



PRESIDENTS MEETING
TBR Central Office – Boardroom – Suite 366
Tuesday, August 18, 2015 – 9:00 A.M. (CT)

1. Recommended Revisions to Guideline B-015 – Cash and Gift Card Payments to Research Participants – Attachment (Vice Chancellor Dale Sims)
2. Recommended Revisions to Guideline B-060 – Fees, Charges, Refunds and Adjustments – Attachment (Vice Chancellor Dale Sims)
3. Recommended Revisions to Guideline B-061 – Educational Assistance (State Employees & Dependents of State Employees and Teachers) – Attachment (Vice Chancellor Dale Sims)
4. Recommended Revisions to Guideline B-062 – Education Assistance Programs – Attachment (Vice Chancellor Dale Sims)
5. Recommended Revisions to Policy 4:01:07:02 – Foundations – Attachment (Vice Chancellor Dale Sims)
6. Recommended Revisions to Policy 4:06:00:00 – Expenditure of Funds for Paid Advertising – Attachment (Vice Chancellor Dale Sims)
7. Outcome Formula Discussion (Vice Chancellor Dale Sims)
8. Degree Compass Grant Discussion (Vice Chancellor Dale Sims)
9. Recommended Elimination of Guideline B-021 – Building Plaques Affixed to Buildings and Facilities – Attachment (Vice Chancellor David Gregory)
10. Recommended Revisions to Policy 4:02:09:00 – Property Acquisition – Attachment (Vice Chancellor David Gregory)

11. Recommended Revisions to Guideline G-070 – Public Records and Retention Disposal – Attachment (Mary Moody, General Counsel)
12. Curriculum Alignment Update (Dr. Treva Berryman)
13. CIO Portal Subcommittee Report and Recommendations (Mr. Joe Sargent, Chair of CIO Portal Sub-committee or Dr. Kenyatta Lovett)
14. iPad for Students – Fee Proposal Fall 2016 (Dr. Janice Gilliam and Dr. Robbie Melton)
15. Recommended Revisions to Policy 2:01:00:03 – Principles of Articulation in Vocational/ Technical Education – Attachment (Vice Chancellor Tristan Denley)
16. Recommended Revisions to Policy 3:05:01:00 – Regulations for Classifying Students In-State and Out-of-State for Paying College or University Fees and Tuition and for Admission Purposes – Attachment (Vice Chancellor Tristan Denley)
17. Recommended Revisions to Guideline B-070 – Deferred Payment Plan – Attachment (Vice Chancellor Tristan Denley)
18. Recommended Revisions to Guideline A-076 – Development and Operation of Off-Campus International Education Programs – Attachment (Vice Chancellor Tristan Denley)
19. Proposed new Tennessee Transfer Pathways - Attachment (Vice Chancellor Tristan Denley)
20. Updates on Strategic Plan, Accessibility, Academic Affairs Initiatives, How Tuition Affects a Student's Choice of Their Number of Enrolled Hours – Attachments (Vice Chancellor Tristan Denley)

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Recommended Revisions to Guideline B-015 – Cash and Gift Card
Payments to Research Participants

ACTION: Requires Voice Vote

PRESENTER: Dale Sims

BACKGROUND INFORMATION:

The recommended language specifies that research participants receiving more than \$100 in any calendar year should provide name, social security number and home address at the time of receipt of payment. Signatures from the participants should also be obtained. Other proposed language specify what information should be collected for tracking the gift cards.

Guideline Area

Business and Finance Guidelines

Applicable Divisions

TCATs, Community Colleges, Universities

Purpose

The purpose of this guideline is to establish the process for low dollar payments to research participants through cash or gift card at the institutions governed by the Tennessee Board of Regents.

Guideline

I. General

- A.** Payments to research participants, regardless of delivery method (check, direct deposit, cash, traditional gift card or electronic gift cards) for participation in studies should be made through the Institution's accounts payable system via check or direct deposit. The payment is are considered compensation by the Internal Revenue Service. ~~and a name, SSN and home address must be provided for each payment.~~ Research participants receiving more than \$100 in any calendar year for one study must provide name, SSN and home address at the time of the receipt of payments. Personally identifiable information should be gathered in a manner which prevents disclosure of personal information to other research participants. Signatures must be obtained from research participants indicating receipt of the cash or traditional gift card payment.
- B.** Payments of greater than \$100 to research participants for participation in studies should be made through the institution's accounts payable system via check or direct deposit.
- C.** Some research studies use low dollar payments to compensate participants for time, inconvenience, or as an incentive to increase participation. When such

payments are no more than ~~\$50~~ **\$100** per payment per participant, and individual participant payments aggregate to less than \$600 per study, it may be appropriate to make payments utilizing cash, **traditional gift cards** or **electronic** gift cards as long as the following procedures are followed.

- II. Prohibition from use of cash or gift cards in research studies
 - A. No payment from cash or gift cards may be made to an institution employee or non-resident alien.
 - B. Cash may not be used to purchase gift cards.
- III. Procedures for safeguarding and accounting for cash and gift cards in research studies
 - A. Cash or gift cards for research studies must be assigned to a custodian, **e.g. a member of the research study staff**, responsible for safeguarding the cash or gift cards.
 - B. Cash or gift cards for research studies must be maintained under lock and key by the custodian of the funds.
 - C. Access to the cash or gift cards for research studies must be controlled by the custodian of the funds.
 - D. The balance of cash gift cards on hand plus participant receipts must equal the cash and gift cards authorized and obtained. If a shortage of cash or gift cards on hand is determined, the shortage must be reported to the institution's Bursar's Office immediately.
 - E. Cash or gift cards must be used for research participant payment only and may not be used for departmental or other research expenses.
 - F. Cash and gift cards for research participants are subject to audit at any time by the institution, State Audit, or funding agency.
 - G. Cash and gift cards for research participants are required to be closed out at the end of the research study and any excess cash or cards must be returned to the Bursar's Office.

IV. Distribution of cash or gift cards to research participants

A. Cash or **traditional** gift cards must be hand delivered to research participants. These funds cannot be sent to participants through the mail. If participant payments must be mailed, cash or gift cards cannot be used and the payments need to be in the form of a check or direct deposit processed through the Institution's Accounts Payable department.

B. **The method of tracking gift cards should record the following information:**

1. Recipient name or, in the case of anonymous or confidential human subject participants, the participant ID number;

2. Date of distribution;

3. Signature of PI authorizing disbursement to recipients;

4. Purpose of payment;

5. Serial number of the gift card;

6. Amount of gift card;

7. Signature or initials of study participant or recipient, if available.

C. Alternate method of record keeping for anonymous and confidential surveys – for anonymous surveys and confidential research participants, the PI must maintain a reconciliation of the number of cards given equaling the number of surveys or participants. This reconciliation must be approved by the supervisor of the person disbursing the cards.

D. Alternate method of record keeping for mailed and electronic gift cards – for electronic gift cards, the department must maintain a reconciliation of the number of cards given equaling the number of surveys or participants.

This reconciliation must be approved by the supervisor of the person disbursing the cards.

- C. ~~Payments to research participants, regardless of delivery method (check, direct deposit, cash, or gift card) are considered compensation by the Internal Revenue Service. Research participants must provide name, SSN, and address at the time of the receipt of cash or gift card payments. Personally identifiable information should be gathered in a manner which prevents disclosure of personal information to other research participants. Signatures must be obtained from research participants indicating receipt of the cash or gift card payment.~~
- D. ~~Payments to individual research participants are limited to \$50 per payment and aggregate to less than \$600 per participant for the study.~~
- E. Payments aggregate to \$600 or more per participant are required to be reported as income to the Internal Revenue Service.

Sources

NEW Guideline approved at Presidents Meeting, Feb. 4, 2014.

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Recommended Revisions to Guideline B-060 – Fees, Charges, Refunds
and Adjustments

ACTION: Requires Voice Vote

PRESENTER: Dale Sims

BACKGROUND INFORMATION:

The current application fees for graduate students stated in the guideline is not less than \$5.00 nor more than \$35.00. The proposed revision states not less than \$25.00 nor more than \$75.00. Any increase in the institution's current rate will still need to be submitted through the incidental fee process to obtain Board approval.

Fees Charges Refunds and Adjustments – Guideline B-060

A. Uniform Rates and Policies - Institutions

1. The following fees will be uniformly charged (or, if applicable, to the extent that they remain within the set range) at all institutions both as to the amount and condition of assessment. Charges are subject to approval by the Tennessee Board of Regents.

a. Application Fee:

(1) Undergraduate - Not less than \$5.00 ~~per~~ or more than \$25.00.

(2) Graduate - Not less than ~~\$5.00~~ 25.00 ~~per~~ or more than ~~\$35.00~~ 75.00.

(3) ETSU College of Medicine and College of Pharmacy – Not less than \$50 or more than \$100.

(a) This is a non-refundable fee paid by an individual who applies for admission to the institution. A student is required to pay this fee when he/she applies for admission as a graduate student even if the student attended a TBR institution as an undergraduate student. Additionally, the student is required to pay this fee when he/she applies for admission to a doctoral-level program after receiving a masters-level degree from the institution.

b. Graduation Fee: This fee shall be assessed according to degree level as follows and shall include the cost of the diploma and rental of academic regalia:

| | |
|-----------------------------|---------|
| (1) Associate Degree | \$25.00 |
| (2) Baccalaureate | 30.00 |
| (3) Master and Specialist | 35.00 |
| (4) Doctor and Juris Doctor | 45.00 |

(a) The fee is refundable only if the institution has incurred no costs on the student's behalf. Other items may be included in the fee, as determined by the institution. Additional fees may be charged for optional graduation-related activities or services. Effective July 1, 2011, community colleges will no longer assess a graduation fee.

c. Late Exam Fee: None

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Recommended Revisions to Guideline B-061 – Educational Assistance
(State Employees and Dependents of State Employees and Teachers)

ACTION: Requires Voice Vote

PRESENTER: Dale Sims

BACKGROUND INFORMATION:

Section IV. A.

Language was added that states full-time employees of the State of Tennessee to be eligible for enrollment in one course, consisting of no more than four (4) credit hours or one hundred twenty (120) clock hours, per term at any State supported college or university or Tennessee College of Applied Technology without paying tuition charges, maintenance fees, mandatory fees, or RODP on-line course fees.

Educational Assistance (State Employees & Dependents of State Employees and Teachers: B-061)

Policy/Guideline Area

Business and Finance Guidelines

Applicable Divisions

TCATs, Community Colleges, Universities

Purpose

The purpose of this guideline is to establish the process and procedures for educational assistance to state employees and their dependents and the dependents of public school teachers by institutions governed by the Tennessee Board of Regents.

Policy/Guideline

- I. B-061 - Support for Educational Assistance
 - A. The Tennessee Board of Regents is committed to the need for the continued professional growth and development of employees. Support for educational assistance of personnel and their dependents is an important vehicle for addressing that need. The programs for TBR employees and dependents are available subject to funds being budgeted and available within the institution/college of applied technology/System Office.
 - B. The Office of Human Resources is responsible for the administration of the various programs with the exception of the program for dependents of veterans (B-062) and two programs offered to general state employees and the dependents of licensed teachers and State employees (B-061).

C. Exceptions to the provisions of the programs for TBR employees can be made upon recommendation of the president/director and approval by the Chancellor.

II. Types of Support for Educational Assistance

A. The guidelines for Educational Assistance (P-130, P-131, B-061, B-062) contain a total of eleven (11) programs.

~~1. The Programs in P-130 provide benefits to personnel at TBR institutions, Tennessee Colleges of Applied Technology and the Central Office to further their formal education.~~

~~2. The Program in P-131 provides benefits for spouses and dependents of TBR employees.~~

~~3. The programs in B-061 provide assistance to state employees and dependents of State employees and public school teachers.~~

~~4. The programs in B-062 provide assistance to dependents of veterans and to state employees 65 years of age and older.~~

B. The programs are:

1. P-130 – Educational Assistance for TBR Employees
 - a. Faculty or Administrative/Professional Staff Grant-in-Aid Program
 - b. Faculty or Administrative/Professional Staff Tuition or Maintenance Fee Reimbursement Program
 - c. Employee Audit/Non-credit Program
 - d. Clerical and Support Staff Maintenance Fee Payment Program
 - e. Fee Waiver for TBR/UT System Employees Program (PC 191)

2. P-131 – Educational Assistance for Spouse and Dependents of TBR Employees

- a. Fee Discount for Spouse and/or Dependent Children Program

3. B-061 – Educational Assistance for State Employees and Dependents of State

- a. Employees or Public School Teachers

- (1) Public Higher Education Fee Waiver for State Employees Program

- (2) Fee Discount for Dependent Children of Licensed Public School Teachers or State Employees Program

4. B-062 – Other Educational Assistance Programs

- a. Veterans' Dependents' Post-Secondary Education Program

- b. State Employees Age 65 or Above Program

C. Complete eligibility information is contained within each Guideline.

III. Taxation of Educational Assistance Programs

A. Undergraduate and graduate course tuition, up to \$5250 per year, paid by the Tennessee Board of Regents institutions and the University of Tennessee System for their employees is eligible for exclusion from the employees' gross annual income, in accordance with Internal Revenue code (IRC) Section 127.

IV. Public Higher Education Fee Waiver for State Employees Program - This fee waiver program is for general state employees exclusive of TBR and UT system employees.

A. These rules implement the provisions of the T.C.A. § 8-50-1. The Code enables full-time employees of the State of Tennessee to be eligible for enrollment in one course, consisting of no more than four (4) credit hours or one hundred twenty (120) clock hours, per term at

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any State supported college or university or Tennessee College of Applied Technology without paying tuition charges, maintenance fees, ~~debt service fees, student activity fees, technology access fees, mandatory fees, or RODP on-line course fees, or registration fees.~~

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1. Employees are responsible for ~~all other fees, including but not limited to~~ special course fees, books and supplies, application fees, applied music fees, lab fees, off-campus facilities fees, parking fees and traffic fines.

B. Pursuant to T.C.A. § 10-5-101 et seq., employees of the State's regional library system became employees of the Department of State, effective July 1, 1999. As such, they became eligible to participate in the State's educational assistance programs.

1. In addition, effective September 8, 1999, the Tennessee Higher Education Commission determined that Human Resource Agency employees are not State employees as that term is defined in the Commission's rules governing these programs and thus are not eligible for fee waivers.

C. Course enrollment will be permitted on a "space available" first-come-first served basis.

1. State employees may register no earlier than four (4) weeks prior to the first day of classes.
2. No tuition paying student shall be denied enrollment in a course because of state employee enrollments pursuant to this section.

D. State employees must receive credit for the course in which they are enrolled.

1. In addition, changes may not be made from credit to audit during the course of the term.
2. Other guidelines and procedures for administration of this program ~~are printed on the reverse side of the Request for Public Higher Education Fee Waiver for Employees of the State of Tennessee form. These forms~~ are available from the Tennessee Higher Education Commission at <https://tn.gov/thec/articles/fee-waiver-fee-discount-faq->

V. Fee Discount for Dependents of Licensed Public School Teachers, Retired Teachers, or State Employees Program

A. These rules implement the provisions of T.C.A. § 49-7-101 et seq. and § 8-50-101 et seq.

1. The Codes enable children under the age of twenty-four (24) to receive a twenty-five percent (25%) discount on tuition at any state operated institution of higher learning if their parent:

a. Is employed as a full-time licensed teacher in any public school in Tennessee or as a full-time employee of the state of Tennessee;

b. Is a Retired-retired teacher. THEC Rule 1540-01-05-.01 defines a retired teacher as a A certified teacher as defined in THEC Rules 1540-01-05-.01 Definitions, who retires after a minimum of thirty (30) years of full-time creditable service in Tennessee public schools or who receives disability retirement after a minimum of twenty-five (25) years of full-time creditable service in Tennessee public schools.

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c. Is a retired employee of the state of Tennessee who retired after a minimum of twenty-five (25) years of full-time creditable service;

d. Was killed in the line of duty while a full-time employee of the state of Tennessee; or

e. Died while a full-time employee, though not "in the line of duty"; or

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e.f. Died while employed as a public school teacher and the child is using the benefit at the time of the parent/teacher's death.

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B. Tuition includes undergraduate maintenance fees and college of applied technology program fees; it does not include any other fees, including but not limited to application for admission fees, student activity fees, debt service fees, lab fees, applied music fees, books and supplies, dormitory charges or meal plans.

C. Other guidelines and procedures for administration of this program are printed on the reverse side of the Request for Public Higher Education Fee Discount for Dependents of Certified Public School Teachers form. These forms are available from the Tennessee Higher Education Commission at ~~www.state.tn.us/gov/thecc~~ <https://tn.gov/thecc/article/fee-waiver-fee-discount-faq>.

Sources

Presidents Meeting, February 7, 2006; Presidents Meeting, November 6, 2006; President Meeting, May 15, 2007; Presidents Meeting November 6, 2007; August 16, 2011 presidents meeting. Revised January 17, 2014 per THEC Rule 1540-01-05 promulgated due to the passage of Public Chapter 345 which became effective July 1, 2013.

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Recommended Revisions to Guideline B-062 – Other Educational Assistance Programs

ACTION: Requires Voice Vote

PRESENTER: Dale Sims

BACKGROUND INFORMATION:

Change Age 65 or Above Program to Disabled and Elderly Persons throughout the guideline.

Section II. A.

Delete 1-4 which are detailed in Section II. B.

Section IV.

Delete “father or mother” since reference is to parent.

Section IV. C. 2.

Language was added to change the full-time student load from 15 semester hours to 12.

Section V. A.

Language was added to include that certain disabled and elderly students as well as state service retirees are able to enroll in course free or at a reduced rate.

Section V. B.

Language was added that for audit courses, no fee is required for persons with a permanent, total disability; persons 60 years of age or older and domiciled in

Tennessee; and persons who have retired from state service with 30 or more years of service, regardless of age.

Section V. B. 2.

Language was added that for credit courses, a reduced fee is charged to persons with a permanent, total disability, and persons who will become 65 years of age or older during the academic semester in which they begin classes and who are domiciled in Tennessee.

Section V.C. 1.

Language was added to clarify which fees are to be paid by disabled and elderly persons.

Section V. E. 2.

Language was added to clarify when employees participating in this program should schedule courses.

Section V.F. 1.

Language was added that states that any fees set by statute are considered the fee rate for that group and are not considered waived.

Other Educational Assistance Programs: B-062

Policy/Guideline Area

Business and Finance Guidelines

Applicable Divisions

TCATs, Community Colleges, Universities, System Office

Purpose

The purpose of this guideline is to establish the process and procedures for other educational assistance programs by institutions governed by the Tennessee Board of Regents.

Policy/Guideline

- I. B-062 - Support for Educational Assistance
 - A. The Tennessee Board of Regents is committed to the need for the continued professional growth and development of employees. Support for educational assistance of personnel and their dependents is an important vehicle for addressing that need. The programs for TBR employees and dependents are available subject to funds being budgeted and available within the institution/System Office.
 - B. The Office of Human Resources is responsible for the administration of the various programs with the exception of the program for dependents of veterans (B-062) and two programs offered to general state employees and the dependents of licensed teachers and State employees (B-061).
 - C. Exceptions to the provisions of the programs for TBR employees can be made upon recommendation of the president/director and approval by the Chancellor.

II. Types of Support for Educational Assistance

A. The guidelines for Educational Assistance (P-130, P-131, B-061, B-062) contain a total of eleven (11) programs.

1. ~~The Programs in P-130 provide benefits to personnel at TBR institutions, and the System Office to further their formal education.~~
2. ~~The Program in P-131 provides benefits for dependents of TBR employees.~~
3. ~~The programs in B-061 provide assistance to state employees and dependents of public school teachers.~~
4. ~~The programs in B-062 provide assistance to dependents of veterans and to state employees 65 years of age and older.~~

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B. The programs are:

1. P-130 – Educational Assistance for TBR Employees
 - a. Faculty or Administrative/Professional Staff Grant-in-Aid Program
 - b. Faculty or Administrative/Professional Staff Tuition or Maintenance Fee Reimbursement Program
 - c. Employee Audit/Non-credit Program
 - d. Clerical and Support Staff Maintenance Fee Payment Program
 - e. Fee Waiver for TBR/UT System Employees Program (PC 191)
2. P-131 – Educational Assistance for Spouse and Dependents of TBR Employees
 - a. Fee Discount for Spouse and/or Dependent Children Program

3. B-061 – Educational Assistance for State Employees and Dependents of State

a. Employees or Public School Teachers

(1) Public Higher Education Fee Waiver for State Employees Program

(2) Fee Discount for Dependent Children of Licensed Public School Teachers or State Employees Program

4. B-062 – Other Educational Assistance Programs

a. Veterans' Dependents' Post-Secondary Education Program

b. ~~Age 65 or Above Program~~ Disabled and Elderly Persons

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C. Complete eligibility information is contained within each Guideline.

III. Taxation of Educational Assistance Programs

A. Undergraduate and graduate course tuition, paid by the Tennessee Board of Regents institutions and the University of Tennessee System for their employees is eligible for exclusion from the employees' gross annual income, in accordance with Internal Revenue code (IRC) Section 127.

IV. Veterans' Dependents' Post-Secondary Education Program

A. Effective July 1, 2008, T.C.A. § 49-7-102 was amended to provide that "every dependent child in this state under the age of twenty-three (23) years, whose parent (father or mother) was killed, died as a direct result of injuries received, or has been officially reported as being either a prisoner of war or missing in action while serving honorably as a member of the United State armed forces during a qualifying period of armed conflict, or was formerly a prisoner of war or missing in action under such circumstances, or the spouse of such veteran, is entitled to a waiver of tuition, maintenance fees, student activity fees, required

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registration or matriculation fees, and shall be admitted without cost to any institutions of higher education owned, operated and maintained by the state.

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1. Therefore, this program is available to both TBR employees and persons outside of the Tennessee Board of Regents system.
2. TBR employees qualifying as a spouse or dependent for benefits under this program shall use this program first and shall not be simultaneously eligible for benefits under other programs in this guideline.
3. Exceptions: Grant-in-Aid and Desegregation Program recipients.

B. Eligibility

1. The office responsible for veteran's affairs issues shall be responsible for determining eligibility and providing application forms to those wishing to obtain benefits under this program.
2. To be eligible for educational assistance benefits under this program, a dependent child or spouse shall:
 - a. Present official certification from the United States Department of Veterans Affairs that the parent or spouse veteran was killed or died as a direct result of injuries as stated above; or
 - b. Present official certification from the U.S. Department of Defense that the parent or spouse service member has been officially reported as being a prisoner of war or missing in action while serving honorably during a qualifying period of armed conflict; or
 - c. Present Certificate of Release of Discharge from Active Duty, Department of Defense Form 214, for the veteran or service member from whom the eligibility for the benefits derives.

3. The deceased veteran, prisoner of war or missing in action service member shall have been a citizen of Tennessee at the time of the qualifying event.
4. The dependent child or spouse, prior to receiving benefits under this program, shall have or possess the necessary qualifications required for admission. To maintain eligibility, the recipient shall be in active pursuit of a specific and declared degree or certificate program.
5. No dependent child or spouse shall be entitled to receive benefits after the conclusion of any term during which the parent (father or mother) of the dependent child or spouse is officially removed from the status of being a prisoner of war or being a service member missing in action.
6. Eligibility of a veteran's spouse for benefits shall terminate ten (10) years after the death of the veteran; however, eligibility shall terminate immediately upon the spouse's remarriage within this period.
 - a. The spouse's eligibility shall extend to the end of the term in which the ten (10) year period expires.
 - b. A spouse who has previously earned an undergraduate degree or certificate shall not be eligible for benefits.
 - c. Otherwise, the spouse shall be eligible for benefits until one of the following occurs:
 - (1) Prior to the expiration of benefits, the spouse earns an undergraduate degree or certificate; or
 - (2) The spouse has accumulated one hundred thirty-five (135) semester hours excluding required remedial or developmental hours, or the equivalent; or
 - (3) The spouse has attempted one hundred fifty (150) semester hours, or the equivalent, inclusive of required remedial or developmental hours.

7. A dependent child shall be matriculated as a full-time student at a state institution of higher education prior to attainment of age twenty-three (23). However, the age limitation of dependent children shall not be strictly applied. Once declared eligible, a dependent child shall remain eligible until one of the following has occurred:
 - a. Prior to attaining age 23 the dependent earns an undergraduate degree or certificate; or
 - b. The dependent has accumulated one hundred thirty-five (135) semester hours excluding required remedial or developmental hours, or the equivalent; or
 - c. The dependent has attempted one hundred fifty (150) semester hours, or the equivalent, inclusive of required remedial or developmental hours.

8. For purposes of this program, the following definitions are provided:
 - a. "Dependent Child" means a natural or adopted child of a veteran or service member who is claimed as a dependent for income tax purposes.
 - b. "Parent (father or mother)" means the parent of a natural or adopted child whom such parent claims as a dependent for federal income tax purposes.
 - c. "Qualifying period of armed conflict" means any hostile military operation for which U.S. military campaign medals as listed in T.C.A. § 49-7-102 are authorized.
 - d. "Service member" means a Tennessee resident who is engaged in active U.S. military service.
 - e. "Served honorably" means the character of service condition as reported on Certificate of Release or Discharge from Active Duty (Department of Defense Form 214).

- f. "State institution(s) of higher education" means any post-secondary institution operated by the Board of Trustees of The University of Tennessee system or the Tennessee Board of Regents of the state university, community college and colleges of applied technology system that offers courses of instruction leading to a certificate or degree.
- g. "Veteran" means a Tennessee resident who has entered and served honorably in the U.S. armed forces.

C. Fees Paid/Type Courses Paid/Number of Hours

- 1. The participant is entitled to a waiver of tuition and/or maintenance fees, and/or student activity fees, and/or required registration or matriculation fees, and shall be admitted without cost to any TBR institution.
- 2. A full-time student load (~~45~~¹² semester hours or equivalent) is required.

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D. Payback Provisions

- 1. None

E. When the Participant May Attend

- 1. Students may apply for benefits during the next registration or enrollment period for the next complete term after July 1, 2000.

F. Accounting/Budgeting

- 1. Any fees waived by statute that are calculated and credited to revenue for administration purposes should be written off against a contra revenue account.
- 2. No expenditures should be charged to scholarships and fellowships.

G. G. Where the Participant May Attend

1. Any public institution of higher education in Tennessee

V. Disabled and Elderly Persons Employees 65 Years and Above Program

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A. In accordance with T.C.A. § 49-7-113 and TBR Guideline B-060, regular and temporary employees who are or will be age 65 during a quarter or semester and who also reside in Tennessee are eligible to certain disabled and elderly students, as well as state service retirees, are able to enroll in courses free or at a reduced rate.

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B. Eligibility

1. Active and retired state employees who are or will be age 65 during the academic term in which they begin classes and who reside in Tennessee are eligible. For audit courses, no fee is required for persons with a permanent, total disability; persons 60 years of age or older and domiciled in Tennessee; and persons who have retired from state service with 30 or more years of service, regardless of age.

4.2 For credit courses, a reduced fee is charged to persons with a permanent, total disability, and persons who will become 65 years of age or older during the academic semester in which they begin classes and who are domiciled in Tennessee.

C. Fees Paid/Type Courses Paid/Number of Hours

1. A fee of \$70 per semester or \$60 per trimester may be assessed for credit courses. (This fee includes maintenance fees, student activity fees, technology access fees, and registration fees and all mandatory fees; it does not ~~preclude~~ include any nonmandatory fees, including but not limited to course-specific fees, materials fees, online course fees, an application fees, late fee, change of course fee, parking fees, etc.)

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2. Employees Disabled/elderly program students shall enroll in credit courses on a space-available basis.

3. There is no limit on the number of courses that may be taken during a semester.

4. The institution where the employee/retiree disabled/elderly program student is attending classes will provide forms for processing fees waived or assessed.

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D. Payback Provisions

1. None

E. When the Participant May Attend

1. Employees participating in this program, in counsel with their immediate supervisors, should limit the number of courses so as to maintain an optimum level of job performance.

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2. Except for retirees, courses should be scheduled Employees participating in this program should schedule courses at times other than during regularly scheduled work hours unless annual leave or flex time, based on the institution's needs, have been approved.

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F. Accounting/Budgeting

1. Any fees waived set by statute that are calculated and credited to revenue for administration purposes should be written off against a contra revenue account are considered the fee rate for that group. The fees are not considered waived.

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2. No expenditures should be charged to scholarships and fellowships.

G. Where the Participant May Attend

1. Employees may enroll at any public Tennessee institution.

Sources

Presidents Meeting February 7, 2006; Presidents Meeting November 8, 2006; Presidents meeting August 21, 2007; Presidents Meeting November 6, 2007; Presidents Meeting November 5, 2008. Revisions approved at Presidents Meeting February 4, 2014.

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Recommended Revisions to Policy 4:01:07:02 - Foundations

ACTION: Requires Vote

PRESENTER: Dale Sims

BACKGROUND INFORMATION:

The sunset audit of the Board of Regents included a finding that “*Tennessee Board of Regents universities and community colleges have not included General Counsel recommended provisions in foundation agreements*”. TBR management responded that it would work with institutions to ensure appropriate agreements were executed between institutions and their foundations. During the same time period, Board staff were in the initial stages of reviewing and recommending updates to a variety of policies and guidelines, including the foundation policy. In moving forward, it was determined that the review and updating of the foundation policy should be completed prior to requiring execution of new foundation agreements since any policy changes might necessitate changes to the model foundation agreement. The attached revisions are a result of this policy review process. While many of the recommended revisions are grammatical or formatting in nature, significant items include:

- Providing that while the participation of institutional employees as foundation board members is permitted, institutional employees should not represent a number sufficient to control the activities of the foundation. This is an attempt to balance the need for institutional involvement in foundation activities against the need for foundation independence;
- Creating more specific expectations regarding the operating policies and procedures that each foundation should have in place (i.e. purchasing, transaction authorization, contracting, access to records, etc.);

- Requiring that each foundation board acknowledge annually that its members have reviewed the foundation's Code of Ethics. This requirement is being put in place to ensure members are aware of the ethical requirements of board membership and to minimize the opportunity for inadvertent violation of the Code;
- Clarifying what types of foundation payments to institutional employees must be approved in advance by the institutional president and/or the Chancellor.
- Providing that both the Comptroller of the Treasury and TBR internal or system auditors have access to the books and records of the foundation.
- Aligning our requirements with those set forth for affiliated entities by the Southern Association of Colleges and Schools in their Resource Manual for the Principles of Accreditation.

The recommended revisions also include an implementation provision that provides any needed changes in agreements to conform to the revised policy must be completed within twelve months of approval of the policy.

The revised policy is recommended for approval.

