20 Connect, the state’s longitudinal data system. Includes preparatory students who began in the fall trimester as first-time students at a TCAT. First-time students are those who have not previously accumulated any clock hours or who are enrolling at a TCAT within one year of completing high school. Excludes dual enrollment students and students in special industry and continuing education programs.
Community College Enrollment Trends

Note: Preliminary fall 2019 enrollment is based on unedited census (14th day) enrollment data. Prior years are reported with official end-of-term data. Historically, the end-of-term headcount is 1% higher than census, while end-of-term FTE enrollment is 2% higher than census. Full-time Equivalent (FTE) enrollments capture proportional coursetaking activity of full-time and part-time students. FTE is calculated as total degree credits attempted divided by 15.
Note: Data on the college-going rate each year is from the Tennessee Higher Education Commission Factbook. The college-going rate is based on in-state and out-of-state, two-year and four-year, public and private enrollment, where only public high school graduates are included.
Note: Adult students are age 25+ at the time of enrollment, according to end-of-term enrollment data. Unemployment rates are based on the statewide unemployment rate in July of each year using data from the Bureau of Labor Statistics.
Community College Enrollment Leaders

Largest Colleges by Enrollment in Fall 2018

- Pellissippi: 11,073 (Headcount), 7,202 (FTE)
- Southwest: 9,496 (Headcount), 6,142 (FTE)
- Volunteer: 9,202 (Headcount), 6,253 (FTE)
- Chattanooga: 8,338 (Headcount), 5,630 (FTE)
- Nashville: 8,337 (Headcount), 5,173 (FTE)

Note: Enrollment and FTE are based on fall 2018 end-of-term data.
Where are students from?

Community College Enrollment in Fall 2018

- 4% of TN students were from the state’s fifteen economically distressed counties.
- 35% of TN students were from the state’s five largest counties.

Note: Based on end-of-term enrollment data in fall 2018; state and county is determined by the student’s permanent residence.
Who is enrolled at community colleges?

**Enrollment by Race & Ethnicity**

- White
- Black or African American
- Hispanic

**Enrollment by Gender**

- Male
- Female

Note: Based on end-of-term enrollment data in fall of each year.
Who is enrolled at community colleges?

Key Takeaways:

- **58%** of students were under age 21, compared to **42%** in 2010.
- The percent of students under 18 has **doubled**.
- **28%** of students in 2018 were age 25 and over, compared to **39%** of students in 2010.

Note: Based on end-of-term enrollment data in fall of each year.
Tennessee Reconnect at Community Colleges

Of the nearly 14,000 Reconnect Students Enrolled in Fall 2018:

- First-Time Freshmen: 15%
- Continuing Students: 41%
- "Reconnecting": 44%

Adult Enrollment Each Fall

- Already Enrolled
- Reconnecting: ↑ 2,957 (53%)
- First-time Freshmen: ↑ 1,103 (96%)

Note: Analysis based on Tennessee Reconnect students who enrolled at community colleges in fall 2018. “First-time freshmen” refers to students enrolling for the first time in college. “Reconnecting” students are those who have enrolled at some point in the past but are returning to college. “Continuing Students” are those who were enrolled at that institution during the preceding semester (spring 2018 or summer 2018). Adult enrollment trends exclude Pellissippi State, where Reconnect launched in fall 2017. Adults are defined as those who are 25 years or older.
What types of students are enrolled?

The number of first-time, full-time freshmen increased 43% from fall 2014 to fall 2015.

The number of dual enrolled high school students doubled over the last decade.

Key Takeaways:

- The number of first-time, full-time freshmen increased 43% from fall 2014 to fall 2015.
- The number of dual enrolled high school students doubled over the last decade.