End of Document

Foundations: 4:01:07:02

Policy Area

Business and Finance Policies

Applicable Divisions

Universities, Community Colleges, TCATs, System Office

Purpose

~~The purpose of this policy is to promote and strengthen the operations of foundations which have been and may be established for the benefit of TBR institutions. The following provisions set forth a framework which, from the Board's perspective, enables and enhances a sound and mutually supportive foundation/institution relationship.~~ **The purpose of this policy is to assure that, with regard to any foundation established to support any TBR institution or its programs, the relationship of the foundation to the institution is clearly defined and is set forth in a formal, written manner that (1) defines the legal authority and operating control of the institution with respect to the foundation; (2) describes the relationship of the foundation to the institution and the extent of any liability arising out of that relationship; and (3) demonstrates that the fund-raising activities of the foundation further the mission of the institution.**

Definitions

- ~~Foundation - For purposes of this policy, a foundation is defined as a tax-exempt, not-for-profit organization which exists solely to support and advance the objectives of an institution. A foundation also shall be operated as a tax-exempt corporation chartered within the State of Tennessee.~~ **corporation, chartered within the State of Tennessee for the sole purpose of supporting and advancing the mission of an institution or its programs. This policy does not apply to foundations established solely to support an institution's research activities**

Policy

1. ~~General Statement~~

- ~~This policy is adopted pursuant to T.C.A. §§ 49-7-107 and 49-11-402(a)(4) which authorizes and empowers the Tennessee Board of Regents to take steps necessary for the establishment of foundations for the institutions governed by the Board.~~
 - ~~The Board recognizes the value of such foundations to the overall development programs of the institutions. Foundations provide a direct means for individuals to participate in the generation and management of contributions for the benefit of institutions and units of institutions.~~
- I. ~~Foundation/Institution Relationship~~ **The Foundation's Relationship to the Institution**
- A foundation is not an operational function of an institution; it is a separate legal entity. **A foundation's identify must be maintained separate from the institution.**

- B. ~~The foundation/institution~~ **foundation's relationship to the institution is based upon is derived from a shared interest in the institution's development and the success of the institution's mission. Therefore, institutional participation in and support of foundation operations and activities are, therefore, appropriate and desirable.**
- C. ~~Institutional participation in and support of foundation operations are, therefore, appropriate and desirable.~~
- D. ~~It is recognized that to be effective in achieving its purpose, a foundation's identity must be maintained separate from the institution.~~
- E. **C. The accountability of a foundation and of the institution as it relates to the foundation is a concern, however, are concerns common to the foundation, the institution, and the Board. Institutions should not promote, encourage or agree to use of a foundation in ways that are, or appear to be, abusive, inappropriate, or do not follow sound business practices.**

2. Provisions

- 1. ~~To document the foundation's and institution's understanding of their relationship, each institution shall formulate a written agreement with its foundation(s) which describes their respective responsibilities and the services the institution provides the foundation.~~
- 2. ~~The governance structure of a foundation should be determined by the foundation. To ensure an appropriate level of institutional participation in foundation governance, it is recommended that the institution president and/or the president's designee(s) hold membership on the foundation's executive body.~~
- 3. ~~The foundation's executive body shall adopt an annual budget. The institution will develop and present a recommended budget to the foundation to ensure that institutional objectives are reflected in the allocation of foundation funds.~~
- 4. ~~The foundation should develop policies and procedures concerning its operations. At a minimum, the policies should address solicitation, acceptance, and management/investment of contributions to the foundation. The policies must incorporate sound business principles and safeguard compliance with donor intent and conditions. It is recognized that investments by the foundation are governed by TCA 35-10-101 et seq.~~
 - 1. ~~The policy regarding solicitation and acceptance of contributions shall provide that prior to acceptance of any gift to the foundation which requires institutional support, i.e., staff, financial assistance, storage, etc., approval must be obtained from the president of the institution, and if applicable, by the Chancellor, in accordance with Board policy.~~
- 5. ~~No institutional funds, including contributions to the institution, may be transferred directly or indirectly to the foundation. Endowment funds, however, may be transferred from the institution to the foundation with the written approval of the donor. It is understood that instances may occur where a donor inadvertently directs a contribution~~

to the institution which is intended for the foundation. Procedures shall be established to clarify donor intent.

6. Foundations must respect Board and institutional responsibilities for personnel administration, and a process must be established whereby foundation expenditures for compensation and other forms of supplement to institutional personnel, i.e., salary, expense account, automobiles, etc., must be approved in advance by the institution president and Chancellor on an annual basis.
7. Foundation records and accounts may be maintained by the institution; however, they must be maintained as a separate chart of accounts. Records and accounts maintained by the foundation should be available to the institution.
8. The foundation executive body should issue periodic reports on the activities of the foundation, which shall be submitted to the president of the institution. At a minimum, the reports should be issued on an annual basis. At a minimum, a comprehensive annual financial report shall be issued, prepared in accordance with generally accepted accounting principles.
9. Records and accounts maintained by the foundation shall be audited on the same cycle as the institutional audit performed by the Comptroller of the Treasury of the State of Tennessee or with the prior approval of the Comptroller of the Treasury, an independent public accountant. The audit contract between the independent public accountant and the foundation shall be approved in advance by the Board and the Comptroller and shall be on contract forms prescribed by the Comptroller.
10. Initial and amended foundation charters and bylaws to be filed with the Secretary of State shall be submitted by the president of the institution to the Chancellor for review.
11. The Chancellor shall have the authority to grant exceptions to this policy when deemed appropriate and necessary.

II. General Requirements

- A. The governance structure of a foundation must be determined by the foundation. To ensure an appropriate level of institutional participation in the foundation governance, the institution's president or the president's designee should hold a voting membership on the foundation's governing body. In order to assure that the foundation acts as a separate entity, a quorum of its governing body may not consist of a majority of members who are employed by the institution.**
- B. Each institution shall enter into a written agreement with any foundation(s) governed by this policy that documents their understanding of their relationship and describes their respective responsibilities. Institutions must use the standard agreement that is attached to this policy or another agreement approved by the Chancellor. Every agreement must contain, at a minimum, the provisions of the standard agreement.**

- C. The foundation shall adopt an annual budget. In order to assure that the foundation's objectives are aligned with those of the institution, the institution shall advise the foundation of its needs and priorities for the fiscal year in question.
- D. The foundation shall develop policies and procedures concerning its operations, including, but not limited to, the following:
 - 1. Policies that address the solicitation and acceptance of contributions to the foundation. The policies must incorporate sound business principles and safeguard compliance with donor intent and conditions. Such policies shall provide that, prior to acceptance of any gift to the foundation that will require substantial institutional support such as staff, financial assistance, storage, on-going maintenance, etc., approval must be obtained from the president of the institution and, if applicable, from the Chancellor.
 - 2. Policies and procedures that address the management and investment of contributions to the foundation, subject to the requirements of the Uniform Prudent Management of Institutional Funds Act, T.C.A. Title 35, Chapter 10, Part 2.
 - 3. Policies and procedures that address the foundation's procurement and contracting activities.
 - a. Such policies and procedures shall implement sound business practices and prudent use of foundation funds, including encouragement of the use of competitive procurement of goods and services, when practicable.
 - b. Such policies and procedures must include a process for determining authority for authorizing contracts on behalf of the foundation and for authorizing expenditure of foundation funds. Authority for these functions cannot be delegated solely to an employee of the institution.
 - 4. Policies that, in accordance with T.C.A. § 49-7-107(c), establish and adopt a code of ethics that apply to and govern the conduct of all members of the foundation's governing body. Such policies shall require that members review and acknowledge the code of ethics annually.
 - 5. Policies that identify who may release the foundation's records upon receipt of a request.
- E. No institutional funds, including contributions to the institution, may be transferred directly or indirectly to the foundation; provided, however, this shall not prohibit the institution from providing in-kind services to the foundation, such as office space and the use of support staff. It is understood that instances may occur where a donor inadvertently directs a contribution to the institution which is intended for the foundation. Procedures shall be established to clarify donor intent.
- F. Foundations must respect Board and institutional authority over personnel administration. Foundation expenditures for compensation and other payments to or for the benefit of institutional personnel and reportable as income to the recipient, such as salary, expense accounts, automobiles, club or other organization memberships and dues, etc., must be approved in advance, annually, by the institution president, unless the salaries funded by the foundation are in accordance with institution's compensation plan and included in the institution's personnel budget. Advance approval of the Chancellor shall be required if payments outside the institution's compensation plan are made to or for the benefit of any

- institutional employee, including the president, and if the aggregate value of such payments to any individual institutional employee exceeds fifteen hundred dollars (\$1,500) per fiscal year. This provision does not apply to reimbursement of business expenses incurred by institutional employees or to non-taxable recognition awards given to institutional employees.
- G. The foundation's governing body shall issue reports, at least annually, on the activities of the foundation, which shall be submitted to the president of the institution. An annual financial report shall be issued, prepared in accordance with generally accepted accounting principles, including all required note disclosures.
 - H. In accordance with T.C.A. § 49-7-107(b), all annual reports, books of account and financial records of the foundation shall be subject to audit by the Comptroller of the Treasury of the State of Tennessee. Records and accounts maintained by the foundation shall be audited on the same cycle as the institutional audit performed by the Comptroller, or, with the prior approval of the Comptroller, an independent public accountant may perform such an audit. The contract between the independent public accountant and the foundation shall be approved in advance by the Board of Regents and the Comptroller and shall be on forms prescribed by the Comptroller. All annual reports, books of account and financial records of a foundation shall be available for audit by the internal auditors of the affiliated institution or the Tennessee Board of Regents.
 - I. Copies of the initial and amended foundation charters and bylaws filed with the Secretary of State shall be submitted by the president of the institution to the Board of Regents' Office of General Counsel.
 - J. The Chancellor shall have the authority to grant exceptions to this policy when deemed appropriate and necessary. An exception must be requested and granted in writing.

III. Implementation

- A. No later than twelve (12) months after adoption of this policy, all institutions shall have conformed any existing agreement with foundations to the requirement of this policy

Sources

TBR Meeting, August 17, 1973; TBR Meeting, September 20, 1985; September 21, 1990; June 28, 1991; December 3, 2004; TBR Meeting March 30, 2007.

Related Policies

- [Solicitation and Acceptance of Gifts](#)

Contact

Mickey Sheen
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mickey.sheen@tbr.edu

Foundations: 4:01:07:02

Policy Area

Business and Finance Policies

Applicable Divisions

Universities, Community Colleges, TCATs, System Office

Purpose

The purpose of this policy is to assure that, with regard to any foundation established to support any TBR institution or its programs, the relationship of the foundation to the institution is clearly defined and is set forth in a formal, written manner that (1) defines the legal authority and operating control of the institution with respect to the foundation; (2) describes the relationship of the foundation to the Institution and the extent of any liability arising out of that relationship; and (3) demonstrates that the fund-raising activities of the foundation further the mission of the institution

Definitions

Foundation: For purposes of this policy, a foundation is defined as a tax-exempt, not-for-profit corporation, chartered within the State of Tennessee for the sole purpose of supporting and advancing the mission of an institution or its programs. This policy does not apply to foundations established solely to support an institution's research activities.

Policy

I. The Foundation's Relationship to the Institution

- A. A foundation is not an operational function of an institution; it is a separate legal entity. A foundation's identity must be maintained separate from the institution.
- B. The foundation's relationship to the institution is based upon a shared interest in the institution's development and the success of the institution's mission. Therefore, institutional participation in and support of foundation operations and activities are, therefore appropriate and desirable.
- C. The accountability of a foundation and of the institution as it relates to the foundation is a concern common to the foundation, the institution and the Board. Institutions should not promote, encourage or agree to use of a

foundation in ways that are, or appear to be, abusive, inappropriate, or do not follow sound business practices.

II. General Requirements

- A. The governance structure of a foundation must be determined by the foundation. To ensure an appropriate level of institutional participation in foundation governance, the institution's president or the president's designee should hold a voting membership on the foundation's governing body. In order to assure that the foundation acts as a separate entity, a quorum of its governing body may not consist of a majority of members who are employed by the institution.
- B. Each institution shall enter into a written agreement with any foundation(s) governed by this policy that documents their understanding of their relationship and describes their respective responsibilities. Institutions must use the standard agreement that is attached to this policy or another agreement approved by the Chancellor. Every agreement must contain, at a minimum, the provisions of the standard agreement.
- C. The foundation shall adopt an annual budget. In order to assure that the foundation's objectives are aligned with those of the institution, the institution shall advise the foundation of its needs and priorities for the fiscal year in question.
- D. The foundation shall develop policies and procedures concerning its operations, including, but not limited to, the following:
 - 1. Policies that address the solicitation and acceptance of contributions to the foundation. The policies must incorporate sound business principles and safeguard compliance with donor intent and conditions. Such policies shall provide that, prior to acceptance of any gift to the foundation that will require substantial institutional support such as staff, financial assistance, storage, on-going maintenance, etc., approval must be obtained from the president of the institution and, if applicable, from the Chancellor.
 - 2. Policies and procedures that address the management and investment of contributions to the foundation, subject to the requirements of the Uniform Prudent Management of Institutional Funds Act, T.C.A. Title 35, Chapter 10, Part 2.

3. Policies and procedures that address the foundation's procurement and contracting activities.
 - a. Such policies and procedures shall implement sound business practices and prudent use of foundation funds, including encouragement of the use of competitive procurement of goods and services, when practicable.
 - b. Such policies and procedures must include a process for determining authority for authorizing contracts on behalf of the foundation and for authorizing expenditure of foundation funds. Authority for these functions cannot be delegated solely to an employee of the Institution.
 4. Policies that, in accordance with T. C. A. § 49-7-107(c), establish and adopt a code of ethics that apply to and govern the conduct of all members of the foundation's governing body. Such policies shall require that members review and acknowledge the code of ethics annually.
 5. Policies that identify who may release the foundation's records upon receipt of a request.
- E. No institutional funds, including contributions to the institution, may be transferred directly or indirectly to the foundation; provided, however, this shall not prohibit the institution from providing in-kind services to the foundation, such as office space and the use of support staff. It is understood that instances may occur where a donor inadvertently directs a contribution to the institution which is intended for the foundation. Procedures shall be established to clarify donor intent.
- F. Foundations must respect Board and institutional authority over personnel administration. Foundation expenditures for compensation and other payments to or for the benefit of institutional personnel and reportable as income to the recipient, such as salary, expense accounts, automobiles, club or other organization memberships and dues, etc., must be approved in advance, annually, by the institution president, unless the salaries funded by the foundation are in accordance with institution's compensation plan and included in the institution's personnel budget. Advance approval of the chancellor shall be required if payments outside the institution's compensation plan are made to or for the benefit of any institutional employee, including the president, and if the aggregate value of such payments to any individual institutional employee exceeds fifteen hundred

dollars (\$1,500) per fiscal year. This provision does not apply to reimbursement of business expenses incurred by institutional employees or to non-taxable recognition awards given to institutional employees.

- G. The foundation's governing body shall issue reports, at least annually, on the activities of the foundation, which shall be submitted to the president of the institution. An annual financial report shall be issued, prepared in accordance with generally accepted accounting principles, including all required note disclosures.
 - H. In accordance with T.C.A. § 49-7-107(b), all annual reports, books of account and financial records of a foundation shall be subject to audit by the Comptroller of the Treasury of the State of Tennessee. Records and accounts maintained by the foundation shall be audited on the same cycle as the institutional audit performed by the Comptroller, or, with the prior approval of the Comptroller, an independent public accountant may perform such an audit. The contract between the independent public accountant and the foundation shall be approved in advance by the Board of Regents and the Comptroller and shall be on forms prescribed by the Comptroller. All annual reports, books of account and financial records of a foundation shall be available for audit by the internal auditors of the affiliated institution or the Tennessee Board of Regents.
 - I. Copies of the initial and amended foundation charters and bylaws filed with the Secretary of State shall be submitted by the president of the institution to the Board of Regents' Office of General Counsel
 - J. The Chancellor shall have the authority to grant exceptions to this policy when deemed appropriate and necessary. An exception must be requested and granted in writing.
- III. Implementation
- a. No later than twelve (12) months after adoption of this policy, all institutions shall have conformed any existing agreement with foundations to the requirement of this policy.

Sources

TBR Meeting, August 17, 1973; TBR Meeting, September 20, 1985; September 21, 1990; June 28, 1991; December 3, 2004; TBR Meeting March 30, 2007.

Related Policies

- Solicitation and Acceptance of Gifts

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Recommended Revisions to Policy 4:06:00:00 – Expenditure of Funds
for Paid Advertising

ACTION: Requires Vote

PRESENTER: Dale Sims

BACKGROUND INFORMATION:

Definition Section

Language was added to expand on different types of advertising.

Section I. D 1.

Language was added to state that advertising should not represent the campus as being superior to any other public institution of higher education.

Section I. E.

Language was added to state that each campus shall evaluate paid advertising on a periodic basis to determine the effectiveness and public benefit of such advertising.

Expenditure of ~~State~~ Funds for Paid Advertising: 4:06:00:00

Policy/Guideline Area

Business and Finance Policies

Applicable Divisions

TCATs, Community Colleges, Universities, System Office

Purpose

The purpose of this policy is to provide parameters within which colleges, universities and colleges of applied technology shall use ~~state~~ funds for advertising.

Definitions

- Advertising - for the purposes of this policy, refers to expenditures ~~to recruit students by media purchases through television, radio, newspapers, billboards, etc. for paid message placement, including but not limited to commercials or promotions on television, radio, newspapers, billboards, online, social media, public transportation, and other types of media.~~

- Policy/Guideline

- General Statement

- This policy excludes advertising for position vacancies, costs associated with publication expenditures (see G-140), and advertising for auxiliary operations or athletic events and programs.
- Advertising for the recruitment of students shall be designed to increase enrollments in the service delivery area as the first priority for advertising of community colleges and colleges of applied technology.

1. Any advertising in regional newspapers shall be restricted to zoned editions.
 2. Universities are not subject to service delivery area borders and are allowed to develop advertising campaigns that are congruent with the mission of the university.
- C. Advertising expenditures should result in a citizenry which is better informed and thus more likely to support state higher education through both private giving and more effective advocacy.
1. Advertising also informs citizens of the opportunities available through the state's institutions of higher education, thus improving the state's workforce and competitive position in the global economy.
 2. Universities shall advertise in a manner that is designed to increase campus enrollments by emphasizing academic program offerings.
- D. Campuses are encouraged to maintain an appreciation of the efforts of all post-secondary institutions to provide educational services to students.

1. ~~In this sense, advertising for one campus should not be designed in a manner that has the impact of being detrimental with regard to the educational services provided by another campus represents the campus as being superior to any other public institution of higher education.-~~

E. ~~Given the aforementioned criteria, each campus shall evaluate paid advertising on an annual-a periodic basis to determine if the original estimates of probable returns on investment are realized.-the effectiveness and public benefit of such advertising.~~

1. ~~A "cost to benefit" analysis of paid advertising should be a significant factor in the determination whether or not to continue the advertising campaign, along with other factors deemed appropriate by the President or Director.~~

II. Exceptions

A. Any exceptions to this policy ~~may~~ must be approved by the Chancellor.

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Sources

TBR Meeting December 4, 1998; September 28, 2007.

PRESIDENTS QUARTERLY MEETING

August 18, 2015

DATE: Presidents Meeting (August 18, 2015)

AGENDA ITEM: Outcomes Formula Discussion

ACTION: Information Only

PRESENTER: Dale Sims

BACKGROUND INFORMATION:

For the past six months the 2015-20 Formula Review Committee has reviewed suggested changes to the current model. At its July 23, 2015 meeting, the Tennessee Higher Education Commission approved changes to the outcomes funding formula which were recommended by the Committee. Attached is the information reviewed and approved at the Commission meeting.

DATE: July 23, 2015**SUBJECT:** 2015-20 Outcomes Funding Formula**ACTION RECOMMENDED:** Approval

Immediately following the passage of the Complete College Tennessee Act of 2010 — a law which in part stipulates that higher education institutions be funded based on outcomes rather than enrollment — THEC convened a Formula Review Committee (FRC) consisting of institutional, system and governmental stakeholders to provide counsel on the creation of an outcomes-based funding formula. THEC also solicited advice and feedback from all university and community college presidents and chancellors. Through this process THEC produced a formula that funds institutions based on metrics that measure successes as well as weights that reflect institutional priorities and mission.

Since that time, THEC has convened the FRC annually to review the strengths and weaknesses of the formula, with plans to implement any significant structural changes after a five-year cycle. That first five-year cycle came to an end with the distribution of FY 2015-16 appropriations. For the last six months the 2015-20 FRC (see membership in Appendix A) has proposed and reviewed changes to the current model. THEC also requested frequent feedback and advice from all presidents and chancellors, and reviewed all proposed changes with the Statutory Formula Review Committee, a formal committee charged with reviewing and recommending changes to the formula (see Appendix B).

This process resulted in the removal and redefining of a few outcomes, the inclusion of a new focus population, and an alteration to the application of focus population premiums. Though weights still largely reflect institutional mission as defined by presidents and chancellors, the community college sector chose to implement a unified weighting structure for its completion outcomes to better reflect the needs of the state. The proposed formula also excludes the out-of-state tuition deduction and no longer relies on a salary multiplier to monetize the outcomes. These changes are summarized in Appendices D and E.

Additionally, the underlying structure of the formula was reworked in part to allow for the introduction of mathematically-derived scales. This structural change — while not changing how the formula rewards success — also allows the 2015-20 model to calibrate perfectly to the 2010-15 model, removing the need for a phase-in period. This change will be discussed in the presentation.

The process used to analyze and review changes to the outcomes model allowed all stakeholders to play a significant role in creating the proposed 2015-20 Outcomes-Based Funding Formula model. This model does not differ greatly from the 2010-15 model, but it more effectively rewards institutions for outcome success while reflecting the input from these stakeholders. THEC staff recommends it for approval.

Appendix A

THEC 2015-20 Formula Review Committee

| Name | Institution | Title |
|-------------------------|--|---|
| Chad Brooks | Austin Peay State University | Professor of Biology |
| Cynthia Brooks | Tennessee State University | Vice President for Business and Finance |
| Richard Brown | University of Tennessee, Chattanooga | Executive Vice Chancellor for Finance and Operations |
| Crystal Collins | THEC Staff | Director of Fiscal Policy Analysis |
| Evan Cope | THEC Commission | Chair of Commission |
| Will Cromer | Governor's Office | Director of Policy and Research |
| Betty Dandridge Johnson | THEC Staff | Associate Executive Director for Academic Affairs |
| Russ Deaton | THEC Staff | Interim Executive Director |
| Tristan Denley | Tennessee Board of Regents | Vice Chancellor for Academics |
| Steven Gentile | THEC Staff | Director of Fiscal Policy Research |
| Danny Gibbs | Roane State Community College | Executive Vice President for Business and Finance |
| Tré Hargett | Secretary of State | Secretary of State |
| Sharon Hayes | THEC Commission | Commissioner |
| Katie High | University of Tennessee System | Vice President for Academic Affairs and Student Success |
| Nate Johnson | Postsecondary Analytics | Consultant |
| David Lillard | Treasurer | Treasurer |
| Kenyatta Lovett | Tennessee Board of Regents | Assistant Vice Chancellor for Community College Initiatives |
| Teri Maddox | Dyersburg State Community College | Vice President for the College |
| Susan Martin | University of Tennessee, Knoxville | Provost and Senior Vice President |
| Warren Nichols | Tennessee Board of Regents | Vice Chancellor of Community Colleges |
| Butch Peccolo | University of Tennessee System | Chief Financial Officer |
| David Rudd | University of Memphis | President |
| Dale Sims | Tennessee Board of Regents | Vice Chancellor for Business and Finance |
| Janet Smith | Columbia State Community College | President |
| Greg Turner | Department of Finance and Administration | Education and THDA Coordinator |
| Justin Wilson | Comptroller | Comptroller |
| David Wright | THEC Staff | Associate Executive Director for Strategic PPR |

Appendix B

Statutory Formula Review Committee

| Name | Institution | Title |
|--------------------------------|--|--|
| Representative Harry Brooks | House of Representatives | Chair, House Education Administration & Planning Committee |
| Russ Deaton | Tennessee Higher Education Commission | Interim Executive Director |
| Joe DiPietro | University of Tennessee | President |
| Representative John Forgy | House of Representatives | Chair, House Education Instruction & Programs Committee |
| Senator Dolores Gresham | Senate | Chair, Senate Education Committee |
| Cathy Higgins | Office of Legislative Budget Analysis | House Budget Analysis Director |
| Larry Martin | Department of Finance and Administration | Commissioner |
| Senator Randy McNally | Senate | Chair, Senate Finance, Ways & Means Committee |
| John Morgan | Tennessee Board of Regents | Chancellor |
| Rick Nicholson | Office of Legislative Budget Analysis | Senate Budget Analysis Director |
| Representative Charles Sargent | House of Representatives | Chair, House Finance, Ways & Means Committee |
| Justin Wilson | Comptroller | Comptroller |

Appendix C

Formula Review Committee Meeting Dates

- Thursday, February 12, 2015
- Friday, March 13, 2015
- Friday, April 10, 2015
- Friday, May 8, 2015
- Thursday, June 4, 2015
- Tuesday, June 30, 2015

Statutory Formula Review Committee Meeting Date

- Monday, June 29, 2015

Appendix D

2015-20 Higher Education Funding Formula Proposed Changes

The higher education outcomes-based funding formula is made up of three major elements: outcome metrics, institutional mission weights, and focus populations. Below is a summary of the proposed changes to the formula.

Proposed Changes to Outcome Metrics

Community College Model — Community colleges would be measured by a suite of outcomes very similar to the current version of the funding formula. **Short-term certificates** would undergo a definitional change and **remedial and developmental success** would be removed as an outcome metric, replaced with a subpopulation premium focused on academically underprepared students.

University Model — Universities also would have very similar outcomes in the next iteration of the funding formula. The progression metrics would change from 24/48/72 semester hours to **30/60/90 semester hours** and the **transfer-out** metric would be removed.

In both sectors the Degrees/Awards per Full-time Enrollment metrics will change so that full-time enrollment (FTE) only includes students who are degree-seeking. In the current model all undergraduate students, whether degree-seeking or not, are included.

Proposed Changes to Mission Weights

All chancellors and presidents were asked to prioritize outcomes based on institutional mission. These prioritized outcomes were presented to the Formula Review Committee (FRC) for analysis and feedback. During this process, conversations between THEC and TBR led to a policy recommendation to standardize the weights for certain outcomes across the community college sector in order to create a unified system-wide response to the needs of Drive to 55 and the Complete College Tennessee Act. University weights would continue to be grounded in Carnegie classification. New weights would be assigned to outcomes based on these priorities as part of the final formula design process.

Proposed Changes to Focus Populations (formally called Subpopulations)

Community College and University Models — A premium level would be applied to the progression and undergraduate completion metrics for students who are low-income (qualify for the Pell Grant), adults (25 years or older) or identified as academically underprepared (tentatively defined as students who score an 18 or below on the ACT or are flagged for remedial or developmental coursework).

Premium Levels — Premiums would be differentiated based on the number of focus populations for which a student qualifies. The first subpopulation would garner an 80 percent premium, the second would garner an additional 20 percent, and the third would garner another 20 percent.

Proposed Additional Changes to the Model

The 2015-20 Outcomes-Based Funding Formula would exclude the out-of-state tuition deduction. This change would result in state funding no longer shifting due to changes in out of state enrollment levels. Furthermore, tuition border county legislation would no longer impact the funding formula. Additionally, the FRC has also discussed no longer using an SREB salary multiplier, thus removing the state funding movement based on changes to the SREB median faculty salary rather than outcome production. The Quality Assurance (Performance Funding) program, which was reviewed separately, and the fixed cost components would remain largely unchanged.

Appendix E

Outcomes-Based Funding Formula Changes: Outcomes and Focus Populations

| 2010-2015 Formula Model | 2015-2020 Outcomes Model |
|--|--|
| <p><u>Community College Outcomes</u> Students Accumulating 12 hrs Students Accumulating 24 hrs Students Accumulating 36 hrs Dual Enrollment Associates Long-term Certificates Short-term Certificates Job Placements Remedial & Development Success Transfers out with 12 hrs Workforce Training Awards per 100 FTE</p> <p><u>University Outcomes</u> Students Accumulating 24 hrs Students Accumulating 48 hrs Students Accumulating 72 hrs Bachelors and Associates Masters/Ed Specialist Degrees Doctoral / Law Degrees Research and Service Transfers Out with 12 hrs Degrees per 100 FTE Six-Year Graduation Rate</p> <p><u>Subpopulations (Both Sectors)</u> Adults Low-income</p> <p><u>Subpopulation Premiums</u> 40% for Each Population</p> | <p><u>Community College Outcomes</u> Students Accumulating 12 hrs Students Accumulating 24 hrs Students Accumulating 36 hrs Dual Enrollment Associates Long-term Certificates Short-term Certificates¹ Job Placements Remedial & Development Success² Transfers out with 12 hrs Workforce Training Awards per 100 FTE³</p> <p><u>University Outcomes</u> Students Accumulating 30 hrs Students Accumulating 60 hrs Students Accumulating 90 hrs Bachelors and Associates Masters/Ed Specialist Degrees Doctoral / Law Degrees Research and Service Transfers Out with 12 hrs² Degrees per 100 FTE³ Six-Year Graduation Rate</p> <p><u>Focus Populations (Both Sectors)</u> Adults Low-income Academically Underprepared⁴</p> <p><u>Focus Population Premiums</u> 80% for One Focus Population 100% for Two Focus Populations 120% for Three Focus Populations</p> |

1 - In the 2010-2015 model only short-term certificates (those requiring fewer than 24 semester credit hours) that represent the highest award earned at the time of a student's stop-out were counted. In the 2015-2020 model all *technical* short-term certificates will be counted, regardless of whether a student stops-out or continues with her education. Certificates defined as *academic* are not counted as they are intended for transfer.

2 - Outcome removed from consideration.

3 - In the 2010-2015 model both nondegree-seeking and degree-seeking undergraduate students were included in the full-time enrollment (FTE) metric. In the 2015-2020 model, only degree-seeking undergraduate students are included in the FTE metric.

4 - Tentatively defined as students who either required remediation or scored an 18 or below on the ACT Composite.

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting
AGENDA ITEM: Degree Compass Grant
ACTION: Information
PRESENTER: Dale Sims

BACKGROUND INFORMATION:

The FY 2014-15 Appropriation Act included a \$250,000.00 appropriation to THEC for the purpose of leveraging statewide *Degree Compass*, a course recommendation system started at Austin Peay State University. The system uses data to identify the course requirements for majors, and then recommends what classes a student should do well in. In January, 2015 THEC and TBR entered into a grant agreement intended to expand use of Degree Compass across the TBR System.

After passage of the appropriations act but prior to execution of the grant agreement, Desire to Learn (D2L), the firm licensed to commercialize Degree Compass, announced plans to engage in a major re-design of the product, with an anticipated release date no earlier than the 4th quarter of 2015. In recognition of the grant agreement and as part of the Degree Compass agreement between D2L and TBR, D2L agreed to waive Degree Compass licensing, maintenance and implementation fees for TBR institutions during calendar year 2016. The re-development work has proceeded, and it now appears that general release of the re-designed Degree Compass product will occur during the 1st quarter of 2016.

In anticipation of this, during the 4th quarter of 2015 briefings of TBR sub-councils and institutional leadership will be conducted regarding availability of enhanced Degree Compass product. At some point subsequent to those briefings we will be looking to institutional leadership for a decision as to whether their campus wishes to implement Degree Compass.

End of Document

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Recommended to eliminate Facilities' Guideline B-021

ACTION: Requires Voice Vote

PRESENTER: David Gregory

BACKGROUND INFORMATION:

Both the guideline and policy have the same requirements. It is the recommendation of the Business Affairs Sub Council (BASC) which met July 28, 2015, to eliminate this guideline.

Both the guideline and policy have the same requirements. B-021 could be deleted.

Building Plaques Affixed to Buildings and Facilities: B-021

Policy/Guideline Area

Business and Finance Guidelines

Applicable Divisions

TCATs, Community Colleges, Universities

Purpose

The purpose of this guideline is to establish the process and procedures for affixing plaques to new or newly renovated buildings and facilities at institutions governed by the Tennessee Board of Regents.

Policy/Guideline

- I. Building Plaques
 - A. The Board of Regents has authorized institutions to affix building plaques to new or newly renovated buildings or facilities.
 1. An institution may choose to erect a building plaque in lieu of or in addition to dedication plaques authorized under Board Policy 4:02:05:01.
 - B. An institution may affix a building plaque which shall include the name of the Governor(s), Chancellor(s), all State Building Commission members, the names of the members of the Board, President(s) or College of Applied Technology Director(s), the architect, contractor

Commented [BS1]: 1.The information regarding building plaques in Items I.D. and II of Policy 4:02:05:01 and Guideline B-021 are slightly inconsistent. Also, if the names to be included on the plaque were stated in the policy in the same way they are stated as in the guideline, there would not appear to be any need for the guideline since the same information is covered in the policy. (Internal Audit)

Attachment G

and state architect from the date of Building Commission approval of a specific project to the completion of the project.

- C. If the building/facility has been named for an individual or group in accordance with Board Policy 4:02:05:01, the building plaque may include the name of the individual or group for which the building/facility is named.

Commented [BS2]: 1.For Item I.C., which indicates a plaque may be added to a "new or newly renovated" building or facility, should "renamed" be added to this list (Similar to comment 4 under Policy 4:02:05:01). (Internal Audit)

Sources

March 21, 1986 Board Meeting; Revised November 8, 2006 Presidents Meeting.

Related Policies

- [Naming Buildings and Facilities & Building Plaques](#)

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Recommended Revision to Facilities' Policy 4:02:09:00

ACTION: Requires Voice Vote

PRESENTER: David Gregory

BACKGROUND INFORMATION:

Facilities Guideline/Policy Revisions were approved at July 28, 2015, Business Affairs Sub Council (BASC) Meeting. Language was added to Facilities' Policy 4:02:09:00 at the following locations:

II. A. 2. a. RPM-1 form

II. A. 2. c. (vicinity map)

II. A. 2. g. Current

II. A. 3. Finance and Administration (F&A) are replaced with General Services (GS)

II. A. 5. F&A GS are replaced with the institution

Property Acquisition: 4:02:09:00

Policy/Guideline Area

Business and Finance Policies

Applicable Divisions

TCATs, Community Colleges, Universities, System Office

Purpose

The purpose of this policy is the establishment of procedures for the acquisition of property by the Tennessee Board of Regents.

Policy/Guideline

I. Introduction

- A. Pursuant to T.C.A. §§ 49-8-11 and 49-8-203, the Tennessee Board of Regents (Board) has the authority to purchase and condemn land, and to receive donations of property (Solicitation and Acceptance of Gifts, Board Policy No. 4:01:04:00) on behalf of institutions governed by the Board, and to be vested with title to property so acquired.
- B. Any proposed acquisition of property by any manner shall be subject to the approval of the Chancellor.

II. Procedures

- A. The approval of land acquisition by purchase or condemnation shall be subject to the following procedures:
 - 1. Each institution shall submit to the Chancellor for consideration and approval, a campus master plan or an amended master plan which indicates land acquisition needs, or an individual acquisition request.

Attachment J

2. Upon approval of the campus master plan or amendment or an individual acquisition request, an institution may request a land acquisition by submitting the proper documentation for each proposed acquisition to the System Office. This documentation shall include:

a. RPM-1 form

- b. The justification of the need for the property;
- c. A description of and the location of the property (**vicinity map**)
- d. The estimated amount of funds required for the acquisition and the source of funds;
- e. A plat of the property;
- f. The name(s) of the present owner(s); and
- g. **Current** Deed to property.

3. The property acquisition request will be submitted by the System Office to the Department of Finance and Administration (F&A) **General Services (GS)** for submission to the State Building Commission (SBC) Executive Sub-Committee (ESC) for approval. After SBC ESC approval, F&A staff will obtain a title commitment, an appraisal, and a survey and prepare an option to purchase the property.

4. If an option to purchase the property is signed by the seller, it will be submitted to the Chancellor for final approval of the proposed acquisition. If negotiations fail, the institution may request that condemnation proceedings be commenced for acquisition of the property.

5. If acquisition of the property by purchase is approved, ~~F&A~~ **GS** the institution will be responsible for recording the warranty deed and forwarding the deed and title insurance to the System Office.

Commented [BS1]: 1.For Item II.A.f., should "copy of current" be added before deed? (Internal Audit) yes.

Attachment J

Sources

TBR Meetings, September 24, 1976; September 30, 1983; June 29, 2007.

Related Policies

- [Solicitation and Acceptance of Gifts](#)

PRESIDENTS QUARTERLY MEETING
DIRECTORS QUARTERLY MEETING *(if applicable)*

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
 Directors Meeting (August 19, 2015)

AGENDA ITEM: Revised G-070 Records Retention and Disposal of Records

ACTION: Voice Vote

PRESENTER: Mary G. Moody, General Counsel

BACKGROUND INFORMATION:

The Office of General Counsel has worked with the Tennessee Office of General Services to revise TBR Guideline G-070 Disposal of Records. The Office of General Services and the Secretary of the State, have streamlined the state's Record Disposition Authorization (RDA) and now require state agencies to follow those RDAs whenever applicable. Historically, TBR has had many unique RDAs with different retention periods for similar types of records.

As required by the State, the revised guideline follows the approved statewide RDA's that are applicable to TBR's records. Records unique to TBR concerning the following areas of business are addressed in section VI – TBR RDA's.

- student records
- alumni development files, donor gifts and contributions, endowment and living trust agreements
- trademark, copyright, and patent records, and printed materials and publications

A copy of the proposed TBR Guideline G-070 Records Retention and Disposal of Records is attached for your review and approval.

G = General Guidelines

G-070

Records Retention and Disposal of Records

Purpose

This Guideline sets forth the records retention schedule and procedures for disposal of records for the System Office and all institutions governed by the Tennessee Board of Regents.

Applies To

TCATs, Community Colleges, Universities, System Office

Definitions

Tennessee Public Records Commission Rule 1210-1-2, Definitions, controls.

Definitions

Records - Records shall mean all documents, papers, letters, maps, books, photographs, microfilms, electronic data processing files and output, sound recordings, or other material regardless of physical form or characteristics made or received pursuant to law or ordinance or in connection with the transaction of official business by any governmental agency. For the purpose of this guideline, records are only those items defined as such by the Commission rules.

Permanent Records - Those records which have permanent administrative, fiscal, historical or legal value.

Temporary Records - Those records or materials which can be disposed of in a short period of time as being without value in documenting the functions of an agency. Temporary records will be scheduled for disposal by requesting approval from the Public Records Commission utilizing a Records Disposition Authorization.

Confidential Public Record - Any public record which has been designated confidential by statute and includes information or matters or records considered to be privileged and any aspect of which access by the general public has been generally denied.

Records of Archival Value - Any public record which may promote or contribute toward the preservation and understanding of historical, cultural, or natural resources of the State of Tennessee.

Essential Records - Any public records essential to the resumption or continuation of operations, to the recreation of the legal and financial status of government in the state or to the protection and fulfillment of obligations to citizens of the state.

Agency - Agency shall mean any department, division, board, bureau, commission or other separate legislative branch and the judicial branch to the extent that it is constitutionally permissible.

Records Management - Records management shall mean the application of management techniques to the creation, utilization, maintenance, retention, preservation, and disposal of records in order to reduce costs and improve efficiency of record keeping. It shall include records retention schedule development, essential records protection, files management and information retrieval systems, microfilm information systems, correspondence and word processing management, records center, forms management, analysis and design, and reports and publications management.

Disposition - The preservation of the original records in whole or in part, preservation by photographic or other reproduction processes, or outright destruction of the records.

Records Disposition Authorization - Records Disposition Authorization (RDA) shall mean the official document utilized by an agency head to request authority for the disposition of records. The Public Records Commission shall determine and order the proper disposition of state records through the approval of Records Disposition Authorizations.

Working Papers - Those records created to serve as input for final reporting documents, including electronic data processed records, and/or computer output microfilm, and those records which become obsolete immediately after agency use or publication.

Records Creation - The recording of information on paper, printed forms, punched cards, tape, disk, or any information transmitting media. It shall include preparation of forms, reports, state publications, and correspondence.

Guideline

I. Disposal of records

A. Disposal of records must be approved by the State Public Records Commission (PRC). No records, paper, electronic, or other media may be destroyed unless and until meeting the criteria of this guideline and PRC rules.

B. Unless specified otherwise, or otherwise required by law, records may be imaged, microfilmed, or electronically reproduced and the paper copy destroyed upon verification of an archival quality reproduction. The microfilm, image, or electronic record will then be retained for the balance of the indicated retention period.

C. No record shall be destroyed, however, so long as it pertains to any pending legal case, claim, or action; or to any federal or state audit until such actions have been concluded.

1. State records have been approved for disposal by state-approved methods:

- a. Shredding
- b. Burning
- c. Deletion from the system (electronic)

2. Any record designated "confidential" shall be so treated by agencies in the maintenance, storage and disposition of such confidential records. These records shall be destroyed in such a manner that they cannot be read, interpreted or reconstructed.

D. Unless specifically approved by the System Office or Institution Records Officer, any records which reflect "Permanent" retention should be maintained by means other than paper after verification of an archival quality electronic reproduction. After verification, the paper copies will be destroyed.

E. Actions by the State Commission shall be communicated to all campus Records Officers through the System Office.

II. Records Officers

A. Records Officers have the authority and responsibility to retain and dispose of records in accordance with approved records disposition authorizations.

B. Prior to the destruction of any records, the Records Officer must determine if the action should be delayed due to audit or litigation requirements.

C. Specific records pertaining to current or pending litigation or investigation must be retained until all questions are resolved. These specific records can be retained in a suspense file, while all other records not under pending investigation shall be disposed of in accordance with established Statewide and TBR Records Disposition Authorizations (RDAs).

D. Records Officers should establish and apply retention schedules for records in their custody that may not be specifically addressed in this guideline.

III. Certificate of Destruction

A. Records Management Division has authorized the implementation and utilization of the Certificate of Destruction form (see Exhibit 1) in order to better track the volume of records destroyed and to insure that records have met the criteria necessary for destruction.

B. Certificate of Destruction forms must be used when destroying public or confidential records that are not destroyed during the annual Operation Roundfile campaign – an initiative through Executive Order 38 to purge out-of-date documents and/or records on an annual basis.

IV. Records Retention Schedules

A. The Tennessee Board of Regents adheres to Statewide and TBR Records Destruction Authorization (RDA) Classifications.

B. Notwithstanding the retention period stated herein, should such periods conflict with federal or state law or regulation, the period of longer retention shall apply.

C. Access the appropriate retention schedule by clicking on the RDA number in Sections V. and VI. below.

V. Statewide RDA's:

A. SW01: Accounting Journal Vouchers & Deposit Slips
Documents relating to Accounts Receivables and Deposits with Supporting Documentation.
EXAMPLES: AG – Agency Only Approval Journals, AL – Allocation Process, AM - Assets Management, AP - Accounts Payable, AR - Accounts Receivable, BA - Balances from STARS, BI - Billing, CL - Closing Process, CM - Cash Management, CN - Contracts, DA - Division of Accounts Approval, EX - External Application, FM - Fleet Management, GM - Grants, IN - Inventory, IU - Inter-Unit Transaction, JV - Online Journal Voucher, KK - Commitment Control Journals, LA - Accrued Liabilities, LM - Enterprise Learning Management, MU - Multi-Unit Transactions, PM - Plant Management, PR - Project Closing, PY - Payroll, RA Accrued Revenue, RV - PS exp to STARS, TR - Transactions from STARS, TV - Travel (Expenses), YA - Year End Adjustments This RDA is not applicable for the Division of Accounts, Dept. of Finance and Administration.

B. SW02: Accounting Reports
Documents relating to monthly accounting reports. This series also includes Accounting Reports from Edison, Banner, or the STARS System.

C. SW03: Human Resources Employee Information Documents
Documents pertaining to office personnel locator information, supervisory/employee information, and separated employee records. Examples: Cards or sheets showing name, address, telephone number, and similar data for each office employee; printouts.

D. SW04: Employee Medical Records

Documents relating to confidential employee medical records. Examples: Documentation of physicals and health status, Alcoholics Anonymous treatment statement, drug related treatment, injured in the line of duty and workers' compensation claims.

E. SW06: Boards & Commissions Documents

Documents or recordings related to meetings of Boards, Commissions, Councils, and Committees. Records included are minutes/accounts of proceeding actions taken, agenda, copies of reports, exhibits, and announcements. Also documents relating to all responsibility of agency heads, such as correspondence or memos to internal personnel, officials of other state agencies (including the governor and General Assembly) federal officials, local officials and the general public. Included are: special studies, reports and working papers prepared by the executive staff, policy and procedure manuals , current & obsolete directives (except Executive Orders), and similar related materials.

F. SW07: Travel Authorization Files

Documents relating to requests and authorizations for in-state and out-of-state travel and related correspondence, including cost estimates for travel.

G. SW08: Commissioner's Subject Files

For purposes of TBR Guideline G-070, "Commissioner" means "Chief Executive", which includes Chancellor, President, and Director. "Executive Staff" means all persons employed at the Vice Chancellor, Vice President, and Assistant Director level.

Documents relating to all areas of the Chancellor and his/her executive staff in the transaction of official business. Examples: Correspondence and memorandums with internal personnel, officials of other state agencies (including the Governor and General Assembly) federal officials, local officials and the general public. Included are: special studies, reports and working papers prepared by the executive staff, policy and procedure manuals, current & obsolete directives, and similar related materials.

H. SW09: Attendance and Leave Records

Documents relating to attendance and leave, including correspondence such as notice of holidays and hours worked.

I. SW10: Real Property Lease Files

Documents relating to the lease space in which various state agencies and departments are housed. Examples: Space Action Request Form (FA-0006), Request for Proposal (RFP), and related correspondence.

J. SW11: Internal Audit Reports and Working Papers

Documents relating to internal audit reports and working papers generated by internal auditors to document investigations and/or audit reports conducted internally that are submitted to the commissioners, the Comptroller of the Treasury, and other parties. This RDA is not applicable to the Comptroller of the Treasury and its divisional offices.

K. SW12: Contracts & Requests for Proposals (RFP's)

Documents relating to contracts between state agencies and vendors. Records includes a copy of the final contract, Requests for Proposals (RFP)documents, Requests for Information (RFI) documents, bid evaluation documents, statements of work, deliverable documentation, change order documentation, correspondence, and other related documents.

L. SW14: Discrimination Harassment Investigation Files

Documents relating to discrimination and workplace harassment investigations. Examples: investigation intake/referral, investigation memos, Equal Employment Opportunity Commission charges/documents, Tennessee Human Rights Commission charges/documents.

M. SW15: Annual Report Working Papers

Working Paper documents relating to the annual reports prepared by all agencies.

N. SW16: Temporary Records

"Temporary Records", is defined at T.C.A § 10-7-301 (13) as: "material which can be disposed of in a short period of time as being without value in documenting the function of an agency.

Temporary records will be scheduled for disposal by requesting approval from the public records commission [PRC] utilizing a records disposition authorization [RDA]." These records are only considered records in that they are notes and/or communication media and may include correspondence below the Commissioner level, unless superseded by another RDA. Under no circumstance will documents of Fiscal, Legal, or Historic Value be considered Temporary Records.

O. SW17: Working Papers

"Working Papers" is defined in T.C.A. § 10-7-301(14) as: "those records created to serve as input for final reporting documents, including electronic data processed records, and/or computer output microfilm, and those records which become obsolete immediately after agency use or publication." Working papers are used to produce a record in its final form. For the purpose of the RDA, working papers are those records that have no evidential or informational value once an action has been completed and do not relate to significant steps taken in preparing the final record. The record resulting from the working papers are then governed by its RDA. Working papers does not include records that have evidential or informational value that is needed to support the final record. Under no circumstance may documents of Fiscal, Legal, or Historic Value be considered Working Papers. This RDA does not apply to Annual Report (SA15), Budget (SW18), or Internal Audit (SW11) working papers. This RDA covers all other working papers unless superseded by another specific RDA.

P. SW18: Budget Papers

Documents relating to budget working papers and budget requests. The records are documents used to assist the agency in the preparation of budgets and to justify requests to the Department of Finance and Administration as well as copies of official budget requests submitted to the Department of Finance and Administration for recommendations to be presented for final approval. Records include correspondence, instructions, tabulations, reports, cost estimates, budget request forms, program objectives, strategies, budget revisions and other related documents.

Q. SW19: Active Employee Files

These files consist of Departmental Employee HR information and contains the following, but not limited to, documents: Personnel File Audit Checklist, Request for Personnel Action Form, Employment Application, W-4 Form, Direct Deposit Authorization, Drug-Free Workplace Policy, Memo for the Operation of Motor Vehicles by State Employees, Acceptable Use Policy Network Access Rights and Obligations User Agreement Acknowledgement, Performance Document-Job Plan and Employee Insurance & Benefits File Audit Checklist. Records covered under SW03 Human Resources Employee Information Documents shall not be destroyed under this RDA.

R. SW20: Fiscal Administrative Documents

Files may include documents of Fiscal Value not covered by another Statewide RDA or Agency Specific RDA. (Examples: receipt documents, invoices, purchase orders, inventory records, payment documentation, space assignment documentation, warranties, internal bookkeeping documentation, & balance sheets)

S. SW21: Grants

This RDA may apply to any Grant Files not covered by a specific RDA. Files included in this record series may include any documents pertaining to grants, such as applications, Contracts, Invoices, Asset Documentation, Monitoring Documentation, Evaluations, Photographs, Reports, Close-out Documents and Correspondence.

- T. SW22: Internal Policies and Procedures
Official record copy of the policies, procedures or rules. One copy of the policy, procedure, or rule will be kept by the issuing entity for retention/reference. Records series will include interim policies, procedures, and rules as well.
 - U. SW23: Credit Card and Purchasing Card (p-Card) Documents
Documents relating to the issuing and use of state issued credit cards and Purchasing cards (p-Cards). Records series includes: new card application, cardholder agreement form, approver signed agreement form, account maintenance forms, training tests, Edison security form, transaction logs, exception logs, fiscal officer's memos, account statements, and receipts.
 - V. SW25: Administrative Documents – Internal Policies and Procedures
Documents that relate to the day-to-day administration of internal policies, procedures, and rules. Record series includes, but not limited to: employee agreement forms, security forms, databases, frequently asked questions, and related forms. (This does not include the official record copy of the policies, procedures or rules which is covered by SW22.)
 - W. SW26: Incident Reports
Records of incidents/accidents occurring on State controlled property, involving state personnel or members of the general public or state owned materials. A copy of the incident reports involving injuries to state employees are to be included in the employee's medical file and covered under SW04 Employee Medical Records.
 - X. SW27: Request for Proposal Documents – Not Selected
Final submitted bid documents that were not awarded the contract. These fall under three (3) categories: Unsuccessful – bids met criteria but were not the best bid; Non-responsive – bids that did not follow directions and thus disqualified; and Rejected – bids that were not submitted by the set deadline for submission.
 - Y. SW28: Employment Application – Not Selected Candidates
Application documents, hiring information, job registers, and resumes of candidates that were not selected for the position. Records include applications for full-time, part-time, temporary, and unpaid, such as internships. These fall under three (3) categories: Unsuccessful – applicant met criteria but were not hired; Non-responsive – applicants that did not submit required material or respond back to attempted communication; and Rejected – applications that were not submitted by the set deadline for submission or failed to meet minimum requirements.
 - Z. SW29: Affirmative Action Compliance Records
Affirmative Action Program records and any supporting documentation related to recruitment, selection, and advancement of employees that may be used to show compliance with federal Affirmative Action rules and regulations.
 - AA. 11068: State Owned Real Property
Records may include, but are not limited to: Warranty Deeds to and/or the State, Maps, Drawings, Plot Layouts, Premises Land Leases, Appraisals, Surveys, Environmental Assessments, Photographs, Financial Industry Regulatory Authority Web Site and any other documents chronicling the history, sale, or purchase of State owned property.
- VI. TBR RDA's:
- A. Student Records
 1. The Family Educational rights and Privacy Act of 1974, as amended (FERPA) specifically requires institutions to maintain records of requests and disclosures of personally identifiable information except for defined "directory information" and requests from students to review their own records.

- a. The records of disclosures and requests for disclosures are considered part of the students' educational records; therefore, these records must be retained as long as the education records to which they refer are retained by the institution.
 - b. FERPA requires that no record for which there is a pending request to review be destroyed.
- 2. Student Miscellaneous Records: Records in this category are covered under SW16 Temporary Records. These records include, but are not limited to;
 - a. All records of applicants who do not enter an institution;
 - b. The following records of applicants who enter an institution;
 - (1) Grade Reports (Registrar's copies)
 - (2) Registration Forms
 - (3) Social Security Certificates
 - (4) Teacher Certifications (Institution only)
 - (5) Transcript Requests (student)
 - (6) Audit Authorizations
 - (7) Pass/Fail Requests
 - (8) Changes of Course (add/drop)
 - (9) Credit/No Credit Approvals
 - (10) Enrollment Verifications (logs or lists)
 - (11) Applications for Graduation
 - (12) Examination Papers and Answer Sheets
 - (13) Academic Advisor Files
 - (14) Class Schedules (student),
 - (15) Personal Data Information Forms
 - (16) Letters of Recommendation
 - (17) Student Disciplinary Files (for matters resulting in a finding of no violations(s))
- 3. 10152: Student Information Records: RDA Revision Pending with retention date of 5 years. Current Retention: Varies. Follow schedule listed on Exhibit 2.
- 4. New RDA Pending: Student Education Record. Current Retention: Permanent.
 - a. These files include, but are not limited to;
 - (1) Academic Records (includes Narrative Evaluations, Competency Assessments);
 - (2) Change of Grade Records;
 - (3) Financial Aid Transcripts;
 - (4) Class Lists (original grade sheets or cards);
 - (5) Permanent Student Cards;
 - (6) Statistical Data (enrollment, grades, racial/ethnic, degree)
 - (7) Student Disciplinary Files resulting in Expulsion or Suspension.
 - (8) Student Athletic Files including NCAA/NJCAA eligibility, and related files. Added here
- B. 10149: Alumni Development Files/Donor Gifts and Contributions/Endowment and Living Trust Agreements – Current Retention: Permanent. Revision Pending.
 - 1. These records include, but are not limited to;
 - a. Alumni Development Files - Current and historical data including alumni information, solicitation, pledge and contributions data, and all related documents.

b. Donor Gifts and Contributions - Donor Recognition Committee, Donor Director of Private Giving, Fund Raising Report, Philanthropy Awards, and all related documents.

c. Endowment and Living Trust Agreements, and all related documents.

C. New RDA Pending: Trademark, Copyright, and Patent Records; Printed Materials and Publications – Permanent

1. These records include, but are not limited to;

a. Trademark, Copyright, and Patent Records – Forms, documents and materials relating to applications for and granting of trademarks, copyrights and patents.

b. Printed Materials and Publications – Items which have permanent administrative, physical, historical or legal value, such as: Class schedules (institutional), Graduation Lists, Commencement Program (1 copy), institution catalogs, brochures, etc.

(1) Retain 2 copies in institution library archive.

Exhibits

Exhibit 1: Certificate of Destruction

Exhibit 2: RDA 10152 Retention Schedule

Sources

November 15, 1983 SBR Presidents Meeting; Revised July 1, 1984; Revised July 1, 1985; Revised September 1, 1986; Approved May 14, 1991, Presidents Meeting and implemented August 6, 1993 after approval by State Records Commission; May 5, 1998, Presidents Meeting; May 21, 2002 Presidents Meeting; May 16, 2006 Presidents Meeting.



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CERTIFICATE OF RECORDS DESTRUCTION

| | |
|----------------------------------|--|
| Agency/Division: _____ | Allotment Code: _____ |
| Address/Location: _____ _____ | Cost/Index Code: _____ Send to: Public Records Commission c/o Records Management Division Tennessee Secretary of State HFGU [• aŠUæ • ÁÇ^ } ^ ÁU) [á*!æ • Á[, ^!Á @Á [[; Nashville, TN 37243 |

RECORDS DISPOSED

| RECORD SERIES TITLE AND DESCRIPTION | RELATED RDA NUMBER | DATE RANGE OF RECORDS DESTROYED | | VOLUME |
|--|-----------------------|------------------------------------|-----------------|--------|
| | | FROM (MM/YY) | THRU (MM/YY) | |
| | | | | |
| | | | | |
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CERTIFICATION OF DESTRUCTION

ON _____ destruction of above records was made in accordance and authorized by the Tennessee Code Annotated
 Section 10-7-509 (a) and (b) by means of: PURGING SHREDDING RECYCLING OTHER (specify): _____

 Signature Title Date

Exhibit 2: RDA 10152 Retention Schedule

| TYPE OF RECORD | RETENTION PERIOD |
|---|---|
| <p>Veterans Records: Veterans Administration Certifications/Individual Folders File includes recruitment material (for those who do not enter whether accepted or rejected); previous education (transcripts from other colleges); evidence of formal admission (acceptance letters); grade reports and/or statements of progress (academic records); change of course forms; transfer credit evaluations; degree audit reports; tuition and fees charged and collected.</p> | <p>3 years after graduation or date of last term attended</p> |
| <p>Withdrawal Authorizations</p> | <p>3 years after graduation or date of last attendance</p> |
| <p>Academic Action Authorizations (Dismissal, etc.)</p> | <p>5 years after graduation or date of last attendance</p> |
| <p>Acceptance Letters</p> | <p>5 years after graduation or date of last attendance</p> |
| <p>Name Change Authorizations</p> | <p>5 years after graduation or date of last attendance</p> |
| <p>Correspondence, Relevant</p> | <p>5 years after graduation or date of last attendance</p> |
| <p>Residence Classification Forms</p> | <p>5 years after graduation or date of last attendance</p> |
| <p>Curriculum Change Authorizations</p> | <p>5 years after graduation or date of last attendance</p> |

| TYPE OF RECORD | RETENTION PERIOD |
|--|---|
| Degree Audit Records, Reports | 5 years after graduation or date of last attendance |
| Entrance Examinations Reports (ACT, CEEB) | 5 years after graduation or date of last attendance |
| Transcripts - High schools, other colleges | 5 years after graduation or date of last attendance |
| Foreign Student Forms (I-20) | 5 years after graduation or date of last attendance |
| Graduation Authorizations | 5 years after graduation or date of last attendance |
| Advance Placement Records Information regarding students' high school advance placement scores | 5 years after graduation or date of last attendance |
| Applications for Admission or Readmission (Re-entry) | 5 years after graduation or date of last attendance |
| Credit by Examination Forms | 5 years after graduation or date of last attendance |
| Placement Records The records of job placement subsequent to attendance, graduation, receipt of certificate, etc. | 5 years after graduation or date of last attendance |
| Transfer Credit Evaluations | 5 years after graduation or date of last attendance |

| TYPE OF RECORD | RETENTION PERIOD |
|--|---|
| Student Ledger Cards/ Student Registration System Receipts | 5 years after account is paid in full; permanently if not paid in full |
| Tuition and Fee Charges, Assessed and Paid | 5 years after date of charge |
| AAPP Scan sheets and Essay Booklets (hard copy) | 5 years after date of test |
| Examination Papers and Answer Sheets | Must be retained one year after graduation of student whose grade has been appealed |
| Athletic Department Files | 5 Years |
| Campus Health Clinic Records | 5 Years |
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G-070 Records Retention and Disposal of Records

Guideline Area

General Guidelines

Applicable Divisions

TCATs, Community Colleges, Universities, System Office
Purpose

These **This** guidelines sets forth the **records retention schedule and** procedures for disposal of institutional records for **the System Office** and all institutions governed by the Tennessee Board of Regents.

Definitions

Tennessee Public Records Commission Rule 1210-1-2, Definitions, controls.

- **Records** – **Records shall mean** all **documents**, ~~books, papers, letters, maps, books, photographs, microfilms, electronic data processing files and output, electronic mail messages, maps, photographs, films, microfilm, imaged copy,~~ electronic data processing **files and** output, sound recordings or other materials regardless of physical form or characteristics made or received pursuant to law or ordinance or in connection with the transaction of official business by any governmental agency. **For the purpose of this guideline, records are only those items defined as such by the Commission rules.**
- **Permanent Records** – **Those records which have permanent administrative, fiscal, historical or legal value.**
- **Temporary Records** – **Those records or materials which can be disposed of in a short period of time as being without value in documenting the functions of an agency. Temporary records will be scheduled for disposal by requesting approval from the Public Records Commission utilizing a Records Disposition Authorization.**

- Confidential Public Record - Any public record which has been designated confidential by statute and includes information or matters or records considered to be privileged and any aspect of which access by the general public has been generally denied.
- Records of Archival Value - Any public record which may promote or contribute toward the preservation and understanding of historical, cultural, or natural resources of the State of Tennessee.
- Essential Records - Any public records essential to the resumption or continuation of operations, to the recreation of the legal and financial status of government in the state or to the protection and fulfillment of obligations to citizens of the state.
- Agency - Agency shall mean any department, division, board, bureau, commission or other separate legislative branch and the judicial branch to the extent that it is constitutionally permissible.
- Records Management - Records management shall mean the application of management techniques to the creation, utilization, maintenance, retention, preservation, and disposal of records in order to reduce costs and improve efficiency of record keeping. It shall include records retention schedule development, essential records protection, files management and information retrieval systems, microfilm information systems, correspondence and word processing management, records center, forms management, analysis and design, and reports and publications management.
- Disposition - The preservation of the original records in whole or in part, preservation by photographic or other reproduction processes, or outright destruction of the records.
- Records Disposition Authorization - Records Disposition Authorization (RDA) shall mean the official document utilized by an agency head to request authority for the disposition of records. The Public Records Commission shall determine

**and order the proper disposition of state records through the approval of
Records Disposition Authorizations.**

- ~~Non-record—Those documents which do not document the activities of an agency: i.e. extra copies of documents kept for convenience or reference; stock supplies of publications; extra copies of circulated materials where follow up copies are kept for the record; reading files; follow up correspondence copies; identical or carbon copies kept in the same file; draft copies or work copies of documents when the final version is complete; letters of transmittal which add nothing to the transmitted information; inter office memoranda; shorthand notes, steno type tapes or sound recordings after they have been transcribed; and internal housekeeping materials such as intra office memos, routing slips, telephone call slips, and computer edit error listings after the corrections are made; library or museum material which is for reference or exhibition; private materials neither made nor received by an institution staff member in connection with the transaction of official business. As non records, the above mentioned items are excluded from the record retention and disposal requirements.~~
- ~~Permanent Records—Those records or materials which have permanent administrative, physical, historical or legal value.~~
- ~~Working Papers - Those records or materials created to serve as interim documents or inputs to **for** final reporting documents, including electronic data processed records, **and/or** computer output microfilm, and **those** records which become obsolete immediately after agency use or publication. and are not classified as being a permanent record, or record of archival value.~~
- **Records Creation – The recording of information on paper, printed forms, punched cards, tape, disk, or any information transmitting media. It shall include preparation of forms, reports, state publications, and correspondence.**

Guideline

I. **Disposal of Records** Introduction

A. Disposal of records must be approved by the State Public Records Commission (PRC). No records, paper, electronic, or other media may be destroyed unless and until meeting the criteria of this guideline and PRC rules.