Note: Data is fall end-of-term data. Dual enrolled students are high school students enrolled in one or more college courses. First-time, full-time freshmen are degree-seeking students who enroll in college for the first time after graduating from high school in fall or in the prior summer and continued in the fall and attempting 12 credit hours. Transfer students are those who previously attended another institution for which credit is acceptable toward a degree or certificate. Continuing students are students who were registered at the institution during the preceding spring or summer. Readmitted students are students who previously attended the institution and are returning after some time away.
Tennessee Promise at Community Colleges

Note: Non-Promise students are recent high school graduates who enrolled as first-time, full-time freshmen but did not participate in Promise. Other freshmen are first-time, full-time freshmen who were not recent high school graduates.

Key Takeaways:

- 14,059 new Promise students enrolled in fall 2017, representing 72% of all first-time, full-time freshmen.

- 53% of new Promise students in 2017 were also Pell grant recipients, and 40% were first generation college students.
Who is enrolled at community colleges?

Out of 10 average first-time, full-time freshmen in fall 2018:

- 7 students were in programs designed to transfer to a university.
- 6 students were Pell grant recipients.
- 5 students were recipients of merit-based HOPE scholarships.
- 4 students were recipients of need-based TSSA aid.
How prepared are students?

ACT Scores for First-Time, Full-Time Freshmen

Key Takeaways:

- The average ACT score increased from 18.6 in fall 2010 to 19.4 in fall 2018.
- Nearly half (47%) of incoming students in fall 2018 had ACT scores of 19 or below.

Note: Includes ACT scores for first-time, full-time freshmen enrolled in the fall term at community colleges. Students without an ACT score on record are excluded. Approximately 12% of first-time, full-time freshmen in fall 2018 and 24% in fall 2010 had no ACT score on record.
How prepared are students?

**In fall 2018:**

- 65% of first-time freshman required learning support.
- More than half required learning support in math.
- More than a third required learning support in writing and/or reading.

First-Time Freshmen Requiring Learning Support

- Any Learning Support
- Math Learning Support
- Writing Learning Support
- Reading Learning Support

Note: Includes first-time full-time and part-time students, as well as summer-returning-fall students. Includes placement based on ACT, Accuplacer, or Compass scores.
Over the past decade, first-time enrollment increased, and **dual enrollment doubled**.

Nearly two-thirds of incoming freshmen require **learning support** in math, writing, or reading.

**Tennessee Promise** and **Tennessee Reconnect** have altered enrollment at TBR colleges, boosting first-time enrollment and reversing the steady decline in adult enrollment.
Section V – How TBR Addresses Student Success Challenges
• Section IV profiled TBR students, their academic challenges and other student success barriers.

• Lenses or hats for a ‘typical’ TBR student profile.

• Utilize those lenses as we discuss various strategies or interventions to address student success challenges.
This section will provide a deeper dive into what TBR is doing to improve student success and workforce development.

The schematic in Section III summarized various programs and approaches that impact the student success pipeline.

Broadly speaking, these directly support or directly support colleges and their capacity to serve students.
• High Impact Practices – enhancing student learning and retention
• Learning Support – academic preparation
• Mindset – enhancing student retention
• Beyond Financial Aid – low-income student supports
• Digital Engagement Initiative – cost of and accessibility to course materials
Supporting Colleges

• Achieving the Dream – using data to drive completion and equity
• Academic & Financial Operations – supporting college operations
• Data Science, Analytics & Tools – connecting research to interventions
• Strategic Enrollment Management – recruitment, retention, and success
• Outcomes-based Funding Formula – aligning state funding with state and system goals
Supporting student success takes on an array of forms. Broadly these can be categorized as:

- Programs and interventions that promote access and preparation.

- ‘Academic mindset’ or the approach/attitude that students bring to their academic career.

- Practices that positively affect a student’s academic experience and their learning, which are known as ‘High Impact Practices.’

- Specific interventions that promote retention, especially first-year retention.
Upcoming breakout sessions will explore two of these themes in more depth:

- Programs and interventions that promote access and preparation, essentially exploring the **K-12 to higher education pipeline**.