B. Unless specified otherwise, or otherwise required by law, records may be imaged, microfilmed, or electronically reproduced and the paper copy destroyed upon verification of an archival quality reproduction. The microfilm, image, or electronic record will then be retained for the balance of the indicated retention period.

C. No record shall be destroyed, however, so long as it pertains to any pending legal case, claim, or action; or to any federal or state audit until such actions have been concluded.

1. State records have been approved for disposal by state-approved methods:

a. Shredding

b. Burning

c. Deletion from the system (electronic)

2. Any record designated "confidential" shall be so treated by agencies in the maintenance, storage and disposition of such confidential records. These records shall be destroyed in such a manner that they cannot be read, interpreted or reconstructed.

D. Unless specifically approved by the System Office or Institution Records Officer, any records which reflect "Permanent" retention should be maintained by means other than paper after verification of an archival quality electronic reproduction. After verification, the paper copies will be destroyed.

E. Actions by the State Commission shall be communicated to all campus Records Officers through the System Office.

II. Records Officers

A. Records Officers have the authority and responsibility to retain and dispose of records in accordance with approved records disposition authorizations.

B. Prior to the destruction of any records, the Records Officer must determine if the action should be delayed due to audit or litigation requirements.

C. Specific records pertaining to current or pending litigation or investigation must be retained until all questions are resolved. These specific records can be retained in a suspense file, while all other records not under pending investigation shall be disposed of in accordance with established Statewide and TBR Records Disposition Authorizations (RDAs).

D. Records Officers should establish and apply retention schedules for records in their custody that may not be specifically addressed in this guideline.

III. Certificate of Destruction

A. Records Management Division has authorized the implementation and utilization of the Certificate of Destruction form (see Exhibit 1) in order to better track the volume of records destroyed and to insure that records have met the criteria necessary for destruction.

B. Certificate of Destruction forms must be used when destroying public or confidential records that are not destroyed during the annual Operation Roundfile campaign – an initiative through Executive Order 38 to purge out-of-date documents and/or records on an annual basis.

IV. Records Retention Schedules

A. The Tennessee Board of Regents adheres to Statewide and TBR Records Destruction Authorization (RDA) Classifications.

B. Notwithstanding the retention period stated herein, should such periods conflict with federal or state law or regulation, the period of longer retention shall apply.

C. Access the appropriate retention schedule by clicking on the RDA number in Sections V. and VI. below.

V. Statewide RDA's:

A. SW01: Accounting Journal Vouchers & Deposit Slips

Documents relating to Accounts Receivables and Deposits with Supporting Documentation. EXAMPLES: AG – Agency Only Approval Journals, AL – Allocation Process, AM - Assets Management, AP - Accounts Payable, AR - Accounts Receivable, BA - Balances from STARS, BI - Billing, CL - Closing Process, CM - Cash Management, CN - Contracts, DA - Division of Accounts Approval, EX - External Application, FM - Fleet Management, GM - Grants, IN - Inventory, IU - Inter-Unit Transaction, JV - Online Journal Voucher, KK - Commitment Control Journals, LA - Accrued Liabilities, LM - Enterprise Learning Management, MU - Multi-Unit Transactions, PM - Plant Management, PR - Project Closing, PY - Payroll, RA Accrued Revenue, RV - PS exp to STARS, TR - Transactions from STARS, TV - Travel (Expenses), YA - Year End Adjustments This RDA is not applicable for the Division of Accounts, Dept. of Finance and Administration.

B. SW02: Accounting Reports

Documents relating to monthly accounting reports. This series also includes Accounting Reports from Edison, Banner, or the STARS System.

C. SW03: Human Resources Employee Information Documents

Documents pertaining to office personnel locator information, supervisory/employee information, and separated employee records. Examples: Cards or sheets showing name, address, telephone number, and similar data for each office employee; printouts.

D. SW04: Employee Medical Records

Documents relating to confidential employee medical records. Examples: Documentation of physicals and health status, Alcoholics Anonymous treatment statement, drug related treatment, injured in the line of duty and workers' compensation claims.

E. SW06: Boards & Commissions Documents

Documents or recordings related to meetings of Boards, Commissions, Councils, and Committees. Records included are minutes/accounts of proceeding actions taken, agenda, copies of reports, exhibits, and announcements. Also documents relating to all responsibility of agency heads, such as correspondence or memos to internal personnel, officials of other state agencies (including the governor and General Assembly) federal officials, local officials and the general public. Included are: special studies, reports and working papers prepared by the executive staff, policy and procedure manuals, current & obsolete directives (except Executive Orders), and similar related materials.

F. SW07: Travel Authorization Files

Documents relating to requests and authorizations for in-state and out-of-state travel and related correspondence, including cost estimates for travel.

G. SW08: Commissioner's Subject Files

For purposes of TBR Guideline G-070, "Commissioner" means "Chief Executive", which includes Chancellor, President, and Director. "Executive Staff" means all persons employed at the Vice Chancellor, Vice President, and Assistant Director level.

Documents relating to all areas of the Chancellor and his/her executive staff in the transaction of official business. Examples: Correspondence and memorandums with internal personnel, officials of other state agencies (including the Governor and General Assembly) federal officials, local officials and the general public. Included are: special studies, reports and working papers prepared by the executive staff, policy and procedure manuals, current & obsolete directives, and similar related materials.

H. SW09: Attendance and Leave Records

Documents relating to attendance and leave, including correspondence such as notice of holidays and hours worked.

I. SW10: Real Property Lease Files

Documents relating to the lease space in which various state agencies and departments are housed. Examples: Space Action Request Form (FA-0006), Request for Proposal (RFP), and related correspondence.

J. SW11: Internal Audit Reports and Working Papers

Documents relating to internal audit reports and working papers generated by internal auditors to document investigations and/or audit reports conducted internally that are submitted to the commissioners, the Comptroller of the Treasury, and other parties. This RDA is not applicable to the Comptroller of the Treasury and its divisional offices.

K. SW12: Contracts & Requests for Proposals (RFP's)

Documents relating to contracts between state agencies and vendors. Records includes a copy of the final contract, Requests for Proposals (RFP) documents, Requests for Information (RFI) documents, bid evaluation documents, statements of work, deliverable documentation, change order documentation, correspondence, and other related documents.

L. SW14: Discrimination Harassment Investigation Files

Documents relating to discrimination and workplace harassment investigations. Examples: investigation intake/referral, investigation memos, Equal Employment Opportunity Commission charges/documents, Tennessee Human Rights Commission charges/documents.

M. SW15: Annual Report Working Papers

Working Paper documents relating to the annual reports prepared by all agencies.

N. SW16: Temporary Records

"Temporary Records", is defined at T.C.A § 10-7-301 (13) as: "material which can be disposed of in a short period of time as being without value in documenting the function of an agency. Temporary records will be scheduled for disposal by requesting approval from the public records commission [PRC] utilizing a records disposition authorization [RDA]." These records are only considered records in that they are notes and/or communication media and may include correspondence below the Commissioner level, unless superseded by another RDA. Under no circumstance will documents of Fiscal, Legal, or Historic Value be considered Temporary Records.

O. SW17: Working Papers

"Working Papers" is defined in T.C.A. § 10-7-301(14) as: "those records created to serve as input for final reporting documents, including electronic data processed records, and/or computer output microfilm, and those records which become obsolete immediately after

agency use or publication." Working papers are used to produce a record in its final form. For the purpose of the RDA, working papers are those records that have no evidential or informational value once an action has been completed and do not relate to significant steps taken in preparing the final record. The record resulting from the working papers are then governed by its RDA. Working papers does not include records that have evidential or informational value that is needed to support the final record. Under no circumstance may documents of Fiscal, Legal, or Historic Value be considered Working Papers. This RDA does not apply to Annual Report (SA15), Budget (SW18), or Internal Audit (SW11) working papers. This RDA covers all other working papers unless superseded by another specific RDA.

P. SW18: Budget Papers

Documents relating to budget working papers and budget requests. The records are documents used to assist the agency in the preparation of budgets and to justify requests to the Department of Finance and Administration as well as copies of official budget requests submitted to the Department of Finance and Administration for recommendations to be presented for final approval. Records include correspondence, instructions, tabulations, reports, cost estimates, budget request forms, program objectives, strategies, budget revisions and other related documents.

Q. SW19: Active Employee Files

These files consist of Departmental Employee HR information and contains the following, but not limited to, documents: Personnel File Audit Checklist, Request for Personnel Action Form, Employment Application, W-4 Form, Direct Deposit Authorization, Drug-Free Workplace Policy, Memo for the Operation of Motor Vehicles by State Employees, Acceptable Use Policy Network Access Rights and Obligations User Agreement Acknowledgement, Performance Document-Job Plan and Employee Insurance & Benefits File Audit Checklist. Records covered under SW03 Human Resources Employee Information Documents shall not be destroyed under this RDA.

R. SW20: Fiscal Administrative Documents

Files may include documents of Fiscal Value not covered by another Statewide RDA or Agency Specific RDA. (Examples: receipt documents, invoices, purchase orders, inventory records, payment documentation, space assignment documentation, warranties, internal bookkeeping documentation, & balance sheets)

S. SW21: Grants

This RDA may apply to any Grant Files not covered by a specific RDA. Files included in this record series may include any documents pertaining to grants, such as applications, Contracts, Invoices, Asset Documentation, Monitoring Documentation, Evaluations, Photographs, Reports, Close-out Documents and Correspondence.

T. SW22: Internal Policies and Procedures

Official record copy of the policies, procedures or rules. One copy of the policy, procedure, or rule will be kept by the issuing entity for retention/reference. Records series will include interim policies, procedures, and rules as well.

U. SW23: Credit Card and Purchasing Card (p-Card) Documents

Documents relating to the issuing and use of state issued credit cards and Purchasing cards (p- Cards). Records series includes: new card application, cardholder agreement form, approver signed agreement form, account maintenance forms, training tests, Edison security form, transaction logs, exception logs, fiscal officer's memos, account statements, and receipts.

V. SW25: Administrative Documents – Internal Policies and Procedures

Documents that relate to the day-to-day administration of internal policies, procedures, and rules. Record series includes, but not limited to: employee agreement forms, security

forms, databases, frequently asked questions, and related forms. (This does not include the official record copy of the policies, procedures or rules which is covered by SW22.)

W. SW26: Incident Reports

Records of incidents/accidents occurring on State controlled property, involving state personnel or members of the general public or state owned materials. A copy of the incident reports involving injuries to state employees are to be included in the employee's medical file and covered under SW04 Employee Medical Records.

X. SW27: Request for Proposal Documents – Not Selected

Final submitted bid documents that were not awarded the contract. These fall under three (3) categories: Unsuccessful – bids met criteria but were not the best bid; Non-responsive – bids that did not follow directions and thus disqualified; and Rejected – bids that were not submitted by the set deadline for submission.

Y. SW28: Employment Application – Not Selected Candidates

Application documents, hiring information, job registers, and resumes of candidates that were not selected for the position. Records include applications for full-time, part-time, temporary, and unpaid, such as internships. These fall under three (3) categories: Unsuccessful – applicant met criteria but were not hired; Non-responsive – applicants that did not submit required material or respond back to attempted communication; and Rejected – applications that were not submitted by the set deadline for submission or failed to meet minimum requirements.

Z. SW29: Affirmative Action Compliance Records

Affirmative Action Program records and any supporting documentation related to recruitment, selection, and advancement of employees that may be used to show compliance with federal Affirmative Action rules and regulations.

AA. 11068: State Owned Real Property

Records may include, but are not limited to: Warranty Deeds to and/or the State, Maps, Drawings, Plot Layouts, Premises Land Leases, Appraisals, Surveys, Environmental Assessments, Photographs, Financial Industry Regulatory Authority Web Site and any other documents chronicling the history, sale, or purchase of State owned property.

VI. TBR RDA's:

A. Student Records

1. The Family Educational rights and Privacy Act of 1974, as amended (FERPA) specifically requires institutions to maintain records of requests and disclosures of personally identifiable information except for defined "directory information" and requests from students to review their own records.

a. The records of disclosures and requests for disclosures are considered part of the students' educational records; therefore, these records must be retained as long as the education records to which they refer are retained by the institution.

b. FERPA requires that no record for which there is a pending request to review be destroyed.

2. Student Miscellaneous Records: Records in this category are covered under SW16 Temporary Records. These records include, but are not limited to;

a. All records of applicants who do not enter an institution;

b. The following records of applicants who enter an institution:

- (1) Grade Reports (Registrar's copies)**
- (2) Registration Forms**
- (3) Social Security Certificates**
- (4) Teacher Certifications (Institution only)**
- (5) Transcript Requests (student)**
- (6) Audit Authorizations**
- (7) Pass/Fail Requests**
- (8) Changes of Course (add/drop)**
- (9) Credit/No Credit Approvals**
- (10) Enrollment Verifications (logs or lists)**
- (11) Applications for Graduation**
- (12) Examination Papers and Answer Sheets**
- (13) Academic Advisor Files**
- (14) Class Schedules (student),**
- (15) Personal Data Information Forms**
- (16) Letters of Recommendation**
- (17) Student Disciplinary Files (for matters resulting in a finding of no violations(s))**

3. 10152: Student Information Records: RDA Revision Pending with retention date of 5 years. Current Retention: Varies. Follow schedule listed on Exhibit 2.

4. New RDA Pending: Student Education Record. Current Retention: Permanent.

a. These files include, but are not limited to:

- (1) Academic Records (includes Narrative Evaluations, Competency Assessments);**
- (2) Change of Grade Records;**
- (3) Financial Aid Transcripts;**
- (4) Class Lists (original grade sheets or cards);**
- (5) Permanent Student Cards;**
- (6) Statistical Data (enrollment, grades, racial/ethnic, degree)**
- (7) Student Disciplinary Files resulting in Expulsion or Suspension.**
- (8) Student Athletic Files including NCAA/NJCAA eligibility, and related files. Added here**

B. 10149: Alumni Development Files/Donor Gifts and Contributions/Endowment and Living Trust Agreements – Current Retention: Permanent. Revision Pending.

1. These records include, but are not limited to;

- a. Alumni Development Files - Current and historical data including alumni information, solicitation, pledge and contributions data, and all related documents.**
- b. Donor Gifts and Contributions - Donor Recognition Committee, Donor Director of Private Giving, Fund Raising Report, Philanthropy Awards, and all related documents.**
- c. Endowment and Living Trust Agreements, and all related documents.**

C. New RDA Pending: Trademark, Copyright, and Patent Records; Printed Materials and Publications – Permanent

1. These records include, but are not limited to;

a. Trademark, Copyright, and Patent Records – Forms, documents and materials relating to applications for and granting of trademarks, copyrights and patents.

b. Printed Materials and Publications – Items which have permanent administrative, physical, historical or legal value, such as: Class schedules (institutional), Graduation Lists, Commencement Program (1 copy), institution catalogs, brochures, etc.

(1) Retain 2 copies in institution library archive.

~~A. Disposal of institutional records must be approved by the State Public Records Commission.~~

~~1. No records may be destroyed unless and until provided below.~~

~~2. Unless specified otherwise, or otherwise required by law, records may be imaged, microfilmed, or electronically reproduced and the paper copy destroyed upon verification of an archival quality reproduction.~~

~~3. The microfilm, image, or electronic record will then be retained for the balance of the indicated retention period.~~

~~B. The following record series have been approved for disposal by state approved methods: shredding or burning.~~

~~1. No record shall be destroyed, however, so long as it pertains to any pending legal case, claim or action or to any federal or state audit until such actions have been concluded.~~

~~2. Records which reflect "Permanent" retention may be destroyed after verification of an archival quality electronic reproduction.~~

~~3. Actions by the State Commission shall be communicated to all campus records officers through the Board staff.~~

~~C. Institutional Records Officers have the authority and responsibility to dispose of records in accordance with approved records disposition authorizations.~~

~~1. Prior to the destruction of any records, the Records Officer must determine if the action should be delayed due to audit or litigation requirements.~~

~~2. Specific records pertaining to current or pending litigation or investigation must also be retained until all questions are resolved.~~

~~3.— These specific records can be retained in a suspense file, while all other records not under pending investigation should be disposed of in accordance with established RDAs.~~

~~D.— The public Records Commission has authorized the implementation and utilization of the Certificate of Destruction form (see Exhibit 1) in order to better track the volume of records destroyed and to insure that records have met the criteria necessary for destruction.~~

~~1.— Institutions need to complete a Certificate of Destruction form when destroying public or confidential records that are not destroyed during the annual Operation Roundfile campaign—an initiative through Executive Order 38 to purge out of date documents on an annual basis.~~

~~II.— Records Retention Schedules~~

~~A.— Notwithstanding the retention period stated herein, should such periods conflict with federal law, the period of longer retention shall apply.~~

~~1.— Business Records~~

~~a.— NOTE: Business records must be retained the indicated number of years listed below. In addition, prior to disposal or destruction, these business records must have been subjected to the completion of an annual or bi-annual audit conducted by the State Audit Division of the Comptroller's Office as required in T.C.A. § 4-3-304. Internal audit reports and work papers must be retained either 5 years or through 2 audits. "Completion" includes the issuance of the final audit report and the resolution of any audit exceptions or questions arising from the audit.~~

| TYPE OF RECORD | RETENTION PERIOD |
|--|-----------------------------|
| Capital Outlay Requisitions | 3 years |
| Capital Outlay Purchase Orders Closed capital outlay purchase order files | 3 years |

| TYPE OF RECORD | RETENTION PERIOD |
|---|---------------------------|
| Requisition for Local Purchase | 3 years |
| Requisition for Bids | 3 years |
| Budget Records and Ledgers (Working Papers) Budget working papers which are prepared at each institution during the budget process | 3 years |
| Travel Claims Claims for travel expenses filed for reimbursement | 3 years |
| Purchase Orders | 3 years |
| Petty Cash Receipts | 3 years |
| Vocational Rehabilitation Authorizations Authorizations and invoices from the State Division of Vocational Rehabilitation for services to clients | 3 years and audit |
| Equipment Inventory Records | 3 years |
| Grant Files | 3 years after termination |
| Disbursement Voucher Files Disbursement vouchers and supporting documents, such as vendor invoices, purchase orders and related correspondence, travel requests and authorizations | 3 years |
| Motor Vehicle Operations Files Applications for title, registration, invoices, etc., for institution-owned vehicles | 3 years |
| Internal Audit Reports | 5 years or two audits |
| Internal Audit Work Papers | 5 years or two audits |
| Accounts Receivable Invoices billing individuals and organizations for accounts receivable | 5 years |
| Bank Deposit Slips | 5 years |
| University Operating Funds Receipt Books and Other Pre-Numbered Receipts | 5 years |

| TYPE OF RECORD | RETENTION PERIOD |
|--|---|
| Payroll Records Payroll journals, transmittal sheets, etc. | 4 years |
| Check Vouchers | 5 years |
| Fee Assessment Forms | 5 years |
| Vendor Files | 5 years |
| Bank Account Reconciliation Statements showing checks, other debits, deposits and credits to bank accounts | 5 years |
| Canceled Checks | 5 years |
| Student Ledger Cards/ Student Registration System Receipts | 5 years after account closed permanently if not paid |
| Tuition and Fee Charges, Assessed and Paid | 5 years after date of collection |
| Investment Records Includes records concerning LGIP accounts, certificates of deposit, records of interest and dividends earned | 5 years after maturity of investment |
| Student Financial Aid Records 1. Records pertaining to the application for and receipt and expenditure of federal funds, including all accounting records and original and supporting documents necessary to document how the funds are spent 2. Records pertaining to specific award of financial aid 3. Repayment Records | A minimum of 3 years after award by federal law. See 34 CFR 668.24. |
| Contracts | 6 years after either final payment or termination of contract |
| Housing Contracts | 6 years after final payment |
| Leases | 6 years after termination |
| Gift and Contribution Records Master listing of gifts and contributions Record of any stipulations placed on gift or contribution All other records | Permanently Life of gift or contribution |
| General Ledger | 20 years |

| TYPE OF RECORD | RETENTION PERIOD |
|--|---|
| Monthly Budget and Expenditure Report (if different than General Ledger) | If kept in lieu of a general ledger, 20 years |
| Financial Reports | Permanently |

2. Personnel Records

| TYPE OF RECORD | RETENTION PERIOD |
|---|---|
| Attendance and Leave Records, Employee Leave Requests, Attendance and Leave Reports | Maintain by fiscal year (current leave balances constantly maintained); hold for 3 years after completed audit when required |
| Personnel Files Official personnel folders for each employee of the Tennessee Board of Regents or its institutions. | Maintain in active files for current employees. If microfilm, or electronically reproduce active files. Upon separation from state government, the documents be imaged, microfilmed, or electronically reproduced. Destroy paper records after verification of reproduction. Retain reproduced copy for 75 years, then destroy. |
| Daily Work Report Files This record serves as a work sheet for the attendance and leave record. It serves as a record of daily attendance, hours worked and leave taken. Included are forms giving name of employee, time signed in and out, hours worked, signature of employee, etc. | Maintain in file on annual basis; destroy after 3 years |
| Pledge Cards for Charity Drives Records consist of payroll deduction authorizations for the State Employee Charity Fund and similar campaigns | Destroy after 1 year and audit |
| Employee Insurance Files Records consist of signed copies of group welfare program and similar forms indicating type of coverage selected, signed application for health insurance and similar or related forms | Retain in active file until superseded by a new authorization. Original authorization will be placed in agency personnel folder or attached to the new authorization. Upon termination of employment, place in agency employee personnel file, etc. |
| U.S. Savings Bond Payroll Savings Authorization Form used to authorize payroll deduction for | Retain in active file until superseded by a new authorization. Original authorization will be either replaced in personnel folder or attached to the new authorization. |

| TYPE OF RECORD | RETENTION PERIOD |
|--|---|
| savings bonds, showing beneficiary and owner's name, address, and social security number. | termination of employment, place in agency em personnel folder. |
| Applications for Employment Applications and resumes submitted in response to an advertised position. | 2 years after date of last action on an application |
| Unsolicited Applications Employment applications and resumes gratuitously submitted. | May be disposed of immediately |
| Affirmative Action Records Composite information relating to applicant flow logs, applicant statistics, wage data, and information concerning adverse impact, affirmative action compliance program, etc. | 5 years |
| I-9 Employment Eligibility verification forms | 3 years after date of hire or one year after date of whichever is later |

3. ~~Student Records~~

a. ~~The Family Educational Rights and Privacy Act of 1974, as amended (FERPA) specifically requires institutions to maintain records of requests and disclosures of personally identifiable information except for defined "directory information" and requests from students to review their own records.~~

1. ~~The records of disclosures and requests for disclosures are considered part of the students' educational records; therefore, these records must be retained as long as the education records to which they refer are retained by the institution.~~

b. ~~Additionally, FERPA requires that no record for which there is a pending request to review be destroyed.~~

e. ~~Admission data, documents for applicants who do not enter whether accepted or rejected:~~

| TYPE OF RECORD | RETENTION PERIOD |
|--|--|
| Acceptance Letters | 1 year after application term |
| Advanced Placement Records | 1 year after application term |
| Applications for Admission | 1 year after application term |
| Correspondence | 1 year after application term |
| Entrance Exam Reports (ACT, CEEB) | 1 year after application term |
| Letters of Recommendation | 1 year after application term |
| Transcripts High school, other colleges or universities | 1 year after application term |
| Medical Records | 1 year after application term |
| Readmission Forms | 1 year after application term |

d. ~~The remainder of the retention guidelines for student records pertains to applicants who enter the institution.~~

| TYPE OF RECORD | RETENTION PERIOD |
|---|--|
| Grade Reports (Registrar's copies) | 1 year after date distributed |
| Registration Forms | 1 year after date submitted |
| Social Security Certificates | 1 year after certified |
| Teacher Certifications | 1 year after certified |
| Transcript Requests (student) | 1 year after date requested |
| Audit Authorizations | 1 year after date submitted |

| TYPE OF RECORD | RETENTION PERIOD |
|---|--|
| Pass/Fail Requests | 1 year after date submitted |
| Changes of Course (add/drop) | 1 year after date submitted |
| Credit/No Credit Approvals | 1 year after date submitted |
| Enrollment Verifications, Logs or Lists | 1 year after date submitted |
| AAPP Scan Sheets and Essay Booklets (Hard Copy) | 5 years after date of submission |
| Applications for Graduation | 1 year after graduation date after date of last attendance |
| Examination Papers and Answer Sheets | Must be retained one year after date of last attendance after date of graduation whose grade has been reported |
| Academic Advisor Files | 1 year after graduation date after end of advisor's service whichever occurs first |
| Class Schedules (Students) | 1 year after graduation date after date of last attendance |
| Personal Data Information Forms | 1 year after graduation date after date of last attendance |
| Judicial Board Cases/Student Disciplinary Files For matters resulting in expulsion or suspension For matters resulting in a finding of no violation(s) | Permanent At conclusion of disciplinary process |
| All other matters | 1 year after graduation date after date of action |
| Veterans Administration Certifications/Individual Folders File includes recruitment material (for those who do not enter whether accepted or rejected); previous education (transcripts from other colleges); evidence of formal admission (acceptance letters); grade reports and/or statements of progress (academic records); change of course forms; transfer credit evaluations; degree audit reports; tuition and fees charged and collected. | 3 years after graduation date last term attended |

| TYPE OF RECORD | RETENTION PERIOD |
|---|---|
| Withdrawal Authorizations | 3 years after graduation last attendance |
| Academic Action Authorizations (Dismissal, etc.) | 5 years after graduation last attendance |
| Acceptance Letters | 5 years after graduation last attendance |
| Name Change Authorizations | 5 years after graduation last attendance |
| Correspondence, Relevant | 5 years after graduation last attendance |
| Residence Classification Forms | 5 years after graduation last attendance |
| Curriculum Change Authorizations | 5 years after graduation last attendance |
| Degree Audit Records, Reports | 5 years after graduation last attendance |
| Entrance Examinations Reports (ACT, CEEB) | 5 years after graduation last attendance |
| Transcripts – High schools, other colleges | 5 years after graduation last attendance |
| Foreign Student Forms (I-20) | 5 years after graduation last attendance |
| Graduation Authorizations | 5 years after graduation last attendance |
| Advance Placement Records Information regarding students' high school advance placement scores | 5 years after graduation last attendance |
| Applications for Admission or Readmission (Re-entry) | 5 years after graduation last attendance |
| Credit by Examination Forms | 5 years after graduation last attendance |

| TYPE OF RECORD | RETENTION PER |
|--|---|
| Placement Records Records of job placement subsequent to attendance, graduation, receipt of certificate, etc. | 5 years after graduation last attendance |
| Letters of Recommendation | Upon admission of the |
| Student Waivers for Right of Access to Review Letters of Recommendation for Admission | Retain until the admission and recommendation are disposed. |
| Transfer Credit Evaluations | 5 years after graduation last attendance |
| Academic Records Includes Narrative Evaluations, Competency Assessments, etc. | Permanently |
| Change of Grade Forms (Update Forms) | Permanently |
| Class Lists (Original Grade Sheets or Cards) | Permanently |
| Graduation Lists | Permanently |
| Permanent Student Cards | Permanently |
| Statistical Data—Enrollment, Grades, Racial/Ethnic, Degree, Schedule of Classes (Institutional) | Permanently |
| Commencement Program | Retain 1 copy perma |

4. Miscellaneous

| TYPE OF RECORD | RETENTION PERIOD |
|---|-------------------------|
| Correspondence Files | 1 year |
| Deeds | Permanently |
| Endowment and Living Trust Agreements | Permanently |
| Minutes of Board and Committees Documents relating to the holding of meetings and recording of proceedings of meetings of the Board of Regents and its official commissions, councils, sub-councils, and committees. | Permanently |

| TYPE OF RECORD | RETENTION PERIOD |
|---|---|
| Included are accounts (either verbatim or in summary) of proceedings; actions taken in such meetings, agenda; copies of reports; exhibits; announcements; retained in Office of General Counsel | |
| Printed Materials and Publications Items which have permanent administrative, physical, historical or legal value, such as: Class schedules (institutional), institution catalogs, brochures, etc. | Retain 2 copies permanently in institution/center library archive |
| Medical X-Rays | 4 years, provided the written and findings of a radiologist who has ray film shall be retained for 10 treatment of patient |
| Medical Case Records | Retain entire record for 10 years leaves institution. Retain 10 year treatment of member of institution |
| Litigation Files Institutional Files— Supporting records utilized in litigation System Office Files— Pleadings and other supporting documents | 3 years after conclusion of litigation appeal 5 years after conclusion of litigation appeal |
| Interlibrary Loan Forms | Maintain by calendar year and h additional year |
| Motor Vehicle Registration Registration forms for campus parking permits | Retain during current academic y destroy once invalid |
| Reference Paper Files Records consist of documents used to facilitate, control, or supervise the performance of a specific function, process or action— not the official record copies necessary to document function, process or action. Do not use this number for working papers, investigations and similar working papers which are required by operating procedures, state or federal regulations and/or to be retained for a stipulated period of time. 1. Notes, drafts, feeder reports, news clippings, similar working papers and other materials accumulated for preparation of a communications, study, a survey, an inspection or other action. This definition does not include official and quasiofficial recommendations, coordinating actions and other documents | - 1. Terminate files upon completion communication, study, survey, in other action 2. Destroy when no longer needed |

| TYPE OF RECORD | RETENTION PERIOD |
|--|---|
| <p>which contribute or result from preparation of the communication or other record.</p> <p>2. Cards, listings, indexes, and similar documents used for facilitating and controlling work. Do not destroy cards, listings, and indexes and similar documents which provide access to the original documents.</p> <p>3. Technical documents, plans, and similar reproduced materials which do not fall in the description of reference or technical publications. This does not apply to the record copy generally maintained by the initiating office.</p> <p>4. Documents received for general information purposes that require no action and are not required for documentation of specific functions.</p> <p>5. Extra copies maintained by action office which reflect actions taken. Such files should not be established unless absolutely necessary.</p> <p>6. Copies of documents maintained by supervisory offices, such as commissioners, chiefs of divisions, sections, etc. These records duplicate the records filed elsewhere within the organization.</p> | <p>or control work 3. Destroy when obsolete or no longer needed for</p> <p>Destroy after 1 year or when no longer needed for reference. 5. 1 year 6. 1 year</p> |
| <p>Copyrights and Patents Forms, documents and materials relating to applications for and granting of copyrights and patents</p> | <p>Permanently</p> |
| <p>JTPA Records All records concerning the Job Partnership Training Program including participant records</p> | <p>Retain 3 years following the date of the annual expenditure report containing the expenditures charged to such program. If allotment is submitted to the Department of Labor</p> |
| <p>Accreditation Records</p> | <p>Until superseded</p> |

5. ~~Office General Administrative Files~~

| TYPE OF RECORD | RETENTION PERIOD |
|--|---|
| <p>Suspense files, papers arranged in chronological order as a reminder that action is required on a given date.</p> <p>A note or reminder to submit a report or take some other action</p> <p>The file copy or extra copy of an outgoing communication</p> | <p>Destroy when action is taken from suspense file when report is submitted</p> <p>If extra copy, destroy; if record copy, retain</p> |

| TYPE OF RECORD | RETENTION PERIOD |
|--|---|
| An incoming communication filed by date on which action is expected. | in proper file. Remove from action is to be taken. |
| <p>Office General Management Files. Included are:</p> <p>Correspondence concerning hours of work and additional duties</p> <p>Correspondence concerning participation in Public Relations/information activities, such as open house programs and special events. (This does not normally apply to news releases, project files on conferences, seminars, open house programs, etc., accumulated by Agency Information directors or agency offices performing similar functions.)</p> <p>Correspondence pertaining to security within the office.</p> <p>Correspondence relating to office participation in charity drives and blood donations.</p> <p>Correspondence relating to parking, traffic, and related protective services.</p> <p>Documents relating to safety within the office.</p> <p>Other documents similar to the above categories that do not pertain to the official functional files of the office.</p> | <p>Destroy after 1 year</p> <p>Destroy after 1 year</p> <p>Destroy after 1 year</p> <p>Destroy after 1 year</p> <p>Destroy after 1 year</p> <p>Destroy after 1 year</p> |
| <p>Housekeeping Instruction Files.</p> <p>Documents relating to the preparation and issue of office memorandums, numbered and unnumbered, or comparable continuing instructions that apply only to internal administrative practices and housekeeping details within the preparing office. Included are copies of the instructions and communications related to them.</p> | Destroy when superseded by instructions or when obsolete |
| <p>Office Organization Files.</p> <p>Documents relating to the organization and function of an office, such as copies of documents which are duplicated in other offices responsible for the organization and functions of state government. Included are:</p> <p>Copies of functional charts and functional statements, copies of documents relating to office staffing and personnel strength.</p> <p>Documents reflecting minor changes in the organization which are made by the head of the office and which do not require commissioner approval.</p> | Destroy when superseded, or longer needed for reference |
| <p>Records Access File.</p> <p>Correspondence or listings received by or prepared by an office, giving name and other identification of individuals authorized access to office records, particularly confidential records.</p> | Destroy when superseded, or longer needed for reference |

| TYPE OF RECORD | RETENTION PERIOD |
|--|--|
| <p>Office Record Transmittal Files. Copies of records, transmittal forms showing files transferred to the State Records Center for State Archives.</p> | <p>Destroy when records listed have been destroyed. For permanent records and records transferred to the State Archives retain indefinitely.</p> |
| <p>Office Financial Files. Documents that relate to the participation of offices in matters that concern the expenditure of funds, such as cost estimates for travel, correspondence with budget offices, funds for long distance telephone calls, receipts for bonds and checks, or comparable documents affecting funds. This authorization does not apply to Finance and Budget Offices that accumulate similar files in the performance of mission functions.</p> | <p>Destroy after 1 year</p> |
| <p>Office Property Record Files Cards, lists, receipts, or comparable documents showing accountable property charged to an office.</p> | <p>Destroy when superseded, or upon turn-in of property</p> |
| <p>Office Space Assignment Record Files Documents reflecting administrative space assigned to an office.</p> | <p>Destroy when superseded or</p> |
| <p>Office Service and Supply Files Documents relating to supply and equipment used by an office; office space and utilities, communications, transportation requests, custodial or other services required by an office; and to the general maintenance of an office. Included are: Requests for supplies, receipts for supplies and equipment, and similar matters Requests and other documents concerning issue of keys and/or locks to an office Requests for publications and blank forms and other papers relating to the supply and distribution of publications to the office Documents relating to local transportation Documents relating to custodial services required by an office Requests for installation of telephones, floor plans showing location of offices, telephone extensions, requests for changes to telephone directories, and similar papers Documents relating to modification repair, or change to office heating, lighting, ventilation, cooling, electrical, and plumbing systems. Documents relating to painting, partitioning, repairing, or other aspects of maintaining the office physical structure. Documents relating to other logistical services required by or provided to an office.</p> | <p>Destroy 1 year after completion</p> |

| TYPE OF RECORD | RETENTION PERIOD |
|---|----------------------------------|
| Office Management System Files. Documents related to the use and approval of a micromation system, an automated filing system, or similar systems. | Destroy when system is no effect |

6. Office Personnel Files

| TYPE OF RECORD | RETENTION PERIOD |
|---|--|
| Office General Personnel Files Documents that relate to the day-to-day administration of personnel in individual offices. Included are notices of holidays and hours worked; notices about participation in athletic events and employee unions; notifications and lists of employees to receive State medical services, including X-rays and immunizations; notices and lists of individuals to receive training; and comparable or related papers. | Destroy after 1 year |
| Office Personnel Locator Files Cards or sheets showing name, address, and telephone number and similar data for each office employee. | Destroy on transfer or sep individual |
| Employee Record Files Printouts or cards that provide complete information on employees, positions, strength authorizations and actions in process. | Forward to gaining organ transfer within state gover in Supervisor/Agency Em Personnel Folder upon sep |
| Job Description Files Supervisor's copies of official job descriptions | Destroy on abolishment o super-sessions of job desc when no longer needed fo |
| Supervisory/Agency Employee Information Files Documents pertaining to the administration of individual employees which are duplicated in, or which are not appropriate for inclusion in the official Personnel Folder filed in the Job Description File, or similar official personnel records. Included are: Copies of performance appraisals Approval for off duty employment Papers relating to individual injuries Letters of commendation and appreciation Documents reflecting assigned responsibilities of individuals Records showing training received by individuals Copy of PNF 201 Forms | Review at end of each cal destroy documents which superseded or are no long For separated employees, active file and destroy 3 y termination |

7. ~~Office Reference Files~~

| TYPE OF RECORD | RETENTION PERIOD |
|---|--|
| Reference Publication Files Copies of publications, such as catalogs, brochures, and manuals issued by any element of state government, other states, US Government agencies and private concerns maintained for reference within an office. | Destroy when superseded, or no longer needed for reference. Copies on property records will be destroyed on supply. |
| Technical Material Reference Files Copies of technical materials, such as transparencies, charts, sound recordings, motion picture, and still photographs maintained for reference purposes. | Destroy when superseded, or no longer needed for reference. Maps, no longer needed for reference. |
| Reading Files Extra copies of outgoing communications, arranged chronologically, and maintained as a cross reference file or for periodic review by staff members. | Destroy after 1 year |
| Policy and Precedent Files Extra copies of documents establishing policy or precedent for future and continuing action. (This does not include the official record copies of policy and precedent documents, which are usually filed in other subject or functional files in an office.) | Destroy when superseded, or no longer needed for reference. |
| Travel Authorization Files Copies of request and authorization for in-state and out-of-state travel and related correspondence | Destroy after 1 year |

Exhibits

-  Exhibit 1 - Certificate of Destruction (pdf /57.19 KB)
- **Exhibit 2 – RDA 10152 Retention Schedule**

Sources

November 15, 1983 SBR Presidents Meeting; Revised July 1, 1984; Revised July 1, 1985; Revised September 1, 1986; Approved May 14, 1991, Presidents Meeting and

implemented August 6, 1993 after approval by State Records Commission; May 5, 1998, Presidents Meeting; May 21, 2002 Presidents Meeting; May 16, 2006 Presidents Meeting.

PRESIDENTS QUARTERLY MEETING

August 18, 2015

DATE: Presidents Meeting (August 18, 2015)

AGENDA ITEM: Curriculum Alignment Update

ACTION: Information Purposes Only

PRESENTER: Dr. Treva Berryman

BACKGROUND INFORMATION:

Dr. Berryman will provide the presidents with a status update regarding the Curriculum Alignment initiative.

PRESIDENTS QUARTERLY MEETING

August 18, 2015

DATE: Presidents Meeting (August 18, 2015)

AGENDA ITEM: Recommendations of CIO Portal Sub-committee

ACTION: Requires Vote OR Informational Item

PRESENTER: Mr. Joe Sargent, Chair of CIO Portal Sub-committee OR
Dr. Kenyatta Lovett

BACKGROUND INFORMATION:

Consideration of this item by the Presidents Council could aid in establishing a more definite action or direction by the TBR System regarding implementation of the Ellucian Luminis 5 portal.

CIO PORTAL SUB-COMMITTEE

REPORT TO THE TBR IT SUB-COUNCIL

July 09, 2015

Sub-Committee Members:

Joe Sargent, Walters State (Chair)
Austin Siders, Austin Peay
Greg Jackson, Chattanooga State
Dana Nails, Jackson State
Tim Carroll, Roane State
Toney Flack, Middle Tennessee State
Tim Warren, Tennessee State
Rick Cumby, Tennessee Tech
Hosi Karzai, Tennessee Tech
Tom Danford, TBR (Ex Officio)
Kenyatta Lovett, TBR (Ex Officio)

Meeting History:

The sub-committee met several times over the past two months. All meetings were conducted via conference call. The committee met on the following dates:

- May 12th
- May 19th
- May 27th (Expert call with Ellucian staff and product owners)
- May 28th
- June 5th
- June 24th
- July 7th

Issue:

For some time TBR institutions have been challenged with the decision to implement the Ellucian Luminis 5 portal. Most TBR schools currently have established Ellucian Luminis 4.x platforms. The new Luminis 5 platform is built on new technologies that limit the ability to transition and upgrade from Luminis 4.x. This requires schools to redesign and rebuild their portal environment in Luminis 5. This is a time consuming and arduous process that requires significant staff and equipment resources.

During the IT sub-council meeting in January Ellucian presented a briefing on Luminis 5 and also introduced the new Ellucian Portal product. The CIOs left this meeting undecided and with a lack of direction in regards to which product would be best for each school. At the April IT sub-council meeting the portal situation was discussed at length. It was shared that TBR schools are under contract to Ellucian for a portal solution and must fulfill the contract regardless of which portal product is or is not implemented. This led to a discussion focused on Ellucian Portal and Luminis 5. It was decided that a sub-committee would be appointed to research portal options and return a recommendation to the IT Sub-Council at its July meeting. The CIO Portal sub-committee was formed, a chair was selected, and

CIO PORTAL SUB-COMMITTEE

REPORT TO THE TBR IT SUB-COUNCIL

July 09, 2015

members were selected from volunteers. Additional volunteers from MTSU and Tennessee Tech were added as members upon their request.

Focus:

The CIO Portal sub-committee was charged with focusing on evaluating Ellucian Portal and Luminis 5. The committee was asked to report to the IT sub-council at its July 14th meeting and provide a recommendation that the committee could move forward to the nineteen institutional presidents.

Process:

The sub-committee routinely met by phone and engaged various resources directly and indirectly. Ellucian team members provided requested information as required. Ellucian also coordinated a web conference where the product owners of Ellucian Portal and Luminis 5 presented information about their respective products and responded to questions from the sub-committee members.

Findings:

The sub-committee discovered and evaluated the following points throughout this process:

- All schools must pay for Luminis support due to contract regardless if it is implemented
- Ellucian is allowing schools to upgrade to Ellucian Portal at no cost and the maintenance will be reduced because it is built on Microsoft SharePoint and not third-party software (Liferay)
- Ellucian provided costs for schools who have individual contracts directly with Ellucian and outside of the TBR central agreement
 - It was discovered that some schools pay proportionally more than others
 - It is still unclear why this cost disparity exists
 - See Addendum A
- Ellucian presented a forthcoming product that would allow multiple Luminis instances to run independently within a single Luminis implementation
 - Similar to Banner Multi-Entity Processing (MEP)
 - Differences between the Luminis “MEP” and the Banner MEP is not fully understood
 - Luminis “MEP” is not scheduled for release until the first quarter of 2016
 - This product is the same product that Ellucian will use to support their cloud Luminis solutions
- For some schools the Ellucian Portal may cost more than Luminis 5 for licensing and maintenance costs
 - This is due to the required Microsoft product licenses
 - This takes into account the Ellucian reduced maintenance costs for Ellucian Portal
 - Depends on the current Ellucian Luminis 5 support paid by the individual institution
 - Schools that have certain Microsoft agreements could realize savings by implementing Ellucian Portal
- Ellucian Portal and Luminis 5 are both considered new implementations; therefore, they both require similar efforts in regards to hardware resources and staff requirements
 - Some institutions may find Ellucian Portal easier to implement and support due to existing internal staff skillsets with Microsoft SharePoint and other web technologies

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- Some institutions may find Ellucian Portal and Luminis 5 to require less hardware resources than what is recommended by Ellucian

Concerns:

1. During the sub-committee's research of the two solutions it became clear that Ellucian Portal lacks maturity as a product. The Ellucian Portal has only recently emerged from beta testing and there are no institutions that have the product in production. It was also found that Ellucian Portal does not offer complete integration across Ellucian's product line. The Ellucian Portal roadmap does not provide a clear timeline in regards to when certain options and integrations would become available (See Addendum B, C, & D). For many sub-committee members this is a concern due to the institutional investments in add-on products that support student engagement and success.

A review of Luminis 5 found that it does not require any more effort to implement and maintain than Ellucian Portal. It was also found that Luminis 5 may be cheaper for some institutions. Luminis 5 is not based on a widely diverse platform like Ellucian Portal (SharePoint), but it is based on a robust and viable Liferay technology. Luminis 5 is a very mature product and it integrates well with many Ellucian and other third party products. Luminis 5 has a large user base in production environments around the world.

Ellucian is researching the possibility to offer TBR extended support for Luminis 4.x. This would afford TBR institutions the opportunity to migrate to the portal of choice beyond the current June 2016 end of support for Luminis 4.x. This is important for schools that feel the future portal of choice will be Ellucian Portal. Extension of Luminis 4.x support would give more time to allow Ellucian Portal to mature for those schools that prefer Ellucian Portal and to avoid another portal migration from Luminis 5 to Ellucian Portal in the future.

2. There is need for a formal governance and accountability framework for portal support and development. This framework will improve the timeliness of implementations, resolve customer service level issues, better utilize resources, and improve user experiences for students and campus stakeholders.

Recommendations:

The CIO Portal sub-committee offers the following recommendations:

1. The sub-committee recommends Luminis 5 as the primary portal for TBR community colleges and that universities have the option to choose between Luminis 5 and Ellucian Portal. In keeping with the Complete College Act (CCA) the sub-committee is compelled to recommend all TBR community colleges implement the same portal solution. Universities are not obligated by CCA and may have the need and desire to move forward with Ellucian Portal.

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2. The sub-committee recommends TBR to collectively unify the Luminis 5 implementation/migration into a single TBR wide project plan. This would involve all community colleges and universities that choose to implement Luminis 5. This would require an agreed upon project plan, sharing of costs, and a cooperative engagement of institutional, TBR, SMO, and Ellucian staff. The sub-committee would further recommend that this project be managed by TBR system office IT.

3. The sub-committee recommends that the IT sub-council create a portal governance sub-committee to provide guidance and direction on all portal matters for TBR as a whole.

CIO PORTAL SUB-COMMITTEE

REPORT TO THE TBR IT SUB-COUNCIL

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ADDENDUM A

| Current Luminis Costs vs Ellucian Portal Costs (Example) | | | | | | |
|---|-----------------|----------|----------------------|----------------------------------|-------------------------------|--------------------------|
| Account | Luminis Product | Luminis | Ellucian Portal (EP) | Ellucian Savings Migrating To EP | Sample Microsoft Costs for EP | Final EP Savings Example |
| Austin Peay State University | Basic | \$12,691 | \$12,420 | \$271 | \$ 5,797.40 | \$ (5,526.40) |
| East Tennessee State University | Basic | \$14,002 | \$12,420 | \$1,582 | \$ 5,797.40 | \$ (4,215.40) |
| Middle Tennessee State University | Basic | \$23,503 | \$14,998 | \$8,505 | \$ 5,797.40 | \$ 2,707.60 |
| Tennessee State University | Foundation | \$44,502 | \$12,420 | \$32,082 | \$ 5,797.40 | \$ 26,284.60 |
| The University of Memphis | Basic | \$28,482 | \$14,998 | \$13,484 | \$ 5,797.40 | \$ 7,686.60 |
| Pellissippi State Community College | Basic | \$12,424 | \$10,134 | \$2,290 | \$ 5,797.40 | \$ (3,507.40) |
| Roane State Community College | Basic | \$10,260 | \$8,244 | \$2,016 | \$ 5,797.40 | \$ (3,781.40) |
| Southwest Tennessee Community College | Basic | \$30,832 | \$10,134 | \$20,698 | \$ 5,797.40 | \$ 14,900.60 |
| Tennessee Board of Regents* | Basic | \$58,549 | \$20,160 | \$38,389 | \$ 5,797.40 | \$ 32,591.60 |

**** All schools are not individually represented above due to the contract structure. Schools above have individual contracts with Ellucian while the remaining schools fall within a joint agreement via TBR**

****Hardware costs are not included in the comparison above or Ellucian Portal licensing below**

| Estimated Ellucian Portal Yearly Costs | | | | |
|---|-------------|--------------|--------------------|---|
| Product | Price | Qty | Total | |
| Microsoft Server | \$ 400.00 | 4 | \$ 1,600.00 | This is an approximate cost |
| SharePoint | \$ 429.07 | 4 | \$ 1,716.28 | |
| SQL Server Enterprise | \$ 1,080.36 | 2 | \$ 2,160.72 | Per 2 Core |
| SQL Server Standard | \$ 284.17 | 0 | \$ - | Per 2 Core |
| External Licensing Connectors | \$ 160.20 | 2 | \$ 320.40 | Required for each server that provides authentication |
| | | | | |
| | | Total | \$ 5,797.40 | |
| ** Does not include Ellucian maintenance costs | | | | |
| ** Microsoft Costs Depends On Your Campus Agreement Type | | | | |
| ** Campus Agreement: For Employees Only (Based on FTE of Employees - Does not provide student options) | | | | |

CIO PORTAL SUB-COMMITTEE

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ADDENDUM B

Ellucian Luminis Roadmap

Luminis 5 Timelines

Luminis 4.3 will officially be desupported at the end of June 2016. There will be no patches or hotfixes released after the desupport date. Helen Ivory, Ellucian Client Partner, is working on a support extension for TBR through December 2016, but the support extension would not include new patches or hotfixes.

A Luminis 4.3 to Luminis 5.2 migration project is expected to take 9 months, from the installation of a Luminis 5 Test environment, to the Luminis 5 Production go-live.

Luminis 5.2.0 released – July 16, 2014

- Released as either a clean install or 5.1.1 upgrade patch
- Migration from Luminis 4.3 to Luminis 5.2
- Google Account Synchronization

Luminis 5.2.1 released – October 1, 2014

- Upgrade patch for 5.2.0
- Google Apps Support Enhancements

Luminis 5.2.2 released – March 9, 2015

- Upgrade patch for 5.2.1
- Luminis Announcements Enhancements

Luminis 5.2.3 scheduled release – Q2 2015

- Not released yet

Luminis 5.3 scheduled release – Q3 2015

- Not released yet
- Liferay 6.2 upgrade
- Oracle 12c support is pending, due to Liferay not yet officially supporting Oracle 12c.

Luminis 5.3.1. Not listed on product calendar yet. Expected Q1 2016 release with 50% confidence.

- Luminis multi-tenant support
 - Single Luminis instance integrated with multiple Banner instances
 - Not MEP/MIF

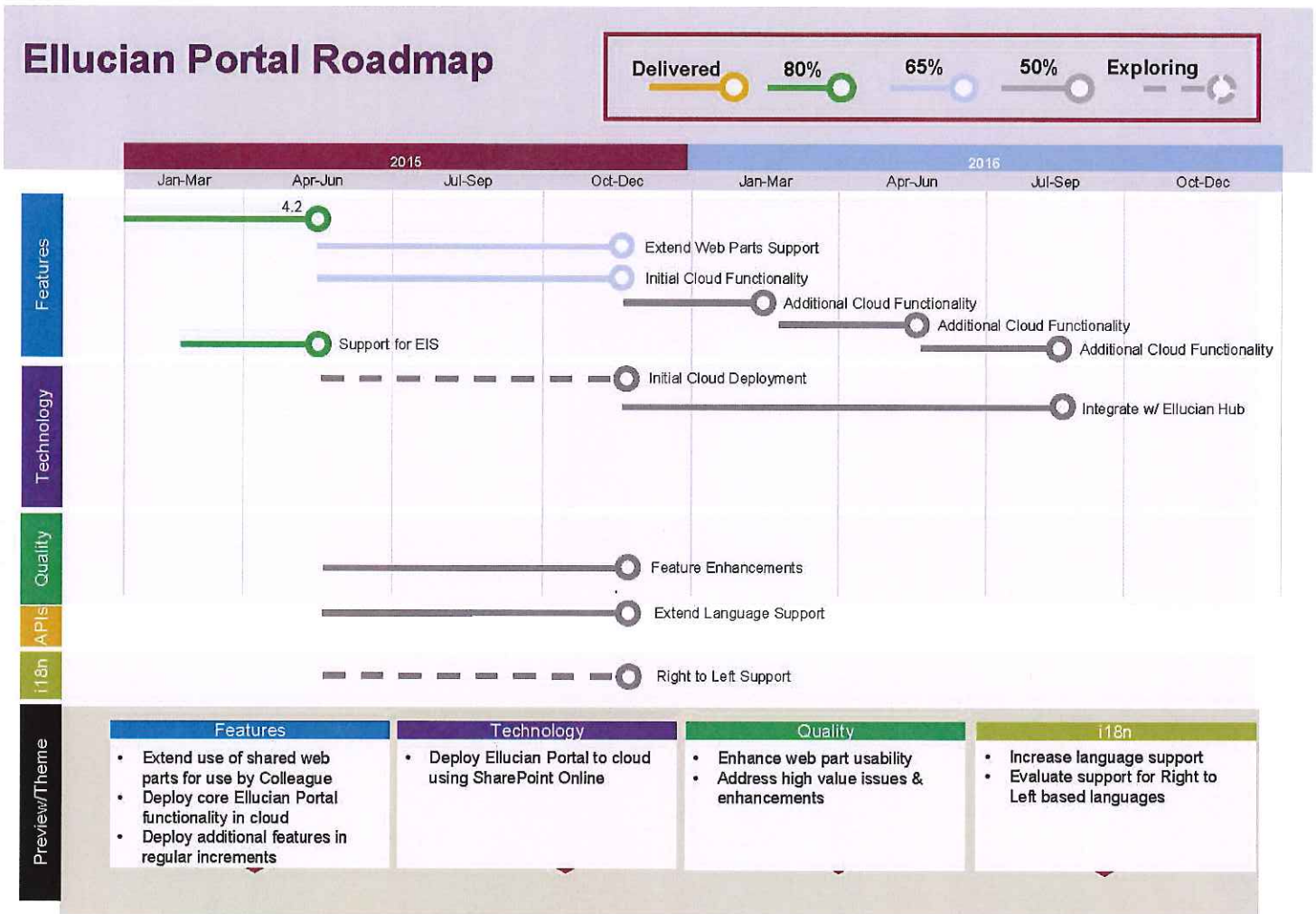
Ellucian Portal 4.2 for Banner product information video:

<http://www.ellucian.com/Events/Introducing-Ellucian-Portal-4-2-for-Banner/>

CIO PORTAL SUB-COMMITTEE
REPORT TO THE TBR IT SUB-COUNCIL
 July 09, 2015

ADDENDUM C

Ellucian Portal Roadmap



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CIO PORTAL SUB-COMMITTEE

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July 09, 2015

ADDENDUM D

Ellucian Luminis and Ellucian Portal Comparison:

Licensing

- Luminis Platform 5 no additional Ellucian licensing, professional services support optional and not included
- Ellucian Portal new, no charge Ellucian license for existing Luminis Platform users and SharePoint campus license (see Microsoft representative for pricing, professional services support to implement Ellucian Portal, not SharePoint, optional and not included)

Banner Integration

- Luminis Platform 5 no additional Ellucian licensing, professional services support optional and not included
- Ellucian Portal no additional Ellucian licensing, professional services support optional and not included

Learning Management System Integration

- Luminis Platform 5 single sign on with Desire2Learn, no additional Ellucian licensing, professional services support optional and not included
- Ellucian Portal single sign on with Desire2Learn, no additional Ellucian licensing, professional services support optional and not included

eMail Integration

- Luminis Platform 5 Exchange, Office365 and Gmail, no additional Ellucian licensing, professional services support optional and not included
- Ellucian Portal Exchange, Office365 and Gmail, no additional Ellucian licensing, professional services support optional and not included

Directory Integration

- Luminis Platform 5 supports LDAP or Active Directory, no additional Ellucian licensing, professional services support optional and not included
- Ellucian Portal requires Active Directory (ADFS) but it can be bridged to LDAP, no additional Ellucian licensing, professional services support optional and not included

Source: Comparison Information Provided by Ellucian

PRESIDENTS QUARTERLY MEETING
DIRECTORS QUARTERLY MEETING (*if applicable*)
August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015) (*if policy/guideline applicable*)

AGENDA ITEM: iPad mini 2 lease fee proposal for fall 2016

ACTION: Develop proposal

PRESENTER: Dr. Robbie Melton and Dr. Janice Gilliam (Dale Sims presents to TBR)

BACKGROUND INFORMATION:

Develop a per semester lease fee proposal for an iPad for students to implement fall 2016

iPad mini 2--require for full time students: \$100 lease fee per semester--biannual fee for two years

\$87 for 32GB iPad mini 2 with AppleCare 24/7 support

\$5.50 for slim survivor case

\$7.50 for self insurance (loss of device)

At the end of two years, student continues to pay same fee, gets a new device, if still enrolled, or option to buyout

Student saves 50% or more on etextbooks/open source instructional materials, enough to offset the cost of the device

Transforms the learning environment

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Principles of Articulation in Vocational/Technical Education Policy:
2:01:00:03

ACTION: Voice Vote

PRESENTER: Vice Chancellor Tristan Denley

BACKGROUND INFORMATION:

Vice Chancellor Denley will present proposed revisions to the Principles of Articulation in Vocational/Technical Education Policy: 2:01:00:03. The revisions to this policy will establish processes and procedures for the articulation of technical and career programs at institutions governed by the Tennessee Board of Regents that align with SACSCOC requirements.

Principles for Articulation in Vocational/Technical Education : 2:01:00:03

Policy Area

Academic Policies
Applicable Divisions

TCATs, Community Colleges
Purpose

The purpose of this policy is to establish processes and procedures for articulation of technical and career programs at institutions governed by the Tennessee Board of Regents.

Policy

I. Articulation of Technical and Career Education Programs

A. Articulation of technical and career education programs may occur through the following venues:

~~1. Articulation of Diploma Programs in Colleges of Applied Technology to Associate of Applied Science Degree (A.A.S.) Programs in Community Colleges.~~

~~a. Articulation of credits received in diploma programs in colleges of applied technology to Associate of Applied Science Degree (A.A.S.) programs in community colleges may occur under the following two provisions:~~

~~[This subsection was found to be non-compliant with SACSCOC policy and guidelines. See SACSCOC's Policy Statement, THE QUALITY AND INTEGRITY OF UNDERGRADUATE DEGREES [SACSCOC Board of Trustees, December 2011]~~

~~(1) Articulation to General Technology Majors or Equivalent Majors in Community Colleges~~

~~(a) A student who has completed a diploma program consisting of at least 1125 contact hours at a Tennessee College of Applied Technology will receive~~

credit toward the General Technology Major, A.A.S. Degree, at community colleges by meeting the following requirements:

- ~~(i) The student must meet all regular admission requirements of the community college as published in the institutional catalog.~~
- ~~(ii) The student must provide official transcript from the college of applied technology.~~
- ~~(iii) The student who is admitted to degree admission status must meet all applicable requirements of the Learning Support (LS) Program, as indicated by the appropriate placement instrument.~~
- ~~(iv) The student is required to complete the general education component (15-17 semester hours) at a community college or university.~~
- ~~(v) The student must complete fifteen (15) hours of college-level work in the appropriate Concentration or in general education courses before being awarded credit for prior learning at a college of applied technology. During the escrow period, the student should not be prohibited from enrolling in courses in which he/she has completed a pre-requisite course or the first part of a sequence of courses.~~
- ~~(vi) Credit previously awarded for a diploma from a college of applied technology will be posted on the transcript but will not count in the calculation of the student's grade point average. Upon fulfillment of the requirements stated above, the student will receive thirty (30) semester hours credit toward the A.A.S. degree, General Technology Major. Upon successful completion of program requirements, the student will be awarded the Associate of Applied Science Degree.~~

~~(2) Articulation to Specific Majors in Community Colleges~~

~~[This sub-section is duplicative of other TBR policies and guidelines, including: Policy 2:01:00:04, Awarding of Credits Earned Through Extra-Institutional Learning to Community Colleges and Universities; A-30~~

Components of Articulation Agreements and A-31, Articulation Among Community Colleges and Universities]

- (a) ~~Community colleges and colleges of applied technology may enter into agreements for the articulation of specific programs that lead to the award of the A.A.S. degree in particular majors.~~
 - (i) ~~The institutions involved must agree that the learning outcomes specified in courses and/or programs offered by the college of applied technology satisfy learning outcomes in similar courses offered by the community college. Syllabi of the courses from the institutions involved must be maintained and documented.~~
 - (ii) ~~Semester hours credit awarded by the community college in specific articulation programs will be proportionate to the equivalence of credits attained in the technical or career program offered by the college of applied technology. The number of semester hours awarded in specific articulated programs may be up to thirty (30) semester hours.~~
 - (b) ~~Student requirements include the following provisions:~~
 - (i) ~~The student must meet all regular admissions requirement of the community college as published in the institutional catalog.~~
 - (ii) ~~The student must provide official transcript of work completed at the college of applied technology.~~
 - (iii) ~~The student who is admitted to degree admission status must meet all applicable requirements of the Learning Support (LS) Program. The student is required to complete all Learning Support courses as indicated by the appropriate placement instrument.~~
 - (c) ~~The student is required to complete the general education component (15-17 semester hours) at a community college or university.~~
- (3) Articulation from a Community College to College of Applied Technology Certificate and Diploma Programs

- (a) A student may be eligible to receive clock hours toward a diploma or certificate program based upon the evaluation of the college transcript and course syllabi.
- (b) The institutions involved must agree that the learning outcomes specified in courses offered by the community college satisfy learning outcomes in similar courses and/or programs offered by the colleges of applied technology. Syllabi of the courses from the institutions involved must be maintained and documented.
- (c) Grades that articulate from the community college must be a C or above.

2. Articulation of Secondary Curricula to Post-Secondary Programs

~~a. Articulation to the Community Colleges Career and Technical Programs~~

[This sub-section is duplicative of other TBR policies and guidelines, including: Policy 2:01:00:04, Awarding of Credits Earned Through Extra-Institutional Learning to Community Colleges and Universities; A-30 Components of Articulation Agreements and A-31, Articulation Among Community Colleges and Universities; and 2:03:00:00, Admissions]

~~(1) Community colleges and secondary schools are authorized to enter into agreements for the articulation of specific courses as part of A.A.S. degree programs in specific career and technical majors.~~

~~(a) Each college and high school must establish a process for establishing common learning outcomes for specified courses for articulation. Competency lists and syllabi of the courses from the institutions involved must be maintained and documented.~~

~~(b) Each college is authorized to develop an articulation option which permits the awarding of credit by proficiency assessment. Credit awarded must be for specific courses and must be awarded only on the basis of the petitioning student successfully passing a challenge examination or competency-based~~

~~assessment procedure for which the standards for proficiency are approved and accepted by the receiving collegiate institution.~~

~~(2) Student requirements include the following provisions:~~

~~(a) The student must meet all regular admissions requirement of the community college as published in the institutional catalog.~~

~~(b) The student must provide official transcript of work completed at the high school.~~

~~(c) The student who is admitted to degree admission status must meet all applicable requirements of the Learning Support (LS) Program.~~

~~(d) The student is required to complete all Learning Support courses as indicated by appropriate placement assessments.~~

b. Articulation to College of Applied Technology Certificate and Diploma Programs

(1) Colleges of applied technology and secondary schools may enter into agreements for the articulation of competencies in certificate and diploma programs.