- Interventions that promote retention, especially first-year retention, or as it is often called the **Momentum Year**.
A Formula for Motivating Students

\[ M = E + V - C \]

\[ M = \text{Motivation} \]

\[ E = \text{Expectancy} \rightarrow \text{Can your students do the task?} \]

\[ V = \text{Value} \rightarrow \text{Do your students want to do the task?} \]

\[ C = \text{Cost} \rightarrow \text{Do your students have barriers preventing them from investing the time, energy, or resources into the task?} \]
• ‘Academic mindset’ can be defined as the approach/attitude that students bring to their academic career.

• Heavily based on research on students’ social cognitions and how they can be redirected from negative beliefs into positive pathways.

• It seeks to understand the multiple noncognitive factors that play a role in student success.

• Understanding academic mindset hopefully leads to classroom interventions that improve student success.
Establishing a Productive Mindset

**Fixed Mindset**
- Intelligence is Static
  - Leads to a desire to look smart and therefore a tendency to...
    - avoid challenges.
    - give up early.
    - see effort as fruitless or worse.
    - ignore useful negative feedback.
    - feel threatened by the success of others.

As a result, they may plateau early and achieve less than their full potential.

**Growth Mindset**
- Intelligence Can be Developed
  - Leads to a desire to learn and therefore a tendency to...
    - embrace challenges.
    - persist in the face of setbacks.
    - see effort as the path to mastery.
    - learn from criticism.
    - find lessons and inspiration in the success of others.

As a result, they reach ever-higher levels of achievement.

Source: Carol S. Dweck, Ph.D.; Graphic by Nigel Holmes
• Do students’ learning mindsets at the beginning of their first semester predict their success in college?

• Do students’ learning mindsets at the end of their first semester predict their success in college?
Tennessee Learning Mindset Survey

Incoming Students’ Growth Mindset

“Your math/English intelligence is something about you that you can’t change very much”

Math

- Growth Mindset: 47%
- Neither: 34%
- Fixed Mindset: 19%

English

- Growth Mindset: 55%
- Neither: 30%
- Fixed Mindset: 15%

Time 1
Fall 2018 and Spring 2019

- Implemented 7 interventions across 3 pilot schools
- Worked with first year experience and co-req math courses
- 1,860 students participated
• Research has prompted a suite of interventions that attempt to impact student learning and success. These are often referred to as a group of ‘High Impact Practices or HIPs.’

• They are associated with unusually positive effects on a variety of desired outcomes.

• Many of them require applied, hands-on, integrative learning.

• They have compensatory effects for students from historically underserved populations.

• Many HIPs have cumulative, additive effects.
TBR High Impact Practices

• Advising
• Student Mindset
• Student Employment
• Peer Mentoring
• Certifications
• Honors Education
• First Year Seminars/Experience

• Learning Communities
• Service Learning
• Study Abroad
• Technology Enhanced Learning
• Undergraduate Research
• Work-based Learning
• Strive to reach expectations set at appropriately high levels.
• Invest time and effort.
• Interact with faculty and peers about substantive matters.
• Experience diversity.
• Get more frequent feedback.
• Discover relevance of learning through real-world applications.
• Demonstrate competence publicly.
• Reflect, integrate and transfer learning.
Scaling and Supporting HIPs

• Faculty Development:
  • Annual HIP & Advising Academies;
  • Regional Drive-Ins;
  • Faculty Learning Communities;
  • CTL Director Workshop

• NASH TS$^3$ Grant – Embedding HIPS into Pathways (Chattanooga, Nashville, Southwest, Cleveland, Walters)

• Mindset Intervention Pilots (Chattanooga, Nashville, Southwest)
Early TBR HIP Data

• A significant portion of TBR students took a class with at least one HIP attribute, though this varies by HIP type.
  • For instance, relatively few students participate in study abroad compared to a work-based learning experience.

• All types of students benefited from HIPs.

• Early effects are positive, though we can not yet determine causality.