(a) The college of applied technology must agree that the learning outcomes specified in courses offered by the secondary school satisfy learning outcomes as expressed in program competencies offered by the colleges of applied technology. Competency lists from the institutions involved must be maintained and documented.

(b) Clock (contact) hours will be awarded to the student upon enrollment in the college of applied technology based upon the student's demonstrated attainment of competencies through college of applied technology recognized checklists or by assessment.

(2) Student requirements include the following provisions:

(a) The student must meet all regular admissions requirement of the college of applied technology as published in the institutional catalog.

- (b) The student who is admitted to any college of applied technology program must meet all applicable academic requirements of the proposed program of study.

Sources

Board Meeting: March 29, 2006; TBR Board Meeting March 29, 2012

<https://policies.tbr.edu/policies/principles-articulation-vocationaltechnical-education>

Principles for Articulation in Vocational/Technical Education : 2:01:00:03

Policy Area

Academic Policies
Applicable Divisions

TCATs
Purpose

The purpose of this policy is to establish processes and procedures for articulation of technical and career programs at institutions governed by the Tennessee Board of Regents to the Colleges of Applied Technology.

Policy

- I. Articulation from a Community College to College of Applied Technology Certificate and Diploma Programs
 - A. A student may be eligible to receive clock hours toward a diploma or certificate program based upon the evaluation of the college transcript and course syllabi.
 - B. The institutions involved must agree that the learning outcomes specified in courses offered by the community college satisfy learning outcomes in similar courses and/or programs offered by the colleges of applied technology. Syllabi of the courses from the institutions involved must be maintained and documented.
 - C. Grades that articulate from the community college must be a C or above.
- II. Articulation to College of Applied Technology Certificate and Diploma Programs from Secondary Education
 - A. Colleges of applied technology and secondary schools may enter into agreements for the articulation of competencies in certificate and diploma programs.
 1. The college of applied technology must agree that the learning outcomes specified in courses offered by the secondary school satisfy learning outcomes as expressed in program competencies offered by the colleges of applied

technology. Competency lists from the institutions involved must be maintained and documented.

2. Clock (contact) hours will be awarded to the student upon enrollment in the college of applied technology based upon the student's demonstrated attainment of competencies through college of applied technology recognized checklists or by assessment.

B. Student requirements include the following provisions:

1. The student must meet all regular admissions requirement of the college of applied technology as published in the institutional catalog.
2. The student who is admitted to any college of applied technology program must meet all applicable academic requirements of the proposed program of study.

Sources

Board Meeting: March 29, 2006; TBR Board Meeting March 29, 2012; **Proposed September 2015**

<https://policies.tbr.edu/policies/principles-articulation-vocationaltechnical-education>

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Regulations for Classifying Students In-State and Out-of-State for
Paying College or University Fees and Tuition and for Admission
Purposes Policy: 3:05:01:00

ACTION: Voice Vote

PRESENTER: Vice Chancellor Tristan Denley

BACKGROUND INFORMATION:

Vice Chancellor Denley will present revisions to the Regulations for Classifying Students In-State and Out-of-State for Paying College or University Fees and Tuition and for Admission Purposes Policy: 3:05:01:00. The revisions will bring TBR policy language into compliance with state and federal statute.

Policy Area

Student Policies

Applicable Divisions

Community Colleges, Universities

Purpose

It is the intent that the public institutions of higher education in the State of Tennessee shall apply uniform rules, as described in these regulations and not otherwise, in determining whether students shall be classified "in-state" or "out-of-state" for fees and tuition purposes and for admission purposes.

Definitions

- Public higher educational institution - shall mean a university or community college supported by appropriations made by the Legislature of this State.
- Residence - shall mean continuous physical presence and maintenance of a dwelling place within this State, provided that absence from the State for short periods of time shall not affect the establishment of a residence.
- Domicile - shall mean a person's true, fixed, and permanent home and place of habitation; it is the place where he or she intends to remain, and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere. Undocumented aliens cannot establish domicile in Tennessee, regardless of length of residence in Tennessee.
- Emancipated person - shall mean a person who has attained the age of eighteen years, and whose parents have entirely surrendered the right to the care, custody, and earnings of such person and who no longer are under any legal obligation to support or maintain such deemed "emancipated person."

- Parent - shall mean a person's father or mother. If there is a non-parental guardian or legal custodian of an un-emancipated person, then "parent" shall mean such guardian or legal custodian; provided, that there are not circumstances indicating that such guardianship or custodianship was created primarily for the purpose of conferring the status of an in-state student on such un-emancipated person.
- Continuous enrollment - shall mean enrollment at a public higher educational institution or institution of this State as a full-time student, as such term is defined by the governing body of said public higher educational institution or institutions, for a normal academic year or years or the appropriate portion or portions thereof since the beginning of the period for which continuous enrollment is claimed. Such person need not enroll in summer sessions or other such inter-sessions beyond the normal academic year in order that his or her enrollment be deemed continuous, notwithstanding lapses in enrollment occasioned solely by the scheduling of the commencement and/or termination of the academic years, or appropriate portion thereof, of the public higher educational institutions in which such person enrolls.

Policy

I. Rules for Determination of Status

- A. Every person having his or her domicile in this State shall be classified "in-state" for fee and tuition purposes and for admission purposes.
- B. Every person not having his or her domicile in this State shall be classified "out-of-state" for said purposes.
- C. The domicile of an un-emancipated person is that of his or her parent, except as provided in section E of this rule.
- D. Un-emancipated students of divorced parents shall be classified "in-state" when one parent, regardless of custodial status, is domiciled in Tennessee, except as provided in section E of this rule.

E. A student is classified "in-state" for fee and tuition purposes if the student is a citizen of the United States, has resided in Tennessee for at least one (1) year immediately prior to admission and has:

1. Graduated from a Tennessee public secondary school;
2. Graduated from a private secondary school that is located in this state; or
3. Earned a Tennessee high school equivalency diploma.

F. The spouse of a student classified as "in-state" shall also be classified as "in-state", subject to the requirements of T.C.A. Title 4, Chapter 58.

II. Out-of-State Students who are Not Required to Pay Out-of-State Tuition

A. An un-emancipated, currently enrolled student shall be reclassified out-of-state should his or her parent, having theretofore been domiciled in the State, remove from the State. However, such student shall not be required to pay out-of-state tuition nor be treated as an out-of-state student for admission purposes so long as his or her enrollment at a public higher educational institution or institutions shall be continuous.

B. An un-emancipated person whose parent is not domiciled in this State but is a member of the armed forces and stationed in this State or at Fort Campbell pursuant to military orders shall be classified out-of-state but shall not be required to pay out-of-state tuition. Such a person, while in continuous attendance toward the degree for which he or she is currently enrolled, shall not be required to pay out-of-state tuition if his or her parent thereafter is transferred on military orders.

C. A person whose domicile is in a county of another state lying immediately adjacent to Montgomery County, or whose place of residence is within thirty (30) miles of Austin Peay State University shall be classified out-of-state but shall not be required to pay out-of-state tuition at Austin Peay State University.

- D. A person whose domicile is in Mississippi County, Arkansas, or either Dunlin County or Pemiscot County, Missouri and who is admitted to Dyersburg State Community College shall not be required to pay out-of-state tuition.
- E. A person, who is not domiciled in Tennessee, but has a bona fide place of residence in a county which is adjacent to the Tennessee state line and which is also within a 30 mile radius (as determined by THEC) of a city containing a two year TBR institution, shall be classified out-of-state, but admitted without tuition. The two year institution may admit only up to three percent (3%) of the full-time equivalent attendance of the institution without tuition. (THEC may adjust the number of the non-residents admitted pursuant to this section every three (3) years.) (See T.C.A. § 49-8-102)
1. Students originally admitted to a TBR community college authorized to grant a border county waiver of out-of-state tuition are not entitled to that waiver at any other TBR institution, except as provided in subsection 2.
 2. The waiver of out-of-state tuition granted to a border county student at an admitting institution will follow the student ONLY from a community college to a TBR university if the student transfers from the community college after successfully completing an associate's degree UNLESS this condition is waived by the community college as being in the student's best interest; provided, in any case the student must complete the general education requirement at the TBR community college.
- F. Part-time students who are not domiciled in this State but who are employed full-time in the State, or who are stationed at Fort Campbell pursuant to military orders, shall be classified out-of-state but shall not be required to pay out-of-state tuition. This shall apply to part-time students who are employed in the State by more than one employer, resulting in the equivalent of full-time employment.
- G. Military personnel and their spouses stationed in the State of Tennessee who would be classified out-of-state in accordance with other provisions of these

regulations will be classified out-of-state but shall not be required to pay out-of-state tuition. This provision shall not apply to military personnel and their spouses who are stationed in this State primarily for educational purposes.

- H. Dependent children who qualify and are selected to receive a scholarship because their parent is a law enforcement officer, fireman, or emergency medical service technician who was killed or totally and permanently disabled while performing duties within the scope of their employment shall not be required to pay out-of-state tuition. (T.C.A. § 49-4-704)
- I. Active-duty military personnel who begin working on a college degree at a TBR institution while stationed in Tennessee or at Fort Campbell, Kentucky, and who are transferred or deployed prior to completing their degrees, can continue to completion of the degrees at that same institution without being required to pay out-of-state tuition, as long as he/she completes at least one (1) course for credit each twelve (12) month period after the transfer or deployment. Exceptions may be made in cases where the service member is deployed to an area of armed conflict for periods exceeding twelve (12) months.
- J. Students who participate in a study abroad program, when the course/courses in the study abroad program is/are the only course/courses for which the student is registered during that term, shall not be required to pay out-of-state tuition.
- K. Students who are awarded tuition waiver scholarships for participation in bona fide campus performance-based programs, according to established guidelines, shall not be required to pay out-of-state tuition.
- L. A veteran enrolled in any TBR institution of higher education in this state shall not be required to pay out-of-state tuition or any out-of-state fee, if the veteran:
 - 1. Has not been dishonorably discharged from a branch of the United States armed forces or the national guard;
 - 2. Is eligible for Post-9/11 GI Bill benefits or Montgomery GI Bill benefits; and

3. Enrolls in the TBR institution, after satisfying all admission requirements, ~~within twenty four (24) months after the date of discharge~~ within three (3) years from the date of discharge as reflected on the veteran's certificate of release or discharge from active duty, Form DD-214, or an equivalent document.
 - a. To continue to qualify for in-state tuition and fees, a veteran shall:
 1. Maintain continuous enrollment as defined by the TBR institution at which the veteran is enrolled; and
 - ~~2. Within one (1) year of enrolling in the TBR institution:~~
 - ~~1. Register to vote in this state; or~~
 2. Demonstrate ~~by objective evidence intent to be a resident of this state~~ by obtaining of established residency in this state by presenting at least two (2) of the following:
 1. Proof of voter registration in the state;
 - ~~2.~~ A Tennessee driver license;
 - ~~3.~~ A Tennessee motor vehicle registration;
 - ~~4.~~ Proof of established employment in the state; or
 - ~~5.~~ Other documentation clearly evidencing domicile or residence in the state, as determined by the Tennessee Higher Education Commission.

III. Honors Programs

- A. Each institution will establish policies regarding out-of-state tuition scholarships for students selected for admissions into formal honors programs at the institution.

IV. Presumption

- A. Unless the contrary appears from clear and convincing evidence, it shall be presumed that an emancipated person does not acquire domicile in this State

while enrolled as a full-time student at any public or private higher educational institution in this State, as such status is defined by such institution.

V. Evidence to be Considered for Establishment of Domicile

- A. If a person asserts that he or she has established domicile in this State he or she has the burden of proving that he or she has done so. Such a person is entitled to provide to the public higher educational institution by which he seeks to be classified or reclassified in-state, any and all evidence which he or she believes will sustain his or her burden of proof. Said institution will consider any and all evidence provided to it concerning such claim of domicile but will not treat any particular type or item of such evidence as conclusive evidence that domicile has or has not been established.

VI. Appeal

- A. The classification officer of each public higher educational institution shall be responsible for initially classifying students "in-state" or "out-of-state". Appropriate procedures shall be established by each such institution by which a student may appeal his or her initial classification.

VII. Effective Date for Reclassification

- A. If a student classified out-of-state applies for in-state classification and is subsequently so classified, his or her in-state classification shall be effective as of the date on which reclassification was sought.
- B. However, out-of-state tuition will be charged for any quarter or semester during which reclassification is sought and obtained unless application for reclassification is made to the admissions officer on or before the last day of registration of that quarter or semester.

VIII. Effective Date

- A. These regulations supersede all regulations concerning classification of persons for fees and tuition and admission purposes previously adopted by the State Board of Regents, and having been approved by the Governor, become effective

July 1, 1983, or upon their becoming effective pursuant to the provisions of T.C.A. Section 4-5-101 et seq. as amended.

Sources

TBR Meetings, December 13, 1974; February 21, 1975, March 21, 1986, September 16, 1988; June 29, 1990; June 24, 1994; March 30, 2001; December 7, 2001; December 5, 2003; June 30, 2006; June 20, 2014.

Related Policies

- Classification of Benefits for Fees & Tuition

Contact

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Policy Area

Student Policies

Applicable Divisions

Community Colleges, Universities

Purpose

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- Emancipated person - shall mean a person who has attained the age of eighteen years, and whose parents have entirely surrendered the right to the care, custody, and earnings of such person and who no longer are under any legal obligation to support or maintain such deemed "emancipated person."

- Parent - shall mean a person's father or mother. If there is a non-parental guardian or legal custodian of an un-emancipated person, then "parent" shall mean such guardian or legal custodian; provided, that there are not circumstances indicating that such guardianship or custodianship was created primarily for the purpose of conferring the status of an in-state student on such un-emancipated person.
- Continuous enrollment - shall mean enrollment at a public higher educational institution or institution of this State as a full-time student, as such term is defined by the governing body of said public higher educational institution or institutions, for a normal academic year or years or the appropriate portion or portions thereof since the beginning of the period for which continuous enrollment is claimed. Such person need not enroll in summer sessions or other such inter-sessions beyond the normal academic year in order that his or her enrollment be deemed continuous, notwithstanding lapses in enrollment occasioned solely by the scheduling of the commencement and/or termination of the academic years, or appropriate portion thereof, of the public higher educational institutions in which such person enrolls.

Policy

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 - B. Every person not having his or her domicile in this State shall be classified "out-of-state" for said purposes.
 - C. The domicile of an un-emancipated person is that of his or her parent, except as provided in section E of this rule.
 - D. Un-emancipated students of divorced parents shall be classified "in-state" when one parent, regardless of custodial status, is domiciled in Tennessee, except as provided in section E of this rule.

E. A student is classified "in-state" for fee and tuition purposes if the student is a citizen of the United States, has resided in Tennessee for at least one (1) year immediately prior to admission and has:

1. Graduated from a Tennessee public secondary school;
2. Graduated from a private secondary school that is located in this state; or
3. Earned a Tennessee high school equivalency diploma.

F. The spouse of a student classified as "in-state" shall also be classified as "in-state", subject to the requirements of T.C.A. Title 4, Chapter 58.

II. Out-of-State Students who are Not Required to Pay Out-of-State Tuition

A. An un-emancipated, currently enrolled student shall be reclassified out-of-state should his or her parent, having theretofore been domiciled in the State, remove from the State. However, such student shall not be required to pay out-of-state tuition nor be treated as an out-of-state student for admission purposes so long as his or her enrollment at a public higher educational institution or institutions shall be continuous.

B. An un-emancipated person whose parent is not domiciled in this State but is a member of the armed forces and stationed in this State or at Fort Campbell pursuant to military orders shall be classified out-of-state but shall not be required to pay out-of-state tuition. Such a person, while in continuous attendance toward the degree for which he or she is currently enrolled, shall not be required to pay out-of-state tuition if his or her parent thereafter is transferred on military orders.

C. A person whose domicile is in a county of another state lying immediately adjacent to Montgomery County, or whose place of residence is within thirty (30) miles of Austin Peay State University shall be classified out-of-state but shall not be required to pay out-of-state tuition at Austin Peay State University.

- D. A person whose domicile is in Mississippi County, Arkansas, or either Dunlin County or Pemiscot County, Missouri and who is admitted to Dyersburg State Community College shall not be required to pay out-of-state tuition.
- E. A person, who is not domiciled in Tennessee, but has a bona fide place of residence in a county which is adjacent to the Tennessee state line and which is also within a 30 mile radius (as determined by THEC) of a city containing a two year TBR institution, shall be classified out-of-state, but admitted without tuition. The two year institution may admit only up to three percent (3%) of the full-time equivalent attendance of the institution without tuition. (THEC may adjust the number of the non-residents admitted pursuant to this section every three (3) years.) (See T.C.A. § 49-8-102)
1. Students originally admitted to a TBR community college authorized to grant a border county waiver of out-of-state tuition are not entitled to that waiver at any other TBR institution, except as provided in subsection 2.
 2. The waiver of out-of-state tuition granted to a border county student at an admitting institution will follow the student ONLY from a community college to a TBR university if the student transfers from the community college after successfully completing an associate's degree UNLESS this condition is waived by the community college as being in the student's best interest; provided, in any case the student must complete the general education requirement at the TBR community college.
- F. Part-time students who are not domiciled in this State but who are employed full-time in the State, or who are stationed at Fort Campbell pursuant to military orders, shall be classified out-of-state but shall not be required to pay out-of-state tuition. This shall apply to part-time students who are employed in the State by more than one employer, resulting in the equivalent of full-time employment.
- G. Military personnel and their dependents stationed in the State of Tennessee who would be classified out-of-state in accordance with other provisions of these

regulations will be classified out-of-state but shall not be required to pay out-of-state tuition. This provision shall not apply to military personnel and their spouses who are stationed in this State primarily for educational purposes.

- H. Dependent children who qualify and are selected to receive a scholarship because their parent is a law enforcement officer, fireman, or emergency medical service technician who was killed or totally and permanently disabled while performing duties within the scope of their employment shall not be required to pay out-of-state tuition. (T.C.A. § 49-4-704)
- I. Active-duty military personnel who begin working on a college degree at a TBR institution while stationed in Tennessee or at Fort Campbell, Kentucky, and who are transferred or deployed prior to completing their degrees, can continue to completion of the degrees at that same institution without being required to pay out-of-state tuition, as long as he/she completes at least one (1) course for credit each twelve (12) month period after the transfer or deployment. Exceptions may be made in cases where the service member is deployed to an area of armed conflict for periods exceeding twelve (12) months.
- J. Students who participate in a study abroad program, when the course/courses in the study abroad program is/are the only course/courses for which the student is registered during that term, shall not be required to pay out-of-state tuition.
- K. Students who are awarded tuition waiver scholarships for participation in bona fide campus performance-based programs, according to established guidelines, shall not be required to pay out-of-state tuition.
- L. A veteran enrolled in any TBR institution of higher education in this state shall not be required to pay out-of-state tuition or any out-of-state fee, if the veteran:
 - 1. Has not been dishonorably discharged from a branch of the United States armed forces or the national guard;
 - 2. Is eligible for Post-9/11 GI Bill benefits or Montgomery GI Bill benefits; and

3. Enrolls in the TBR institution, after satisfying all admission requirements, within three (3) years from the date of discharge as reflected on the veteran's certificate of release or discharge from active duty, Form DD-214, or an equivalent document.
 - a. To continue to qualify for in-state tuition and fees, a veteran shall:
 1. Maintain continuous enrollment as defined by the TBR institution at which the veteran is enrolled; and
 2. Demonstrate objective evidence of established residency in this state by presenting at least two (2) of the following:
 1. Proof of voter registration in the state;
 2. A Tennessee driver license;
 3. A Tennessee motor vehicle registration;
 4. Proof of established employment in the state; or
 5. Other documentation clearly evidencing domicile or residence in the state, as determined by the Tennessee Higher Education Commission.

III. Honors Programs

- A. Each institution will establish policies regarding out-of-state tuition scholarships for students selected for admissions into formal honors programs at the institution.

IV. Presumption

- A. Unless the contrary appears from clear and convincing evidence, it shall be presumed that an emancipated person does not acquire domicile in this State while enrolled as a full-time student at any public or private higher educational institution in this State, as such status is defined by such institution.

V. Evidence to be Considered for Establishment of Domicile

- A. If a person asserts that he or she has established domicile in this State he or she has the burden of proving that he or she has done so. Such a person is entitled

to provide to the public higher educational institution by which he seeks to be classified or reclassified in-state, any and all evidence which he or she believes will sustain his or her burden of proof. Said institution will consider any and all evidence provided to it concerning such claim of domicile but will not treat any particular type or item of such evidence as conclusive evidence that domicile has or has not been established.

VI. Appeal

- A. The classification officer of each public higher educational institution shall be responsible for initially classifying students "in-state" or "out-of-state".
- Appropriate procedures shall be established by each such institution by which a student may appeal his or her initial classification.

VII. Effective Date for Reclassification

- A. If a student classified out-of-state applies for in-state classification and is subsequently so classified, his or her in-state classification shall be effective as of the date on which reclassification was sought.
- B. However, out-of-state tuition will be charged for any quarter or semester during which reclassification is sought and obtained unless application for reclassification is made to the admissions officer on or before the last day of registration of that quarter or semester.

VIII. Effective Date

- A. These regulations supersede all regulations concerning classification of persons for fees and tuition and admission purposes previously adopted by the State Board of Regents, and having been approved by the Governor, become effective July 1, 1983, or upon their becoming effective pursuant to the provisions of T.C.A. Section 4-5-101 et seq. as amended.

Sources

TBR Meetings, December 13, 1974; February 21, 1975, March 21, 1986, September 16, 1988; June 29, 1990; June 24, 1994; March 30, 2001; December 7, 2001; December 5, 2003; June 30, 2006; June 20, 2014.

Related Policies

- Classification of Benefits for Fees & Tuition

Contact

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PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Recommended Revisions to Guideline B-070 – Deferred Payment Plan

ACTION: Requires Vote

PRESENTER: Dale Sims

BACKGROUND INFORMATION:

III. Payment Plan

Added a second option where the balance after financial aid and discounts can be divided into four equal payments with the first payment due before the first day of class and the remaining payments due on the 30th of each subsequent month with the entire balance paid by the end of the semester.

Deferred Payment Plan: B-070

Policy/Guideline Area

Business and Finance Guidelines

Applicable Divisions

Community Colleges, Universities

Purpose

The purpose of the following guideline is to outline significant provisions for consistent administration of the deferred fee payment program at the four-year and two-year institutions governed by the Tennessee Board of Regents. The guideline is intended to serve as a reference document for institutional staff responsible for implementing and communicating deferred fee payment matters.

Policy/Guideline

I. General Provisions

- A. Each four-year and two-year institution is authorized to offer a deferred payment plan as provided in the Tennessee Board of Regents Policy on Payment of Student Fees and Enrollment of Students (No. 4:01:03:00). The deferred payment plan is available for regular academic terms, but not for summer or other short terms.

II. Eligibility

- A. All students in good financial standing and with no outstanding account balances from previous terms are eligible to participate in the deferred payment program.

- B. Students who have failed to make timely payments in previous terms may be denied the right to participate in the deferred payment program in additional enrollment periods.
- C. Institutions may set minimum balances due for students to be eligible for deferred payment.

III. Payment Terms

A. All financial aid awarded by the institution, including student loans, must be applied toward payment of total fee balances before the deferred payment plan may be utilized. **Two options are available for the remaining balance after financial aid and discounts are applied. ~~The institution~~ Universities may elect to offer one or both of the following payment plans. Community colleges will determine as a system which of the following plans to offer.**

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A. Option 1

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1. At least 50% of the remaining balance after financial aid and discounts are applied must be paid at the beginning of the term.
2. The remaining balance may be paid in a minimum of two equal installments.
 - a. Due dates for these payments will be set by the institution with approximately 30 days between due dates.
 - b. All installments should be scheduled so that the entire balance due is paid by the end of the semester.

Option 2

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1. The remaining balance after financial aid and discounts will be divided into four equal payments with the first payment due before the first day of class and the remaining payments due ~~payment date~~ on the 30th of each subsequent month. All installments should be scheduled so that the entire balance due is paid by the end of the semester.

IV. Service Charges and Fines

- A. Institutions may charge a service fee of \$10 to \$50 to help defray administrative costs associated with the deferment program.
- B. An additional late payment charge not to exceed \$25 will be assessed on each installment which is not paid on or before the due date and each 30 day period past the 2nd installment up to a maximum of \$100.
- C. Withdrawals from classes will not alter any remaining balance due except to the extent that any refund may be applied in accordance with Guideline B-060.

V. Approval of Exceptions

- A. In accordance with these guidelines, the president of an institution or designee has the authority to determine the applicability of the provisions of the deferred payment program and to approve exceptions in instances of unusual circumstances for individuals.
- B. The Chancellor or designee has the authority to permit policy-related exceptions.
- C. All such actions must be properly documented for auditing purposes.

Sources

May 14, 1996 Presidents Meeting; May 9, 2000 Presidents Meeting; November 6, 2002 Presidents Meeting; February 5, 2013 Presidents Meeting

Related Policies

- [Payment of Student Fees & Enrollment](#)
- [Fees, Charges, Refunds, and Fee Adjustments](#)

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Development and Operation of Off-Campus International Education Programs Guideline A-076

ACTION: Voice Vote

PRESENTER: Vice Chancellor Tristan Denley

BACKGROUND INFORMATION:

Vice Chancellor Denley will present proposed revisions to the Development and Operation of Off-Campus International Education Programs Guideline A-076. The revisions to the guideline support each participating institution's adoption of policies and procedures consistent with practice standards established through the Forum on Education Abroad, recognized by the U.S. Department of Justice as the Standard Development Organization for Education Abroad.

Guideline A-076

Subject: Development & Operation of Off-Campus International Educational Programs

I. Introduction

A. Each institution that participates in any international educational program shall adopt policies and procedures consistent with the good practice standards as established through the Forum on Education Abroad, recognized by the U.S. Department of Justice as the Standards Development Organization for Education Abroad.

B. Best practices

1. The TBR is committed to having our institutions identify and adopt relevant good practices which can assist our institutions in enhancing and improving their education abroad activities and processes including:
 - a. undertake reasonable steps to be informed of and comply with applicable laws both at home and in the host country;
 - b. avoid arrangements which might violate those laws or accepted business practices of the U.S. or host country;
 - c. establish and maintain reasonably safe and non-discriminatory, work, study and living conditions for employees and students;
 - d. communicate clearly with students the anticipated environmental conditions of the location abroad;
 - e. make available current policies, procedures and job descriptions;
 - f. exercise due diligence in cost control and adopting clear and reasonable billing procedures for participants;
 - g. establish transparent protocols for data collected;

- h. maintain sufficient financial resources to meet obligations and exigencies for unanticipated obligations;
- i. enforce research including human subject research protocols and those of the host country in accordance with standards outlined by the Department of Health and Human Services and National Institutes of Health;
- j. engage in continuous improvement;
- k. emphasize academic integrity within the international education experience;
- l. manage all provider arrangements for oversight and evaluation; and
- m. follow the established US Import/Export Guidelines.

II. Types of Programs & Program Documentation

- A. Courses for academic credit, hosted abroad, should provide academic learning opportunities appropriate to the mission of the program and that align to courses in a student's area of study or which meet general education requirements.
- B. Institutions may opt to have their students engage in any of the following types of education abroad:
 - 1. Institutional or campus administered programs led by institutional faculty including course-embedded study abroad, service –learning, or internships.
 - a. Service-learning abroad or community-engaged learning combines structured participation in a community–based project to achieve specified learning outcomes as part of the study abroad program.
 - b. Service learning is not the equivalent of civic engagement.

- c. Determination of service learning activities should be mindful of the culture and politics of the location in which the program is offered.
2. Programs where the institution maintains a central office or facility in another country which is staffed by a resident director and is under close supervision and the TBR institution which awards credit,
3. International branch campuses.
4. Reciprocal exchange programs which are bilateral or multilateral exchanges.
 - a. Memorandum of Understanding (MOU) is a document signifying the mutual interest in the development of collaborative educational activities related to instruction, research, and extension between units at cooperating institutions. No financial or legal obligations are incurred with an MOU. It is often the preliminary step to a Memorandum of Agreement (MOA).
 - b. A Memorandum of Agreement (MOA) is a contract between units at cooperating institutions to develop collaborative activities related to instruction, research, and/or extension and thus, establishes the parameters for student exchanges between two institutions.
 - c. All collaborations involving either a memorandum of agreement through which a TBR institution agrees to work with a non-TBR institution, whether domestic or international, must be vetted through the General Counsel's Office either on the individual campus or through the TBR System Office.
5. Direct enrollment in institutions outside the United States.
6. Consortia sponsored programs including programs sponsored through the Tennessee Consortium for International Studies (TnCIS).

7. Programs sponsored by American universities and colleges overseas,
8. Hybrid or mixed programs which combine two or more of the program types to a significant degree, or
9. Programs contracted with a third party vendor or independent program provider.
 - a. Institutions should use the services of third party or independent program providers, which offer education abroad program services to students from multiple institutions within and outside of the TBR, with caution.
 - b. Institutions maintain liability for the welfare of students enrolled in their institutions while they are engaged in study abroad provided through a third party program provider.
 - c. All institutions including the TnCIS must establish guidelines for operation of international programs.
 - i. Institutions engaged in any international activities which are not coordinated through the TnCIS must establish international policies or guidelines for the individual institution and submit them annually to the TBR Office of Academic Affairs.
 - ii. Institutions may adopt the policies and procedures embraced through TnCIS as a whole, if the institution engages solely in TnCIS study abroad programs.
 - iii. All policies and procedures established by institutions must be vetted through the appropriate institutional channels including the General Counsel on the campus or at the System Office.

- iv. The TnCIS protocols and guidelines must be vetted through the TBR Vice Chancellor of Academic Affairs or designee as well as the TBR General Counsel.

III. Defining Roles within Study Abroad Programs

A. Individuals approved for participation in, and travel with international programs sponsored by TBR institutions including the TnCIS programs consist of the following categories:

1. Participants

- a. Individual institutions should establish guidelines to determine the required preparation necessary for a student to participate in the desired international experience (e.g., GPA, tenure in academic program, academic preparedness, and contributions to the program of study). The TnCIS will employ institutional guidelines and notify individual institutions if they are not in compliance with the guidelines.
- b. In keeping with best practices, only individuals enrolled in a TBR institution may participate in study abroad programs.
- c. Students enrolled in TBR institutions must be registered at their home institutions in order to participate in international study courses if the course is sponsored by their home institution or by another institution within the TBR system.
- d. Individuals who are students at non-TBR institutions or are not students at any institution of higher education must enroll in a TBR institution under "Non-

Degree” or “Continuing Education” or “Transient” or “Transfer” student status for the duration of the international education experience. Enrolling in one of these classifications requires that these individuals meet all qualifications, prerequisites, and requirements for selection as a participant in an international education program, participate in all orientation meetings, and pay all tuition and fees to the sponsoring TBR institution.

- e. Students from non-TBR schools who elect to participate in TBR institution international education programs as fulltime transfer students are responsible for transferring credit back to their home institutions.

2. Program Directors and Group Leaders

- a. The TBR employees who administratively lead and/or teaches international education experiences, including individuals outside the institution and those employed at another higher education institution outside the TBR system, who serve in the role of Program Director or Group Leader. Program directors and group leaders, including faculty directing and teaching in the TnCIS programs, must have their role defined and documented by the unit sponsoring the program. This documentation must be on file with the TBR Vice Chancellor of Academic Affairs.
- b. Program directors serve as institutional representatives and as such must maintain current certification as a Study Abroad Leader through the TBR Office of Academic Affairs, the individual institutional training, or the TnCIS study abroad training programs. Individual faculty are responsible for

providing documentation of qualifications at the time of application to offer a study abroad program at individual institutions or through the TnCIS.

- c. All program directors of institutionally sponsored trips must create a campus appropriate training structure and implement institutional assessment guidelines for the completion of such training prior to faculty leading a trip.
- d. Faculty compensation for international educational programs is not subject to Policy No. 5:02:04:10 *Faculty Compensation During Summer Session and Inter-session*. Faculty teaching for the TnCIS must submit their academic credentials to Pellissippi State Community College (PSCC) and be appointed as an adjunct faculty member at PSCC.

3. Faculty Instructors

- a. Faculty who are teaching the international course, but may not be the designated program director, must have their role defined and documented by the unit sponsoring the program.

4. Accompanying Spouses and Minors

- a. In cases where a program director or faculty instructor will be traveling abroad for an extended period of time (more than 30 days), it is left to the discretion of the host institution as to whether to allow spouses and minors to travel with the employee.
- b. Spouses and minor children, if allowed to participate, cannot impair the operation or administration of the program, or otherwise infringe on the participants, or incorporate any of their expenses into the program budget.

- c. Spouses and minor children, if allowed to participate, must complete an Assumption of Risk form for the program, consortia (if relevant) and TBR institutions prior to departure.

IV. Safety and Welfare

- A. Faculty and staff directing and teaching in study abroad programs should be trained in the liabilities of the responsibilities accompanying their role when not on U.S. soil.
- B. Institutions should have operational policies and procedures in place for faculty leading international education experiences to refer to as needed which include:
 1. Health and safety, insurance, payments of health care expenses when abroad, contact information for medical assistance in the area(s) in which the program is in operation;
 2. Crisis management and response;
 3. Disciplinary actions ranging from reporting to expulsion; and
 4. Student appeals.
- C. In case of medical emergency, program directors should take reasonable action on behalf of the student participant.
- D. Crisis Response Plans
 1. All institutions that direct study abroad programs should have a detailed critical response protocol in place to address emergencies.
 - a. Institutions offering campus based international educational experiences, as well as the TnCIS based programs, must ensure that all program directors, faculty and students receive clear training on how any crisis is to be handled.

2. Institutions must establish a clear, written reporting chain with identified contact person(s) on the campus to which all incidents and potential actions to take within a crisis situation is reported.
 - a. All incidents should be reported at the earliest possible time.
 - b. Program directors for international study courses should have clear guidelines with relevant contact information for airlines, insurance and medical personnel in the event of a crisis including the need to evacuate.
3. A copy of the institution's crisis response plan should be on file with the Office of Academic Affairs by April 1 of each year.
4. Institutions are expected to comply with the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (Clery Act).
 - a. Each institution must develop a policy for compliance with the Clery Act regarding all international programs.
 - b. At a minimum, each institutional policy must require that each program designate an individual responsible for complying with the Clery Act.
 - d. For programs managed by a third party or a foreign institution, where the TBR institution has control of the property, the TBR institution should designate an official to collect any crime reports.

E. Student Rights

1. Study Abroad programs are expected to comply with the *American Disabilities Act and Section 504 of the Rehabilitation Act* when possible and the policy for addressing requests for accommodations should be included in the institution's international education policy..

- a. Issues related to reasonable accommodation should be resolved after a student is accepted into an international educational experience, but before the student departs on the trip.
- b. Appropriate institutional offices including those responsible for international programs and disability services should be contacted to assist in the determination of reasonable accommodation.

2. *Family Educational Rights and Privacy Act (FERPA)*

- a. Generally, institutions and their respective faculty members must have written permission from a student in order to release information from a student's educational record or personally identifiable information.
 - i. FERPA consent includes the type of record to be disclosed, to whom the record will be released and the student's signature.
 - ii. When a student turns 18 years old or enrolls in an institution of higher education at any age the rights under the FERPA transfer from the parents to the student with some exceptions which include: when a student is claimed by either parents as parent as a dependent for tax purposes; for school officials with legitimate educational interest, and; appropriate officials in the case of health and safety emergencies.

F. Conduct and Discipline Issues

1. Every TBR Institution engaged in a study abroad or international education program must develop a policy for addressing complaints of discrimination and harassment arising during the course of a program. Policies must be consistent with TBR Policies 3:01:00:00, 3:02:00:00, and 3:03:00:00.

- a. Faculty and staff involved in study abroad activities who receive complaints of harassment whether student-to-student, staff-to-student, student-to-staff or any other individuals for where harassment is alleged against a student involved in an international education experience, must report the incident to the institution immediately.
 - b. The procedure set out must provide for due process for any student accused of misconduct.
2. Students from other institutions who participate in international study programs at any TBR institution regardless of their classification must adhere to the sponsoring institution's student conduct rules and regulations and all rules of the international program in which they are enrolled.
2. The Tennessee Board of Regents institutions do not tolerate harassment on the basis of race, color, religion, creed, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, genetic information, and any other category protected by federal or state civil rights law.
3. Institutions have the right to take disciplinary action including expulsion of students during an international educational experience using the same guidelines and processes of action and appeal as those in place on the home campus.
4. Due Process
 - a. Campuses must establish minimum due process procedures for students who are participating in international study courses.

b. Campus due process must be enacted consistent with TBR Policy No. 3:02:00:01, General Regulations on Student Conduct & Disciplinary Sanctions.

b. Due process procedures must be clearly outlined in international study course materials and provided to students in pre-trip trainings.

G. Institutional Authority

1. International study courses have the authority to establish more stringent guidelines than those set either by the TBR or individual institutional policies regarding student conduct which might be disruptive to the program or individual participants. These may include guidelines regarding the use and abuse of drugs, alcohol, engaging in behaviors which may be culturally inappropriate in the host country, or actions that may put the student or others at risk. Students should be advised that standards of personal conduct differ from those in the United States and what is expected in a host country.

V. Recruitment, Admission, Orientation, Participation, Program Evaluation and Re-entry

A. TBR Office of Academic Affairs will publish on the central office website, links to international education programs offered by individual TBR institutions.

1. All institutions and the TnCIS are responsible for notifying the Vice Chancellor of Academic Affairs of all international education courses regardless of the direction of the course or program to be offered at the time when schedules are confirmed.

B. Institutions are responsible for establishing program recruitment/advising materials and/or advising which accurately represent the program and include selection criteria

based on appropriate academic standards, cultural and educational objectives, estimated cost, financial aid, health insurance requirements, services provided, vaccinations, visa responsibilities and legal proceedings. Students should be informed of these issues at the time of admission.

C. Financial Aid

1. Due to the complexity of offering classes or programs internationally, institutions are responsible for developing appropriate implementation timelines which allow for the student to apply for financial aid.
2. Students who are receiving financial aid are not allowed to change from credit to audit once funds have been disbursed.

D. Orientation and Participation

1. Individual institutions may, at their discretion, require students, faculty or staff to provide signed documentation of having received pre-travel advice and counseling, as well as relevant vaccinations, anti-malarial prophylaxis, and other medical interventions consistent with appropriate medical practice.
2. Institutions may restrict participation in an international program for participants, program directors and group leaders, and faculty instructors determined to be at excessive medical risk.
3. All students and faculty, whether program directors or instructional faculty, are required to have documentable medical insurance with covered medical treatment outside of U.S. borders at a minimum of \$100,000 per accident or sickness as well as evacuation and repatriation insurance combined minimum of \$50,000 in order to participate in study abroad. Institutions are encouraged to purchase group

insurance to cover evacuation and repatriation on behalf of students and faculty.

(Currently, the TnCIS purchases group insurance on behalf of students and faculty engaging in TnCIS programs.)

F. Evaluations

1. All participants and international program leaders are expected to complete program evaluation forms to gather data on the effectiveness of recruitment, admissions, pre-departure orientation, the educational and personal value of program components while abroad, re-entry, and recommendations for continuation or termination of the trip in the future.
2. For programs operated by the TnCIS, the TnCIS will summarize the results of the evaluations and forward a summary to all campuses with enrolled students in order to facilitate data-based decision-making on each campus.
3. For all non-TnCIS international engagements, institutions must conduct their own evaluations for inclusion in campus planning of internationalization activities.

VI. Financial Management

A. Financial procedures for international educational programs

1. Each institution is responsible for the charging of tuition and fees, receipt of student payments, administering financial aid, registration and reporting of grades in the same manner as domestic programs.
2. Institutions should not charge tuition for students enrolled in TnCIS study abroad programs. Students who do so are at risk of not having their credits accepted for transfer by their home institution.

B. Institutions must make appropriate arrangements to use existing accounting and reporting procedures (if available) for all international travel by program directors or group leaders to cover expenses abroad. Through the use of an institutional credit card, advanced money or other means, expenses abroad related to housing, food, excursions and incidental expenses as outlined in the international education program contract should be arranged for in advance.

C. Viability of International Educational Programs

1. International education activities at all TBR institutions as well as the TnCIS are expected to be financially self-sustaining over time and to be accountable to good financial management practices.
2. Individual Institutions shall establish an evaluation for individual courses and for all international education programs to determine the continued academic value and financial viability of each program annually.

D. International Fee Usage

1. Recognizing the need for flexibility while maintaining accountability, the TBR has established the optional assessment of an international fee to be paid by each student enrolled in the institutions.
2. Individual institutions have authority to allocate funds to activities in support of globalization efforts for the campus, including international professional development of the faculty.
 - a. Salaries for faculty not engaged in directly providing international programs or courses is not acceptable.

- b. Institutions should use a portion of the revenue generated through the internationalization fee for study abroad scholarships.
- 3. Individual institutions are responsible for establishing an infrastructure to determine the allocation of the international fees collected from students to promote internationalization at the home institution. The infrastructure should include student representation or input received from the entire study body.

E. Faculty Compensation

- 1. Salaries for faculty engaged in directing or teaching study abroad courses receive remuneration from their home institutions.
 - a. Faculty compensation of summer session and intersession international educational programs whether campus-based or operated through the TnCIS are not subject to Policy 5:02:04:10 *Faculty Compensation During Summer Session and Inter-sessions*.
 - b. Faculty teaching or directing study abroad courses on behalf of the TnCIS must submit an Adjunct Faculty Contract and a travel authorization form at their home institution, which will be forwarded to the TnCIS Office by the home institution.
 - c. For non-PSCC faculty, the TnCIS will process the contact through the PSCC Accounting Office, which will issue a Dual Services Agreement to the faculty member's home institutions along with a purchase order.
 - d. Institutions will invoice PSCC for the services to receive reimbursement for paying the faculty members directly for their service.

2. Faculty are expected to follow through on the agreed upon international study course and adhere to all institutional policies once abroad. In the event that a faculty member cancels their participation in the trip or is directed to return from a trip due to failure to follow institutional policies, the faculty member will be charged for any travel costs assumed by the institution in advance of the trip or the faculty member will be held responsible for costs associated with their return home.

VII. Use of Technology Abroad

- A. The TBR requires that its institutions fully comply with federal regulations that control the conditions under which certain information, technologies and commodities can be exported to a foreign country, person, or entity, including U.S. citizens in a foreign country.
 1. Institutions are responsible for implementing export control procedures to determine whether an activity is covered under export control regulations, whether the U.S. Department of State's International Traffic in Arms Regulations (ITAR) 22 CFR §120-130, U. S. Department of Commerce's Export Administration regulations (EAR) 15 CFR § 734-774 or the Office of Foreign Assets Control (OFAC) 31 CFR §500-599.
 2. All faculty, staff, or students involved in international travel including study abroad, restricted research, international collaborations, or foreign exchanges that risk export or violation of the regulations must comply with the provisions of any license (or other governmental approval), policy, procedure, or campus based

Technology Control Plan (TCP) as required by ITAR. Before traveling internationally, faculty/staff/students should determine whether any item, device, component, or document is covered by ITAR and/or requires a license or other government approval/agreement for export or import as defined in those regulations. Where unsure, faculty/staff/students should consult with their general counsel's office or institutional research office.

3. Institutions are responsible for determining if self-disclosure of any violations, real or perceived, of the export control regulations or TCP occurs during the courses of the sponsored activity to the federal agency is required.

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18, 2015

DATE: Presidents Meeting (August 18, 2015)

AGENDA ITEM: Tennessee Transfer Pathways

ACTION: Voice Vote

PRESENTER: Vice Chancellor Tristan Denley

BACKGROUND INFORMATION:

Vice Chancellor Denley will present an update on the proposed 16 new Tennessee Transfer Pathways, which have been developed in 2014 – 15 by combined UT/TBR faculty task force groups for each major.

| | PROPOSED NEW TENNESSEE TRANSFER PATHWAYS - 2015 | DEGREE |
|------|--|---------------|
| 1 | Allied Health Sciences | ----- |
| 1.a | Imaging Sciences | A.S. |
| 1.b | Pre-Dental Hygiene | A.S. |
| 1.c | Pre-Clinical Laboratory Sciences | A.S. |
| 2.a | Anthropology | A.A. |
| 2.b | Anthropology | A.S. |
| 3 | Engineering Technology | A.S. |
| 4 | Family & Consumer Sciences | A.S. |
| 5 | Finance | A.S. |
| 6 | Geosciences | A.S. |
| 7 | International Affairs | A.A. |
| 8 | Management | A.S. |
| 9 | Marketing | A.S. |
| 10 | Nutrition & Food Science | A.S. |
| 11.a | Philosophy | A.A. |
| 11.b | Philosophy | A.S. |
| 12 | Physical Education | A.S. |
| 13 | Special Education | A.S. |
| 14 | Sport & Leisure Management | A.S. |

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

CLINICAL LAB SCIENCES

(Major)

ASSOCIATE OF SCIENCE

(Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--|---------------------|--|---------------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| Introduction to Psychology course | 3 | Humanities/Fine Arts elective | 3 |
| CHEM 1110 General Chemistry | 4 | CHEM 1120 General Chemistry II | 4 |
| BIOL 2010 Human Anatomy and Physiology I | 4 | BIOL 2020 Human Anatomy and Physiology II* | 4 |
| MATH 1710 College Algebra | 3 | Approved General Education Speech/Communication | 3 |
| Subtotal Semester 1 | 17 | Subtotal Semester 2 | 17 |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| CHEM 2010 Organic Chemistry I | 4 | CHEM 2020 Organic Chemistry II | 4 |
| Humanities/Literature | 3 | Humanities/Fine Arts elective | 3 |
| History | 3 | History | 3 |
| Introduction to Sociology OR Social Problems | 3 | Microbiology | 4 |
| Subtotal Semester 3 | 13 | Subtotal Semester 4 | 14 |

Total Credit Hours

61

NOTES:

*Students transferring to UTCHS should take BIOL 1110/1120 sequence. One of these can be substituted for BIOL 2020: Human Anatomy & Physiology II

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

**PRE-CLINICAL LABORATORY SCIENCES (Medical Technology, Medical
Laboratory Sciences)**

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature): Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | Introduction to Sociology or Social Problems | 3 |
| Course 2 | General Psychology | 3 |
| | HISTORY | 6 |
| Course 1 | HIST 2010 Survey of Amer History | 3 |
| Course 2 | HIST 2020 Survey of Amer History | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | BIOL 2010 ANATOMY & PHYS I WITH LAB | 4 |
| Course 2 | BIOL 2020 ANATOMY & PHYS II WITH LAB** | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1710 Pre-Calculus I (ALGEBRA) or higher | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| | CHEM 1110,1120 GENERAL CHEMISTRY I AND II | 8 |
| | CHEM 2010,2020 ORGANIC CHEMISTRY I AND II | 8 |
| | BIOL 2230 MICROBIOLOGY* | 4 |
| | FOREIGN LANGUAGE | 0 |
| | ELECTIVES (unspecified) | 0 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 20 |
| | DEGREE TOTAL | 61 |

NOTES:

*MAY SATISFY UPPER LEVEL COURSE REQ AT 4 YR INSTITUTION

** UTHSC REQUIRES BIOL 1110, 1120 SEQUENCE; ONE CAN BE SUBSTITUTED FOR A&P II

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

IMAGING SCIENCES

(Major)

ASSOCIATE OF SCIENCE

(Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--|--------------|---|--------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| Introduction to Psychology course | 3 | MATH 1720: Pre-Calculus II (Trigonometry)* | 3 |
| History | 3 | History | 3 |
| BIOL 2010 Human Anatomy and Physiology I | 4 | BIOL 2020 Human Anatomy and Physiology II | 4 |
| MATH 1710: Pre-Calculus I (Algebra) | 3 | Approved General Education speech/communications course | 3 |
| Subtotal Semester 1 | 16 | Subtotal Semester 2 | 14 |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| CHEM 1110 General Chemistry I | 4 | CHEM 1120 General Chemistry II | 4 |
| PHYS 2010 Non-Calculus based Physics I | 4 | PHYS 2020 Non-Calculus based Physics II | 4 |
| Humanities/Fine Arts elective | 3 | Humanities/Literature | 3 |
| Introduction to Sociology or Social Problems | 4 | Humanities/Fine Arts elective | 3 |
| Subtotal Semester 3 | 14 | Subtotal Semester 4 | 14 |

Total Credit Hours

60

NOTES:

*Or any approved elective if MATH 1720 is not required for CHEM 1110,1120

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

| IMAGING SCIENCES | | (Major) |
|-----------------------------|---|---------------------|
| ASSOCIATE OF SCIENCE | | (Degree) |
| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature): Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | Introduction to Sociology OR Social Problems | 3 |
| Course 2 | General Psychology | 3 |
| | HISTORY | 6 |
| Course 1 | HIST 2010 Survey of Amer History | 3 |
| Course 2 | HIST 2020 Survey of Amer History | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | BIOL 2010 ANATOMY & PHYS I WITH LAB | 4 |
| Course 2 | BIOL 2020 ANATOMY & PHYS II WITH LAB | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1710 Pre-Calculus I (Algebra) OR higher | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| | PHYS 2010, 2020 NON-CALCULUS BASED PHYSICS I AND II | 8 |
| | CHEM 1110,1120 GENERAL CHEMISTRY I AND II | 8 |
| | MATH 1720 PRE-CALCULUS II (Trigonometry)* | 3 |
| | *(OR APPROVED ELECTIVE IF MATH 1720 NOT REQUIRED FOR CHEMISTRY) | |
| | FOREIGN LANGUAGE | 0 |
| | ELECTIVES (unspecified) | 0 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | DEGREE TOTAL | 60 |

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

PRE-DENTAL HYGIENE (Major) **ASSOCIATE OF SCIENCE** (Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--|--------------|---|--------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| Introduction to Psychology course | 3 | BIOL 1110: General Biology I | 4 |
| Humanities/Fine Arts | 3 | Speech - approved General Education speech course | 3 |
| BIOL 2010 Human Anatomy and Physiology I | 4 | BIOL 2020 Human Anatomy and Physiology II | 4 |
| MATH 1710 Pre-Calculus I (Algebra) or higher | 3 | | |
| Subtotal Semester 1 | 16 | Subtotal Semester 2 | 14 |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| CHEM 1110 General Chemistry I | 4 | CHEM 1120 General Chemistry II | 4 |
| Humanities - Literature | 3 | Humanities/Fine Arts | 3 |
| History | 3 | History | 3 |
| BIOL 2230: Microbiology* | 4 | Introduction to Sociology or Social Problems course | 3 |
| | | Introduction to Nutrition | 3 |
| Subtotal Semester 3 | 14 | Subtotal Semester 4 | 16 |

Total Credit Hours 60

NOTES:

*May satisfy upper level course requirement at 4-year institution

| <i>Tennessee Transfer Pathways</i> | | |
|--|---|---------------------|
| <i>TBR Community Colleges to UT & TBR Universities</i> | | |
| PRE-DENTAL HYGIENE | | (Major) |
| Associate of Science | | (Degree) |
| GENERAL EDUCATION REQUIREMENTS | | CREDIT HOURS |
| COMMUNICATION | | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| HUMANITIES & FINE ARTS (minimum 1 course in literature) | | 9 |
| Course 1 | Any approved humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature): Any approved humanities literature general education course | 3 |
| SOCIAL/BEHAVIORAL SCIENCES | | 6 |
| Course 1 | Introduction to Sociology OR Social Problems | 3 |
| Course 2 | Introduction to Psychology | 3 |
| HISTORY | | 6 |
| Course 1 | HIST 2010 Survey of Amer History | 3 |
| Course 2 | HIST 2020 Survey of Amer History | 3 |
| NATURAL SCIENCES | | 8 |
| Course 1 | BIOL 2010 ANATOMY & PHYSIOLOGY I WITH LAB | 4 |
| Course 2 | BIOL 2020 ANATOMY & PHYSIOLOGY II WITH LAB | 4 |
| MATHEMATICS | | 3 |
| Course 1 | MATH 1710 Pre-Calculus I (Algebra) OR Higher | 3 |
| GENERAL EDUCATION TOTAL | | 41 |
| AREA OF EMPHASIS REQUIREMENTS (Major) | | |
| | BIOL 1110 GENERAL BIOLOGY I | 4 |
| | CHEM 1110,1120 GENERAL CHEMISTRY I AND II | 8 |
| | BIOL 2230 MICROBIOLOGY* | 4 |
| | Introduction to or Principles of Nutrition | 3 |
| FOREIGN LANGUAGE | | 0 |
| ELECTIVES (unspecified) | | 0 |
| AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | | 19 |
| DEGREE TOTAL | | 60 |

NOTES:

*MAY SATISFY UPPER LEVEL COURSE REQ AT 4 YR INSTITUTION

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

ANTHROPOLOGY

(Major)

ASSOCIATE OF ARTS

(Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--------------------------------------|--------------|--------------------------------------|----------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| Foreign Language** | 3 | Foreign Language** | 3 |
| Humanities/Fine Arts | 3 | Social/Behavioral Science | 3 |
| History | 3 | History | 3 |
| Anthropology (from Area of Emphasis) | 3 | Mathematics* | 3 |
| Subtotal Semester 1 | 15 | Subtotal Semester 2 | 15 |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Speech | 3 | Humanities/Fine Arts | 3 |
| Social/Behavioral Science | 3 | Humanities/Literature | 3 |
| Natural Science (lab) | 4 | Natural Science (lab) | 4 |
| Anthropology (from Area of Emphasis) | 3 | Anthropology (from Area of Emphasis) | 3 |
| Elective (unspecified) | 1 to 3 | Elective (unspecified) | 1 to 3 |
| Subtotal Semester 3 | 14-16 | Subtotal Semester 4 | 14 - 16 |

Total Credit Hours

60

NOTES:

*Students who plan to transfer to UT Knoxville will be required to complete an additional Mathematics course from the following: MATH 1010, 1530, 1630, 1830 or 1910.

**Any language sequence. Students who plan to transfer to UT Martin or University of Memphis will need to be at the 2000 level competency of a foreign language to earn the Bachelor of Arts degree

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

ANTHROPOLOGY

(Major)

ASSOCIATE OF ARTS

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication General Education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved non-literature humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | Any approved Social/Behavioral general education course except Anthropology | 3 |
| Course 2 | Any approved Social/Behavioral general education course except Cultural Anthropology | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | Any approved Natural Sciences general education course | 4 |
| Course 2 | Any approved Natural Sciences general education course | 4 |
| | MATHEMATICS | 3 |
| Course 1 | Any approved Mathematics general education course* | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | ANTH 1100 Physical Anthropology | 3 |
| Course 2 | Prehistoric Archaeology OR World Prehistory | 3 |
| Course 3 | Cultural Anthropology | 3 |
| | FOREIGN LANGUAGE** | 6 |
| | ELECTIVES (unspecified) | 4 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | DEGREE TOTAL | 60 |

NOTES:

*Students who plan to transfer to UT Knoxville will be required to complete an additional Mathematics course from the following: MATH 1010, 1530, 1630, 1830 or 1910

**Any language sequence. Students who plan to transfer to UT Martin or University of Memphis will need to be at the 2000 level competency of a foreign language to earn the Bachelor of Arts degree

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

ANTHROPOLOGY (Major) **ASSOCIATE OF SCIENCE** (Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--------------------------------------|--------------|--------------------------------------|----------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| Elective (unspecified) | 3 | Elective (unspecified) | 3 |
| Humanities/Fine Arts | 3 | Social/Behavioral Science | 3 |
| History | 3 | History | 3 |
| Anthropology (from Area of Emphasis) | 3 | Mathematics* | 3 |
| Subtotal Semester 1 | 15 | Subtotal Semester 2 | 15 |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Speech | 3 | Humanities/Fine Arts | 3 |
| Social/Behavioral Science | 3 | Humanities/Literature | 3 |
| Natural Science (lab) | 4 | Natural Science (lab) | 4 |
| Anthropology (from Area of Emphasis) | 3 | Anthropology (from Area of Emphasis) | 3 |
| Elective (unspecified) | 1 to 3 | Elective (unspecified) | 1 to 3 |
| Subtotal Semester 3 | 14-16 | Subtotal Semester 4 | 14 - 16 |

Total Credit Hours **60**

NOTES:

*Students who plan to transfer to UT Knoxville will be required to complete an additional Mathematics course from the following: MATH 1010, 1530, 1630, 1830 or 1910.

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

ANTHROPOLOGY

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved non-literature humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | Any approved Social/Behavioral general education course except Anthropology | 3 |
| Course 2 | Any approved Social/Behavioral general education course except Cultural Anthropology | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | Any approved Natural Sciences general education course | 4 |
| Course 2 | Any approved Natural Sciences general education course | 4 |
| | MATHEMATICS | 3 |
| Course 1 | Any approved Mathematics general education course* | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | ANTH 1100 Physical Anthropology | 3 |
| Course 2 | Prehistoric Archaeology OR World Prehistory | 3 |
| Course 3 | Cultural Anthropology | 3 |
| | ELECTIVES (unspecified) | 10 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | DEGREE TOTAL | 60 |

NOTES:

*Students who plan to transfer to UT Knoxville will be required to complete an additional Mathematics course from the following: MATH 1010, 1530, 1630, 1830 or 1910

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

ENGINEERING TECHNOLOGY (Major) **ASSOCIATE OF SCIENCE** (Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--------------------------------|--------------|----------------------------------|--------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| General Education Mathematics* | 3 or 4 | Speech | 3 |
| Engineering Graphics course | 3 | Mathematics elective*** | 3 or 4 |
| Humanities/Fine Arts | 3 | Natural Science (lab) | 4 |
| History | 3 | History | 3 |
| | | | |
| Subtotal Semester 1 | 15-16 | Subtotal Semester 2 | 16-17 |
| | | | |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Humanities/Literature | 3 | Circuits | 3 or 4 |
| Social/Behavioral Science**** | 3 | Social/Behavioral Science**** | 3 |
| Safety course | 3 | Humanities/Fine Arts | 3 |
| Natural Science (lab) | 4 | Natural Science elective (lab)** | 4 |
| General elective | 1 to 3 | | |
| | | | |
| Subtotal Semester 3 | 14-16 | Subtotal Semester 4 | 13-14 |

Total Credit Hours **60 - 63**

NOTES:

- *Students transferring to UTK or UTC should take MATH 1910 Calculus I, or Calculus and Analytic Geometry I for engineering and mathematics majors
- **Refer to transfer institution's program and concentration for lab science elective
- ***Refer to transfer institution's program and concentration for mathematics elective
- **** Students transferring to UTC should take ECON 2010 Macroeconomics and ECON 2020 Microeconomics to fulfill the Social/Behavioral Science general education requirement

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

ENGINEERING TECHNOLOGY

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | Any approved Social/Behavioral general education course**** | 3 |
| Course 2 | Any approved Social/Behavioral general education course**** | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | PHYS 2010 Non-Calculus Based Physics I | 4 |
| Course 2 | Refer to transfer institution's program and concentration for 2nd science | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1720 Pre-Calculus II (Trigonometry)* | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | Engineering Graphics | 3 |
| Course 2 | Safety** | 3 |
| Course 3 | Circuits | 3 or 4 |
| Course 4 | Lab science course** | 4 |
| Course 5 | Mathematics course*** | 3 or 4 |
| | FOREIGN LANGUAGE | 0 |
| | ELECTIVES (unspecified) | 1 to 3 |
| | AREA OF EMPHASIS REQUIREMENTS & GENERAL ELECTIVES TOTAL | 19 |
| | DEGREE TOTAL | 60 |

NOTES:

*Students transferring to UTK or UTC should take MATH 1910 Calculus I, or Calculus and Analytic Geometry I for engineering and mathematics majors

**Refer to transfer institution's program and concentration for specific information about recommended safety and lab science electives

***Refer to transfer institution's program and concentration for mathematics elective

**** Students transferring to UTC should take ECON 2010 Macroeconomics and ECON 2020 Microeconomics to fulfill the Social/Behavioral Science general education requirement

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

FAMILY & CONSUMER SCIENCES

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|---|---------------------|
| COMMUNICATION | 9 |
| English 1010: Composition I | 3 |
| English 1020: Composition II | 3 |
| Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1: Art Appreciation OR Music Appreciation | 3 |
| Any approved humanities or fine arts general education course | 3 |
| (literature) Any approved humanities literature general education course | 3 |
| SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1: General Psychology OR Introduction to Sociology | 3 |
| Course 2: Microeconomics OR Macroeconomics | 3 |
| HISTORY | 6 |
| Course 1: U.S. History I | 3 |
| Course 2: U.S. History II | 3 |
| NATURAL SCIENCES | 8 |
| Course 1: CHEM 1010 Introduction to Chemistry I (for non-science majors) | 4 |
| Course 2: CHEM 1020 Introduction to Chemistry II (for non-science majors) | 4 |
| MATHEMATICS | 3 |
| Course 1: No Preference* | 3 |
| GENERAL EDUCATION TOTAL | 41 |
| AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Lifespan Psychology course | 3 |
| Introduction to Nutrition course | 3 |
| Approved Child Development course | 3 |
| Approved Family Relationships Survey course | 3 |
| | |
| | |
| FOREIGN LANGUAGE | 0 |
| ELECTIVES (unspecified)** | 7 |
| | |
| AREA OF EMPHASIS REQUIREMENTS & GENERAL ELECTIVES TOTAL | 19 |
| | |
| DEGREE TOTAL | 60 |

NOTES: * Students who intend to transfer to TSU or UT-Martin should take College Algebra to meet the mathematics general education requirement

**Students who intend to transfer to UT-Martin should take BIOL 2010: Human Anatomy & Physiology as an unspecified elective

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

FINANCE

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | | CREDIT HOURS |
|----------|---|---------------------|
| | GENERAL EDUCATION REQUIREMENTS | |
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | ECON 2010 Macroeconomics | 3 |
| Course 2 | ECON 2020 Microeconomics | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | Any approved Natural Sciences general education course | 4 |
| Course 2 | Any approved Natural Sciences general education course | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1530 Probability/Statistics* | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | ACCT 1010 Principles of Accounting I | 3 |
| Course 2 | ACCT 1020 Principles of Accounting II | 3 |
| Course 3 | MATH 1630 Finite Mathematics OR College Algebra (MATH 1130 or MATH 1710)** OR guided elective course** | 3 |
| Course 4 | MATH 1830 Calculus for Business/comparable calculus course, OR any guided elective course*** | 3 |
| Course 5 | INFS 1010 Computer Applications | 3 |
| | FOREIGN LANGUAGE | 0 |
| | GUIDED ELECTIVES | 4 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | DEGREE TOTAL | 60 |

NOTES:

*Students transferring to the UT Knoxville should complete MATH 2050, Calculus-based Probability and Statistics

**Students transferring to ETSU, MTSU or UT Knoxville should take MATH 1630. Students transferring to TSU, TTU, University of Memphis, UT Chattanooga or UT Martin should take a college algebra course.