• TBR will analyze the impacts of HIPs on student retention, success, and workforce outcomes.
Note: HIP participation data does not include Honors Education or Undergraduate Research participants due to data inconsistencies.

**Percent of Students Enrolled in at least 1 High Impact Practice**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>19.8%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>24.9%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>30.5%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>19.7%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>24.3%</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>20.5%</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>11.7%</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>10.6%</td>
</tr>
</tbody>
</table>
## 2018-19 HIP Participation by School

<table>
<thead>
<tr>
<th>School</th>
<th>Total Students</th>
<th>HIP Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Total</td>
<td>116,471</td>
<td>37,255</td>
<td>32.0%</td>
</tr>
<tr>
<td>Chattanooga</td>
<td>10,764</td>
<td>3,695</td>
<td>34.3%</td>
</tr>
<tr>
<td>Cleveland</td>
<td>4,258</td>
<td>1,896</td>
<td>44.5%</td>
</tr>
<tr>
<td>Columbia</td>
<td>8,355</td>
<td>3,013</td>
<td>36.1%</td>
</tr>
<tr>
<td>Dyersburg</td>
<td>3,750</td>
<td>1,663</td>
<td>44.3%</td>
</tr>
<tr>
<td>Jackson</td>
<td>6,399</td>
<td>2,099</td>
<td>32.8%</td>
</tr>
<tr>
<td>Motlow</td>
<td>8,574</td>
<td>3,273</td>
<td>38.2%</td>
</tr>
<tr>
<td>Nashville</td>
<td>11,248</td>
<td>4,123</td>
<td>36.7%</td>
</tr>
<tr>
<td>Northeast</td>
<td>7,482</td>
<td>2,904</td>
<td>38.8%</td>
</tr>
<tr>
<td>Pellissippi</td>
<td>15,236</td>
<td>3,613</td>
<td>23.7%</td>
</tr>
<tr>
<td>Roane</td>
<td>7,368</td>
<td>3,331</td>
<td>45.2%</td>
</tr>
<tr>
<td>Southwest</td>
<td>13,348</td>
<td>2,971</td>
<td>22.3%</td>
</tr>
<tr>
<td>Volunteer</td>
<td>11,823</td>
<td>2,833</td>
<td>24.0%</td>
</tr>
<tr>
<td>Walters</td>
<td>7,866</td>
<td>1,841</td>
<td>23.4%</td>
</tr>
</tbody>
</table>

Note: HIP participation data does not include Honors Education or Undergraduate Research participants due to data inconsistencies. 2018-2019 academic year includes unduplicated student headcount from summer 2018, fall 2018, and spring 2019.
## 2018-19 HIP Participation by Population

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
<th>HIP Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>System Total</strong></td>
<td>116,471</td>
<td>37,255</td>
<td>32.0%</td>
</tr>
<tr>
<td>Black</td>
<td>19,349</td>
<td>6,491</td>
<td>33.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6,301</td>
<td>2,288</td>
<td>36.3%</td>
</tr>
<tr>
<td>White</td>
<td>83,378</td>
<td>26,286</td>
<td>31.5%</td>
</tr>
<tr>
<td>Other</td>
<td>7,443</td>
<td>2,190</td>
<td>29.4%</td>
</tr>
<tr>
<td>Female</td>
<td>70,347</td>
<td>22,955</td>
<td>32.6%</td>
</tr>
<tr>
<td>Male</td>
<td>46,124</td>
<td>14,300</td>
<td>31.0%</td>
</tr>
<tr>
<td>Adult (Age 25+)</td>
<td>33,910</td>
<td>11,145</td>
<td>32.9%</td>
</tr>
<tr>
<td>Non-Adult</td>
<td>82,561</td>
<td>26,110</td>
<td>31.6%</td>
</tr>
<tr>
<td>Pell Recipient</td>
<td>39,614</td>
<td>18,100</td>
<td>45.7%</td>
</tr>
<tr>
<td>Non-Pell Recipient</td>
<td>76,857</td>
<td>19,155</td>
<td>24.9%</td>
</tr>
</tbody>
</table>

*Note: HIP participation data does not include Honors Education or Undergraduate Research participants due to data inconsistencies.*

*2018-2019 academic year includes unduplicated student headcount from summer 2018, fall 2018, and spring 2019.*
# 2018-19 Participation by HIP Type


## Number and Percent of Students Enrolling, by High Impact Practice Type

<table>
<thead>
<tr>
<th>High Impact Practice Type</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Experience</td>
<td>16,103</td>
<td>16%</td>
</tr>
<tr>
<td>Learning Community - Curricular</td>
<td>10,678</td>
<td>12%</td>
</tr>
<tr>
<td>Service Learning</td>
<td>8,851</td>
<td>10%</td>
</tr>
<tr>
<td>Certifications</td>
<td>8,297</td>
<td>8%</td>
</tr>
<tr>
<td>Technology Enhanced Learning</td>
<td>5,338</td>
<td>5%</td>
</tr>
<tr>
<td>Work Based Learning</td>
<td>4,936</td>
<td>4%</td>
</tr>
<tr>
<td>Learning Community - Student Type</td>
<td>3,923</td>
<td>3%</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>402</td>
<td>0%</td>
</tr>
</tbody>
</table>
• First system in the U.S. collecting student-level data on participation in HIPs.

• Early analysis of data provides insight into the effect of particular HIPs on particular student populations.

• Data can also shed light on what practices may be offered in “unequal ways” at colleges and prompt a review of the QUALITY of the HIPs.
AACRAO/NASPA Grant Funded by Lumina

Work To Date:
2018 – Planning Committee Identified 3 Institutional CLR models to Explore Further

Survey of 40 TBR institutions on current student learning outcomes = 8 common learning outcomes

8 common learning outcomes were narrowed to common 5, added place for student leadership, and technical certificates for proposed framework

2019 – AACRAO led meetings with 2 vendors to learn more about how to develop a RFP: National Student Clearinghouse and Paradigm

RFI was issued by TBR

TBR identified vendor with ability to do sole source development: Paradigm

https://www.cecredentialtrust.com/
Development of TCSLR

Planned Work:
**Fall 2019** – Using Gates Frontier Set Funds, use the TBR warranty card as a pilot to test how an electronic document can be used to record student competencies.

Paradigm will be contracted to develop in consultation with TBR.

**Goal:**
By 2020, TBR will have an electronically certified warranty card that can be given to students to share with employers.

Upon successful completion of the pilot, TBR will explore the development of the TCSLR to connect with an electronically certified diploma.
Section VI: Defining & Measuring Student Success
Student Success: Key Themes

- Award production, graduates, and the Drive to 55
- Graduation rates are illuminating, but they don’t tell the whole story.
- Other metrics (like credit accumulation, course grades, and employment outcomes) can help us better understand student success.
Note: Preliminary fall 2019 enrollment is based on unedited census enrollment data. Prior years are reported with official end-of-term data. Awards include degrees and certificates for the academic year (preceding summer, fall, and spring).
Awards and Graduates in 2018-19

### About the Graduates

- **59%** were female students.
- **41%** were adult students (25+).
- **11%** were Black or African American students.
- **5%** were Hispanic students.

### Awards at Community Colleges in 2018-19

- **Associate of Science, Arts, Fine Arts, or Teaching**: 51%
- **Associate of Applied Science**: 26%
- **Short-Term Certificate**: 18%
- **Long-Term Certificate**: 6%
In 2018-19:

- 13,834 students graduated in 2018-19.
- Six colleges came within 50 graduates of their Drive to 55 target.
- An additional 1,061 graduates next year will help us reach the target.
From Graduates to Graduation Rates

Out of 10 community college graduates in 2018-19:

1 was a first-time, full-time freshmen in 2017
2 were first-time, full-time freshmen in 2016
2 were first-time, full-time freshmen prior to 2016
5 were never first-time, full-time freshmen at a TBR community college

Included in a TBR graduation rate
What is a graduation rate?

What is a first-time, full-time freshman cohort?

- **First-Time Students**: Enrolled in college for the first time after graduating from high school.
- **Full-Time Students**: Enrolled in at least twelve credit hours (full-time students).
- **Degree-seeking students**

How does TBR calculate a graduation rate?

- Establish a cohort and track their success each term.
- Count the number of students in the cohort who earned a certificate or degree from a Tennessee community college.

Who is not included in TBR’s three-year graduation rate?

- Students who begin college as part-time students.
- Students who begin college in the spring term.
- Students who transfer to a community college from another postsecondary institution.
- Students who need more than three years to complete their certificate or degree.
Community College Three-Year Graduation Rate

- 25.3% of students from the 2016 cohort graduated within three years.
- Graduation rates have nearly doubled over the past six years.
- Growth in graduation rates at TBR colleges has outpaced growth in most other southern states.

Key Takeaways:

Note: Graduation rates include degrees and technical certificates earned at any TBR community college within three years of entering as a first-time, full-time freshmen.
Community College Graduation Rate Leaders

Graduation Rate Leaders
For the 2016 Cohort

Motlow: 36%
Roane: 33%
Northeast: 32%
Cleveland: 31%
Walters: 30%

Largest Increases in Graduation Rates
2010 Cohort versus 2016 Cohort

Cleveland: 15% → 31%
Dyersburg: 9% → 24%
Northeast: 16% → 32%
Roane: 16% → 33%
Southwest: 7% → 14%

Note: Graduation rates include degrees and technical certificates earned at any TBR community college within three years of entering as a first-time, full-time freshmen.
Three-Year Community College Graduation Rates by Race & Ethnicity

Graduation rates have risen for all races and ethnicities, but gaps persist. Community colleges would have needed to graduate an additional 550 Black students from the 2015 cohort in order to close this gap.

Key Takeaways:

- Graduation rates have risen for all races and ethnicities, but gaps persist.
- Community colleges would have needed to graduate an additional 550 Black students from the 2015 cohort in order to close this gap.

Note: Includes first-time, full-time freshmen who earned a degree or certificate from any TBR community college within three years.
Which students graduate?

Three-Year Community College Graduation Rates by ACT Score

- Graduation rates for students with ACT scores of 17 and 18 have doubled.
- 16% of students from the 2015 cohort with ACT scores of below 20 graduated within 3 years, compared to 8% from the 2010 cohort.

Key Takeaways:

Note: Includes first-time, full-time freshmen who earned a degree or certificate from any TBR community college within three years. Approximately 11% of students in the 2015 cohort had no ACT score on record.
### Three-Year Success Rate for the 2015 Freshman Cohort

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated within 3 years</td>
<td>25.6%</td>
</tr>
<tr>
<td>Still enrolled at a TBR community college</td>
<td>12.2%</td>
</tr>
<tr>
<td>Transferred to another college or university</td>
<td>10.6%</td>
</tr>
<tr>
<td>Graduated from a community college</td>
<td>23.6%</td>
</tr>
<tr>
<td>Graduated from a TCAT</td>
<td>+1.6%</td>
</tr>
<tr>
<td>Graduated from any other college</td>
<td>+0.4%</td>
</tr>
</tbody>
</table>

### Key Takeaway:

- **48%** of community college students from the 2015 cohort graduated, were still enrolled, or had transferred within 3 years.

- Of the remaining students, **1 in 5** didn’t return for the second semester of enrollment.

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*Note: Data on graduation and enrollment includes data from TBR’s student information system and the National Student Clearinghouse.*
# Tennessee Promise at Community Colleges

## Recent High School Grads (FTFT)

- 2014: 13.8% Graduated, 23.9% Still Enrolled, 12.2% Transferred Out, 50.1% Dropped Out
- 2015: 18.0% Graduated, 20.4% Still Enrolled, 10.7% Transferred Out, 50.8% Dropped Out
- 2016: 20.1% Graduated, 19.1% Still Enrolled, 10.2% Transferred Out, 50.6% Dropped Out

## Tennessee Promise Students

- 2015: 21.5% Graduated, 20.6% Still Enrolled, 10.1% Transferred Out, 47.8% Dropped Out
- 2016: 22.9% Graduated, 19.6% Still Enrolled, 9.5% Transferred Out, 47.9% Dropped Out

### Success Rates
- Recent High School Grads (FTFT): 49.4% Success Rate for the 2016 cohort
- Tennessee Promise Students: 52.1% Success Rate for the 2016 Promise cohort

Note: Student success after five semesters of Promise eligibility. Graduates include students who earned a degree or certificate from any institution. Using data from the TBR student information system, Tennessee Student Assistance Corporation (TSAC), and the National Student Clearinghouse.
What does the graduation rate tell us?

- Success for a group of new students.
- Success for full-time, degree-seeking students.
- Success within a period of time, to indicate “on-time” graduation.

What are the limitations of the traditionally-calculated graduation rate?

- Success for students outside of the first-time, full-time freshman cohort.
- Success beyond three-year (or six-year) time frame.
- Different calculations make it difficult to compare to other states and systems.
- Lagging indicator versus leading indicator.
Student Success from a New Perspective

Total Number of Graduates within 4 years: 27,925 students (37%)

Note: Includes students enrolled at community colleges in fall 2015 using end-of-term data. Graduates include degrees and certificates earned at a TBR community college through spring 2019.* Dual enrolled high school students are excluded.
## Leading Indicators of Student Success

### Early Momentum

| Credit Hours | The percent of first-time-ever-in-college students who earned at least 24 college-level credits in their first year has **doubled** since 2011. |
| Gateway Courses | The percent of first-time-ever-in-college students who passed a gateway math course in their first year has **more than doubled** since 2011. |

### Course Success

- **Reconnect Students**
  - Of the courses taken by TN Reconnect students in fall 2018, **3 out of 4** courses were passed with a grade of C or better.

- **Promise Students**
  - Of the courses taken by new TN Promise students in fall 2017, **2 out of 3** courses were passed with a grade of C or better.

### Student Experiences

| Support | In a 2019 survey, **74%** of students said their college provides the support they need to succeed.* |

### Challenges

- **Nearly half of students** in 2019 said that a lack of finances made them likely to withdraw from college, and **one in four** said that caring for dependents made them likely to withdraw.*

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*Based on 2019 Community College Survey of Student Engagement (CCSSE) at TBR Community Colleges*
**Enrollment and Awards at TCATs**

**TCAT Preparatory Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>17,400</td>
</tr>
<tr>
<td>2015-16</td>
<td>19,602</td>
</tr>
<tr>
<td>2016-17</td>
<td>19,668</td>
</tr>
<tr>
<td>2017-18</td>
<td>19,831</td>
</tr>
</tbody>
</table>

**TCAT Diplomas & Certificates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>7,038</td>
</tr>
<tr>
<td>2014-15</td>
<td>7,528</td>
</tr>
<tr>
<td>2015-16</td>
<td>7,470</td>
</tr>
<tr>
<td>2016-17</td>
<td>7,709</td>
</tr>
<tr>
<td>2017-18</td>
<td>7,219</td>
</tr>
</tbody>
</table>

*Note: Enrollment data includes students across all trimesters in an academic year. Awards include certificates and diplomas awarded during the academic year.*
Student Success at TCATs

TCAT Student Success in 2017-2018

- 82% Completion Rate
- 89% Job Placement Rate
- 95% Licensure Pass Rate

Note: Based on 2018 data reported to the Council on Occupational Education.
Tennessee Promise across TBR

Nearly 1,600 Promise Students Enrolled at TCATs in Fall 2015

- White: 79%
- Black: 8%
- Hispanic: 4%
- Female: 27%
- First Generation: 52%
- ACT < 19: 76%

More than 13,000 Promise Students Enrolled at Community Colleges in Fall 2015

- White: 79%
- Black: 12%
- Hispanic: 4%
- Female: 56%
- First Generation: 41%
- ACT < 19: 43%

Note: TCAT Promise students include preparatory and supplemental students enrolled in the fall 2015 trimester. Community college Promise students are degree-seeking students who enrolled as first-time freshmen in fall 2015. Includes students who completed the Tennessee Promise application and eligibility requirements, even if their tuition and fees in fall 2015 included $0 from Promise.
Completion Rates for Promise Students after Five Semesters of Eligibility: 2015 TCAT Promise Cohort

- 74% of TCAT Promise students who began in fall 2015 earned a postsecondary credential within five semesters of Promise eligibility.

Key Takeaways:
- 75% of TCAT Promise students who began in fall 2015 earned a postsecondary credential within five semesters of Promise eligibility.

Note: Graduation rates include students who earned a technical certificate, diploma, or community college degree with five semesters of initial enrollment.
Using P20 Connect, the state’s longitudinal data system, we can examine wage data and identify TCAT students in the labor market three years after initial enrollment.

Among recent high school grads who first enrolled in fall 2015:

- 73% of TCAT completers were identified in the employment data, compared to 70% of non-completers.
- On average, TCAT completers earned 41% more per quarter in 2018 than non-completers.
- These additional earnings translate to $1,800+ more per quarter for TCAT completers than non-completers.
- Ongoing research at TBR is using the P20 system to explore wages and employment outcomes for community college students.
TCAT Students in the Labor Market: Fall 2015 Cohort

<table>
<thead>
<tr>
<th>Industry</th>
<th>Recent High School Graduates</th>
<th>Non-Recent High School Graduates Under Age 24</th>
<th>Between Age 25 and 34</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TCAT Completers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td>28%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>Construction</td>
<td>12%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>12%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Administrative and Support Services</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>8%</td>
<td>27%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>TCAT Non-Completers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manufacturing</td>
<td>23%</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>Administrative and Support Services</td>
<td>17%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>13%</td>
<td>17%</td>
<td>*</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>10%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>8%</td>
<td>15%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Note: Data from P20 Connect, the state’s longitudinal data system. The 2015 cohort includes preparatory students at TCATs who began in fall 2015 with no prior clock hours accumulated. TCAT completers are students who earned a certificate or diploma at a TCAT within three years of initial enrollment. Employment outcomes are based on the Unemployment Insurance wage data collected by the Tennessee Department of Labor and Workforce Development. For the fall 2015 cohort, wage data is current as of third quarter 2018. Industries of employment are based on the two-digit NAICS code associated with the employer.
Student Success: Key Takeaways

• Degree and certificate production at community colleges has increased 79% since 2009.

• Graduation rates for first-time, full-time freshmen at community colleges have nearly doubled since 2009.

• For the students who began in 2015, 48% of students had graduated, transferred, or were still enrolled after 3 years.

• Three-quarters of TCAT Promise students earned a diploma or certificate within three years, and TCAT completers out-earned non-completers by more than 40% in 2018.

• TBR is using new tools and working with colleges to develop and use other metrics, including leading indicators and broader measures of student success.
Section VII – TBR’s Strategic Plan & the Drive to 55
Strategic Plan

Key Priorities

• Access
• Student Success
• Quality
• Resourcefulness and Efficiency
• Partnerships & Advocacy
Reflection Questions

• What do we not know about our students? What do we need to know?
• Are we reaching the students we need to reach?
• What are the most significant challenges that TBR colleges are facing? What is required to meet those challenges, and are we prepared to meet them?
• Where should our emphasis be? What issues need more emphasis? Are there things we can de-emphasize?
• What are our key strengths and assets?
• Is TBR fulfilling its charge? Are we moving fast enough?