***MATH 1830: Calculus for Business or equivalent calculus course is required at ETSU, UT Knoxville, University of Memphis, UT Chattanooga, TSU and TTU. MATH 1830: Calculus for Business or equivalent is NOT required at UT Martin, APSU or MTSU.

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

GEOSCIENCES

(Major)

ASSOCIATE OF SCIENCE

(Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--|--------------|---|--------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| GEOL 1040 Physical Geology | 4 | GEOL 1050 Historical Geology (or Earth's Environment) | 4 |
| MATH 1710 Pre-Calculus I (Algebra) or higher | 3 or 4 | Mathematics, science* or unspecified elective** | 3 or 4 |
| Social/Behavioral Sciences | 3 | Social/Behavioral Sciences | 3 |
| Elective (unspecified) | 0-1 | History | 3 |
| | | | |
| Subtotal Semester 1 | 13-14 | Subtotal Semester 2 | 16-17 |

| | | | |
|---|--------------|---|--------------|
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Humanities/Fine Arts | 3 | Humanities/Fine Arts | 3 |
| Speech | 3 | History | 3 |
| Mathematics, science* or unspecified elective** | 3 or 4 | Mathematics, science* or unspecified elective** | 3 or 4 |
| Humanities/Literature | 3 | CHEM 1120 General Chemistry II | 4 |
| CHEM 1110 General Chemistry I | 4 | | |
| Subtotal Semester 3 | 16-17 | Subtotal Semester 4 | 13-14 |

Total Credit Hours

60

NOTES:

*Refer to transfer institution's program and concentration for required mathematics and/or science electives

**Refer to transfer institution's program and concentration for required or recommended unspecified electives

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

GEOSCIENCES

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | | CREDIT HOURS |
|----------|---|---------------------|
| | GENERAL EDUCATION REQUIREMENTS | |
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | World/Regional Geography or Cultural Geography or Human Geography | 3 |
| Course 2 | Any approved Social/Behavioral Sciences general education course | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | CHEM 1110 General Chemistry I (for science majors) | 4 |
| Course 2 | CHEM 1120 General Chemistry II (for science majors) | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1710 Pre-Calculus I (Algebra) or higher | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | | |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | GEOL 1040 Physical Geology | 4 |
| Course 2 | GEOL 1050 Historical Geology or Earth's Environment course | 4 |
| | Mathematics and/or science courses* | 0 to 8 |
| | | |
| | FOREIGN LANGUAGE | 0 |
| | ELECTIVES (unspecified)** | 3 to 11 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | | |
| | DEGREE TOTAL | 60 |

NOTES:

*Refer to transfer institution's program and concentration for required mathematics and/or science electives

**Refer to transfer institution's program and concentration for required or recommended unspecified electives

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

INTERNATIONAL AFFAIRS (Major) **ASSOCIATE OF ARTS** (Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|----------------------------------|--------------|------------------------------|--------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| MATH 1530 Probability/Statistics | 3 | ECON 2010 Macroeconomics | 3 |
| Humanities/Fine Arts | 3 | Speech | 3 |
| World Perspective elective* | 3 | History | 3 |
| Foreign Language** | 3 | Foreign Language** | 3 |
| | | | |
| Subtotal Semester 1 | 15 | Subtotal Semester 2 | 15 |
| | | | |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Humanities/Literature | 3 | World Perspective elective** | 3 |
| Social/Behavioral Science | 3 | Natural Science (lab) | 4 |
| Natural Science (lab) | 4 | Humanities/Fine Arts | 3 |
| Elective (unspecified) | 3 | Electives (unspecified) | 4 |
| History | 3 | | |
| | | | |
| Subtotal Semester 3 | 16 | Subtotal Semester 4 | 14 |

Total Credit Hours **60**

NOTES:

*Check the institution and program to which you intend to transfer for guidance when selecting this elective

**University majors in International Affairs may need to be at or above the 2000 level competency of a foreign language to earn the Bachelor of Arts degree

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

INTERNATIONAL AFFAIRS

(Major)

ASSOCIATE OF ARTS

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | ECON 2010 Macroeconomics | 3 |
| Course 2 | Any approved Social/Behavioral general education course | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | Any approved Natural Sciences general education course | 4 |
| Course 2 | Any approved Natural Sciences general education course | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1530 Probability/Statistics | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| | Take any TWO of the following courses from the World Perspective list* | 3 |
| | World Geography | 3 |
| | World Religions | |
| | Microeconomics | |
| | Introduction to Political Science | |
| | World History II or World Civilizations II | |
| | FOREIGN LANGUAGE** | 6 |
| | ELECTIVES (unspecified) | 7 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | DEGREE TOTAL | 60 |

NOTES:

*Check the institution and program to which you intend to transfer for guidance when selecting area of emphasis requirements

**University majors in International Affairs may need to be at or above the 2000 level competency of a foreign language to earn the Bachelor of Arts degree

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

MANAGEMENT

(Major)

ASSOCIATE OF SCIENCE

(Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--------------------------------------|--------------|--|--------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| MATH 1530 Probability/Statistics* | 3 | MATH 1630 Finite Mathematics OR College Algebra (MATH 1130 or MATH 1710)** | 3 |
| ECON 2010 Macroeconomics | 3 | ECON 2020 Microeconomics | 3 |
| INFS 1010 Computer applications | 3 | Speech | 3 |
| History | 3 | History | 3 |
| | | | |
| Subtotal Semester 1 | 15 | Subtotal Semester 2 | 15 |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Humanities/Literature | 3 | Humanities/Fine Arts | 3 |
| Humanities/Fine Arts | 3 | GUIDED ELECTIVES | 4 |
| Natural Science (lab) | 4 | Natural Science (lab) | 4 |
| ACCT 1010 Principles of Accounting I | 3 | ACCT 1020 Principles of Accounting II | 3 |
| MATH 1830 Calculus for Business*** | 3 | | |
| | | | |
| Subtotal Semester 3 | 16 | Subtotal Semester 4 | 14 |

Total Credit Hours

60

NOTES:

*Students transferring to the UT Knoxville should complete MATH 2050, Calculus-based Probability and Statistics

**Students transferring to ETSU, MTSU or UT Knoxville should take MATH 1630. Students transferring to TSU, TTU, University of Memphis, UT Chattanooga or UT Martin should take a college algebra course.

***MATH 1830: Calculus for Business or equivalent calculus course is required at ETSU, UT Knoxville, University of Memphis, UT Chattanooga, TSU and TTU. MATH 1830: Calculus for Business or equivalent is NOT required at UT Martin, APSU or MTSU.

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

MANAGEMENT

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | ECON 2010 Macroeconomics | 3 |
| Course 2 | ECON 2020 Microeconomics | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | Any approved Natural Sciences general education course | 4 |
| Course 2 | Any approved Natural Sciences general education course | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1530 Probability/Statistics* | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | ACCT 1010 Principles of Accounting I | 3 |
| Course 2 | ACCT 1020 Principles of Accounting II | 3 |
| Course 3 | MATH 1630 Finite Mathematics OR College Algebra (MATH 1130 or MATH 1710)** OR guided elective course** | 3 |
| Course 4 | MATH 1830 Calculus for Business/comparable calculus course, OR any guided elective course*** | 3 |
| Course 5 | INFS 1010 Computer Applications | 3 |
| | FOREIGN LANGUAGE | 0 |
| | GUIDED ELECTIVES | 4 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | DEGREE TOTAL | 60 |

NOTES:

*Students transferring to the UT Knoxville should complete MATH 2050, Calculus-based Probability and Statistics

**Students transferring to ETSU, MTSU or UT Knoxville should take MATH 1630. Students transferring to TSU, TTU, University of Memphis, UT Chattanooga or UT Martin should take a college algebra course.

***MATH 1830: Calculus for Business or equivalent calculus course is required at ETSU, UT Knoxville, University of Memphis, UT Chattanooga, TSU and TTU. MATH 1830: Calculus for Business or equivalent is NOT required at UT Martin, APSU or MTSU.

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

MARKETING

(Major)

ASSOCIATE OF SCIENCE

(Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--------------------------------------|--------------|---|--------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| MATH 1530 Probability/Statistics* | 3 | MATH 1630 Finite Mathematics OR College Algebra (MATH 1130 or MATH 1710)** | 3 |
| ECON 2010 Macroeconomics | 3 | ECON 2020 Microeconomics | 3 |
| INFS 1010 Computer applications | 3 | Speech | 3 |
| History | 3 | History | 3 |
| | | | |
| Subtotal Semester 1 | 15 | Subtotal Semester 2 | 15 |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Humanities/Literature | 3 | Humanities/Fine Arts | 3 |
| Humanities/Fine Arts | 3 | GUIDED ELECTIVES | 4 |
| Natural Science (lab) | 4 | Natural Science (lab) | 4 |
| ACCT 1010 Principles of Accounting I | 3 | ACCT 1020 Principles of Accounting II | 3 |
| MATH 1830 Calculus for Business*** | 3 | | |
| | | | |
| Subtotal Semester 3 | 16 | Subtotal Semester 4 | 14 |

Total Credit Hours

60

NOTES:

*Students transferring to the UT Knoxville should complete MATH 2050, Calculus-based Probability and Statistics

**Students transferring to ETSU, MTSU or UT Knoxville should take MATH 1630. Students transferring to TSU, TTU, University of Memphis, UT Chattanooga or UT Martin should take a college algebra course.

***MATH 1830: Calculus for Business or equivalent calculus course is required at ETSU, UT Knoxville, University of Memphis, UT Chattanooga, TSU and TTU. MATH 1830: Calculus for Business or equivalent is NOT required at UT Martin, APSU or MTSU.

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

MARKETING

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | ECON 2010 Macroeconomics | 3 |
| Course 2 | ECON 2020 Microeconomics | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | Any approved Natural Sciences general education course | 4 |
| Course 2 | Any approved Natural Sciences general education course | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1530 Probability/Statistics* | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | ACCT 1010 Principles of Accounting I | 3 |
| Course 2 | ACCT 1020 Principles of Accounting II | 3 |
| Course 3 | MATH 1630 Finite Mathematics OR College Algebra (MATH 1130 or MATH 1710)** OR guided elective course** | 3 |
| Course 4 | MATH 1830 Calculus for Business/comparable calculus course, OR any guided elective course*** | 3 |
| Course 5 | INFS 1010 Computer Applications | 3 |
| | FOREIGN LANGUAGE | 0 |
| | GUIDED ELECTIVES | 4 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | DEGREE TOTAL | 60 |

NOTES:

*Students transferring to the UT Knoxville should complete MATH 2050, Calculus-based Probability and Statistics

**Students transferring to ETSU, MTSU or UT Knoxville should take MATH 1630. Students transferring to TSU, TTU, University of Memphis, UT Chattanooga or UT Martin should take a college algebra course.

***MATH 1830: Calculus for Business or equivalent calculus course is required at ETSU, UT Knoxville, University of Memphis, UT Chattanooga, TSU and TTU. MATH 1830: Calculus for Business or equivalent is NOT required at UT Martin, APSU or MTSU.

*Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities*

NUTRITION & FOOD SCIENCE (Major) **ASSOCIATE OF SCIENCE** (Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--|----------------|---|----------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| Introduction to Psychology course | 3 | Introduction to Nutrition | 3 |
| CHEM 1110 General Chemistry**** | 4 | CHEM 1120 General Chemistry II**** | 4 |
| Humanities/Fine Arts | 3 | Humanities/Fine Arts | 3 |
| MATH 1530 Probability/Statistics*** | 3 | Social/Behavioral Science* | |
| Subtotal Semester 1 | 16 | Subtotal Semester 2 | 16-17 |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Speech | 3 | Humanities/Literature | 3 |
| BIOL 2010 Human Anatomy and Physiology I | 4 | BIOL 2020 Human Anatomy and Physiology II | 4 |
| History | 3 | History | 3 |
| ELECTIVES (unspecified)** | 3 to 5 | ELECTIVES (unspecified)** | 3 to 5 |
| Subtotal Semester 3 | 13 - 15 | Subtotal Semester 4 | 13 - 15 |

Total Credit Hours **60**

NOTES:

- *Refer to transfer institution's program and concentration for recommended Social/Behavioral Science elective
- **Refer to transfer institution's program and concentration for recommended additional science and/or mathematics electives to meet entry requirements
- ***Students who plan to transfer to UT Knoxville should complete MATH 2050, Calculus-based Probability and Statistics
- **** Students who intend to transfer to UT Martin should take CHEM 1010 & 1020; if CHEM 1110 & 1120 are taken, then CHEM 2010 Organic Chemistry I must also be taken

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

NUTRITION & FOOD SCIENCE

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | General Psychology/Introduction to Psychology | 3 |
| Course 2 | Any approved Social/Behavioral general education course in Sociology, Anthropology or Economics* | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | CHEM 1110 General Chemistry I**** | 4 |
| Course 2 | CHEM 1120 General Chemistry II | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1530 Probability & Statistics*** | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | BIOL 2010 Human Anatomy and Physiology I | 4 |
| Course 2 | BIOL 2020 Human Anatomy and Physiology II | 4 |
| Course 3 | Introduction to Nutrition | 3 |
| | FOREIGN LANGUAGE | 0 |
| | ELECTIVES (unspecified)** | 8 |
| | AREA OF EMPHASIS REQUIREMENTS & GENERAL ELECTIVES TOTAL | 19 |
| | DEGREE TOTAL | 60 |

NOTES:

*Refer to transfer institution's program and concentration for recommended Social/Behavioral Science elective

**Refer to transfer institution's program and concentration for recommended additional science and/or mathematics electives to meet entry requirements

***Students who plan to transfer to UT Knoxville should complete MATH 2050, Calculus-based Probability and Statistics.

**** Students who intend to transfer to UT Martin should take CHEM 1010 & 1020; if CHEM 1110 & 1120 are taken, then CHEM 2010 Organic Chemistry I must also be taken

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

PHILOSOPHY (Major) **ASSOCIATE OF ARTS** (Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|-----------------------------------|--------------|-----------------------------------|----------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| Mathematics | 3 | Philosophy elective (PHIL prefix) | 3 |
| Humanities/Fine Arts* | 3 | Social/Behavioral Science | 3 |
| History | 3 | History | 3 |
| Elective (unspecified) | 3 | Elective (unspecified) | 3 to 4 |
| | | | |
| Subtotal Semester 1 | 15 | Subtotal Semester 2 | 15 - 16 |
| | | | |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Humanities/Literature | 3 | Humanities/Fine Arts* | 3 |
| Philosophy elective (PHIL prefix) | 3 | Social/Behavioral Science | 3 |
| Natural Science (lab) | 4 | Natural Science (lab) | 4 |
| Foreign Language** | 3 | Foreign Language** | 3 |
| Speech | 3 | Elective (unspecified) | 0-1 |
| | | | |
| Subtotal Semester 3 | 16 | Subtotal Semester 4 | 13 - 14 |

Total Credit Hours **60**

NOTES:

*Students who plan to transfer to UT Chattanooga should not take a PHIL prefix course to fulfill a General Education requirement

**Completion of two semesters of the same foreign language at the 1000 level is the requirement for the A.A. degree. Students who plan to transfer to ETSU, UT Martin or University of Memphis will need to complete two more semesters of the same foreign language at the 2000 level for the Bachelor of Arts degree.

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

PHILOSOPHY

(Major)

ASSOCIATE OF ARTS

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course* | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | Any approved Social/Behavioral general education course | 3 |
| Course 2 | Any approved Social/Behavioral general education course | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | Any approved Natural Sciences general education course | 4 |
| Course 2 | Any approved Natural Sciences general education course | 4 |
| | MATHEMATICS | 3 |
| Course 1 | Any approved Mathematics general education course | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | Philosophy course (PHIL prefix) | 3 |
| Course 2 | Philosophy course (PHIL prefix) | 3 |
| | FOREIGN LANGUAGE** | 6 |
| | ELECTIVES (unspecified) | 7 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | DEGREE TOTAL | 60 |

NOTES:

*Students who plan to transfer to UT Chattanooga should not take a PHIL prefix course to fulfill a General Education requirement

**Completion of two semesters of the same foreign language at the 1000 level is the requirement for the A.A. degree. Students who plan to transfer to ETSU, UT Martin or University of Memphis will need to complete two more semesters of the same foreign language at the 2000 level for the Bachelor of Arts degree.

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

PHILOSOPHY

(Major)

ASSOCIATE OF SCIENCE

(Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|-----------------------------------|--------------|-----------------------------------|----------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| Mathematics** | 3 | Philosophy elective (PHIL prefix) | 3 |
| Humanities/Fine Arts* | 3 | Social/Behavioral Science | 3 |
| History | 3 | History | 3 |
| Elective (unspecified) | 3 | Elective (unspecified) | 3 to 4 |
| Subtotal Semester 1 | 15 | Subtotal Semester 2 | 15 - 16 |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Humanities/Literature | 3 | Humanities/Fine Arts* | 3 |
| Philosophy elective (PHIL prefix) | 3 | Social/Behavioral Science | 3 |
| Natural Science (lab) | 4 | Natural Science (lab) | 4 |
| Elective (unspecified) | 3 | Elective (unspecified) | 3 |
| Speech | 3 | Elective (unspecified) | 0-1 |
| Subtotal Semester 3 | 16 | Subtotal Semester 4 | 13 - 14 |

Total Credit Hours

60

NOTES:

*Students who plan to transfer to UT Chattanooga should not take a PHIL prefix course to fulfill a General Education requirement

**Students who plan to transfer to ETSU should take MATH 1530 (Probability and Statistics) to fulfill the General Education math requirement.

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

PHILOSOPHY

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course* | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | Any approved Social/Behavioral general education course | 3 |
| Course 2 | Any approved Social/Behavioral general education course | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | Any approved Natural Sciences general education course | 4 |
| Course 2 | Any approved Natural Sciences general education course | 4 |
| | MATHEMATICS | 3 |
| Course 1 | Any approved Mathematics general education course** | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | | |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | Philosophy course (PHIL prefix) | 3 |
| Course 2 | Philosophy course (PHIL prefix) | 3 |
| | | |
| | FOREIGN LANGUAGE | 0 |
| | ELECTIVES (unspecified) | 13 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | | |
| | DEGREE TOTAL | 60 |

NOTES:

*Students who plan to transfer to UT Chattanooga should not take a PHIL prefix course to fulfill a General Education requirement

**Students who plan to transfer to ETSU should take MATH 1530 (Probability and Statistics) to fulfill the General Education math requirement.

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

PHYSICAL EDUCATION

(Major)

ASSOCIATE OF SCIENCE

(Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--|---------------------|--|---------------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| Introduction to Physical Education/Exercise Science | 3 | Speech | 3 |
| Humanities/Fine Arts* | 3 | MATH 1530 Probability/Statistics | 3 |
| History | 3 | History | 3 |
| Health and Wellness general education course in Social/Behavioral Sciences | 3 | Any approved Natural Sciences general education course | 4 |
| | | | |
| Subtotal Semester 1 | 15 | Subtotal Semester 2 | 16 |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Humanities/Literature | 3 | Humanities/Fine Arts* | 3 |
| BIOL 2010 Human Anatomy and Physiology I | 4 | PSYC 1030 General Psychology | 3 |
| Introduction to/Foundations of Education | 3 | Individual/Team Sports | 3 |
| First Aid | 3 | Elective (unspecified) | 4 |
| Elective (unspecified) | 3 | | |
| | | | |
| Subtotal Semester 3 | 16 | Subtotal Semester 4 | 13 |

Total Credit Hours

60

NOTES:

*Students who intend to transfer to UT-Martin should take one fine arts class and one humanities class

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

PHYSICAL EDUCATION

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course* | 3 |
| Course 2 | Any approved humanities or fine arts general education course* | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | Health and Wellness general education course | 3 |
| Course 2 | PSYC 1030 General Psychology | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | BIOL 2010 Human Anatomy and Physiology I | 4 |
| Course 2 | Any approved Natural Sciences general education course | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1530 Probability/Statistics | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | | |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | Introduction to Physical Education/Exercise Science | 3 |
| Course 2 | Introduction to/Foundations of Education | 3 |
| Course 3 | First Aid | 3 |
| Course 4 | Individual/Team Sports | 3 |
| | FOREIGN LANGUAGE | 0 |
| | ELECTIVES (unspecified) | 7 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | | |
| | DEGREE TOTAL | 60 |

NOTES:

*Students who intend to transfer to UT-Martin should take one fine arts class and one humanities class

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

SPECIAL EDUCATION

(Major) **ASSOCIATE OF SCIENCE**

(Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|---|--------------|--|--------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| Introduction to Teaching | 3 | Speech | 3 |
| Math 1530: Probability/Statistics | 3 | Geography or Government | 3 |
| BIOL 1010 or 1110 | 4 | Art Appreciation or Music Appreciation | 3 |
| US History* | 3 | US History* | 3 |
| Subtotal Semester 1 | 16 | Subtotal Semester 2 | 15 |
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| Humanities/Literature | 3 | Geography or Government | 3 |
| MATH 1410** | 3 | MATH 1420 | 3 |
| Philosophy or Ethics general education elective | 3 | Educational Psychology or Lifespan Psychology | 3 |
| Introduction to Special Education | 3 | Additional lab science: BIOL 1020 or CHEM 1010 or GEOL 1110*** | 4 |
| Approved General Education Physical Science | 4 | | |
| Subtotal Semester 3 | 16 | Subtotal Semester 4 | 13 |

Total Credit Hours

60

NOTES:

*Replace with non-US history sequence if intending to transfer to UT-Knoxville or UT-Chattanooga

**Replace with Intermediate Foreign Language course if intending to transfer to UT-Knoxville

***Replace with Intermediate Foreign Language course if intending to transfer to UT-Knoxville

These courses are to prepare candidates for SE Interventionist K-8 and SPED Comprehensive K-12 licensure programs. Students transferring to a UT or TBR university may need to meet additional requirements to gain admittance to that university's Special Education program. Check with that university for specific program requirements. Students transferring to UT-Knoxville need to be formally admitted to the program during Semester 4.

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

SPECIAL EDUCATION

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | GENERAL EDUCATION REQUIREMENTS | CREDIT HOURS |
|----------|---|---------------------|
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved Philosophy or Ethics general education course | 3 |
| Course 2 | Art Appreciation or Music Appreciation | 3 |
| Course 3 | (literature) Any approved American, British or Western World literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | American Government | 3 |
| Course 2 | Any approved Geography general education course | 3 |
| | HISTORY | 6 |
| Course 1 | HIST 2010 Survey of United States History I* | 3 |
| Course 2 | HIST 2020 Survey of United States History II* | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | BIOL 1010 Introduction to Biology I or BIOL 1110 General Biology I | 4 |
| Course 2 | Any approved General Education Physical Science course | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1530 Probability/Statistics or higher | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | MATH 1410 Number Concepts/Algebra Structures (Education)** | 3 |
| Course 2 | MATH 1420 Logic/Problem Solving/Geometry (Education) | 3 |
| Course 3 | Additional lab science: BIOL 1020 or CHEM 1010 or GEOL 1110*** | 4 |
| Course 4 | Introduction to Teaching | 3 |
| Course 5 | Education of Exceptional children K-6 (Introduction to Special Education) | 3 |
| Course 6 | Educational Psychology or Lifespan Psychology | 3 |
| | FOREIGN LANGUAGE | 0 |
| | ELECTIVES (unspecified) | 0 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | DEGREE TOTAL | 60 |

NOTES:

*Replace with non-US history sequence if intending to transfer to UT-Knoxville or UT-Chattanooga

**Replace MATH 1410 with Intermediate Foreign Language course if intending to transfer to UT-Knoxville

***Replace the additional lab science course with Intermediate Foreign Language course if intending to transfer to UT-Knoxville

These courses are to prepare candidates for SE Interventionist K-8 and SPED Comprehensive K-12 licensure programs. Students transferring to a UT or TBR university may need to meet additional requirements to gain admittance to that university's Special Education program. Check with that university for specific program requirements. Students transferring to UT-Knoxville need to be formally admitted to the program during

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

SPORTS & LEISURE MANAGEMENT (Major) **ASSOCIATE OF SCIENCE** (Degree)

PROGRAM REQUIREMENTS

| SEMESTER & COURSES | CREDIT HOURS | SEMESTER & COURSES | CREDIT HOURS |
|--|---------------------|--|---------------------|
| <i>Semester 1 (Fall)</i> | | <i>Semester 2 (Spring)</i> | |
| English 1010: Composition I | 3 | English 1020: Composition II | 3 |
| Introduction to Physical Education/Exercise Science | 3 | Humanities/Fine Arts | 3 |
| MATH 1530 Probability/Statistics | 3 | ECON 2010 Macroeconomics | 3 |
| PSYC 1030 General Psychology | 3 | Speech | 3 |
| Any approved Natural Sciences general education elective | 4 | Any approved Natural Sciences general education elective | 4 |
| | | | |
| Subtotal Semester 1 | 16 | Subtotal Semester 2 | 16 |

| | | | |
|--|-----------|---------------------------------------|-----------|
| <i>Semester 3 (Fall)</i> | | <i>Semester 4 (Spring)</i> | |
| ACCT 1010 Principles of Accounting I | 3 | ACCT 1020 Principles of Accounting II | 3 |
| History | 3 | History | 3 |
| Health and Wellness general education elective in Social/Behavioral Sciences | 3 | Humanities/Literature | 3 |
| ECON 2020 Microeconomics | 3 | Humanities/Fine Arts | 3 |
| Elective (unspecified) | 4 | | |
| | | | |
| Subtotal Semester 3 | 16 | Subtotal Semester 4 | 12 |

Total Credit Hours 60

Tennessee Transfer Pathways
TBR Community Colleges to UT & TBR Universities

SPORTS & LEISURE MANAGEMENT

(Major)

ASSOCIATE OF SCIENCE

(Degree)

| | | CREDIT HOURS |
|----------|---|-------------------------|
| | GENERAL EDUCATION REQUIREMENTS | |
| | COMMUNICATION | 9 |
| Course 1 | English 1010: Composition I | 3 |
| Course 2 | English 1020: Composition II | 3 |
| Course 3 | Speech 1010: Fundamentals of Speech Communication (or any approved speech/communication general education course) | 3 |
| | HUMANITIES & FINE ARTS (minimum 1 course in literature) | 9 |
| Course 1 | Any approved humanities or fine arts general education course | 3 |
| Course 2 | Any approved humanities or fine arts general education course | 3 |
| Course 3 | (literature) Any approved humanities literature general education course | 3 |
| | SOCIAL/BEHAVIORAL SCIENCES | 6 |
| Course 1 | Health and Wellness general education course | 3 |
| Course 2 | PSYC 1030 General Psychology | 3 |
| | HISTORY | 6 |
| Course 1 | Any approved History general education course | 3 |
| Course 2 | Any approved History general education course | 3 |
| | NATURAL SCIENCES | 8 |
| Course 1 | Any approved Natural Sciences general education course | 4 |
| Course 2 | Any approved Natural Sciences general education course | 4 |
| | MATHEMATICS | 3 |
| Course 1 | MATH 1530 Probability/Statistics | 3 |
| | GENERAL EDUCATION TOTAL | 41 |
| | | |
| | AREA OF EMPHASIS REQUIREMENTS (Major) | |
| Course 1 | ECON 2010 Macroeconomics | 3 |
| Course 2 | ECON 2020 Microeconomics | 3 |
| Course 3 | Introduction to Physical Education/Exercise Science | 3 |
| Course 4 | ACCT 1010 Principles of Accounting I | 3 |
| Course 5 | ACCT 1020 Principles of Accounting II | 3 |
| | FOREIGN LANGUAGE | 0 |
| | ELECTIVES (unspecified) | 4 |
| | AREA OF EMPHASIS REQUIREMENTS & ELECTIVES TOTAL | 19 |
| | | |
| | DEGREE TOTAL | 60 |

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Strategic Plan Update

ACTION: Information Item

PRESENTER: Vice Chancellor Tristan Denley

BACKGROUND INFORMATION:

Vice Chancellor Denley will provide an update on progress of the System Strategic Plan.

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Accessibility Update

ACTION: Information Item

PRESENTER: Vice Chancellor Tristan Denley

BACKGROUND INFORMATION:

Vice Chancellor Denley will report on the progress of the system approach to making instructional materials more accessible.



Tennessee Board of Regents

Office of the Vice Chancellor for Academic Affairs

Fundamental Features of TBR Accessibility Initiative

Guiding Principles

- Through this initiative the Tennessee Board of Regents seeks to afford persons with disabilities the opportunity to use instructional materials and technologies to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. □
- To this end, rather than restricting currently available resources, we will develop ways to make instructional materials and the resources of educational success more easily available to an increasingly wide student audience more often.

Actions

- The system and individual institutions will have procedures in place to ensure that discussions of accessibility are involved in decisions about pedagogy structures, the selection of classroom materials and purchases of instructional and educational materials.
- The system and individual institutions will use purchasing power to influence vendors and publishers to provide instructional materials with more accessible functionality.
- The system and individual institutions will have training in place to ensure that faculty and staff have the knowledge and expertise required to make informed decisions about the deployment of accessible instructional materials and also the skills needed to create more accessible materials.
- The system and individual institutions will have assessment mechanisms in place to evaluate the accessibility of instructional materials and educational resources. Regular analysis of the results of these evaluations will inform ongoing improvements to the accessibility and student success.
- The system and individual institutions will maintain an ongoing implementation plan to increase accessibility to educational resources incorporating findings from ongoing analysis of the assessment mechanisms as well as established best practices.
- The system and individual institutions will seek ways to create partnerships both within the system and with other state and national agencies to enable the spread of expertise, knowledge and best practices as well as using scale to provide superior accessibility solutions and access to equipment.

TBR Accessibility Task Force Timeline

| Project | Responsibility | Audience | Deadline |
|--|---|---|----------------------|
| Development of "TBR Accessibility Task Force Guiding Principles" | Task Force | Campus Accessibility Teams, Chief Academic Officers | Draft – July |
| Purchasing Officer Informational Packet | Angela Flynn | Purchasing Officers | Late June |
| Convocation Messaging | Dr. Denley with Chief Academic Officers | Convocations on each campus | AA Subcouncil – July |
| List of Top 30 courses for Audit | Dr. Denley | Chief Academic Officers | End of July |
| Plan for website developer training | Dr. Denley, Matthew Gann, Philip Voorhees | Campus Web Developers | End of July |
| Conformance Database | Matthew Gann, Angela Flynn, Philip Voorhees | Campus Accessibility Chairs | August 1 |
| Campus Accessibility Chair & Team Member Training | Philip Voorhees | Campus Accessibility Chairs | End of August |
| Textbook Audit Meeting with Bookstore Vendors | Dr. Denley | Bookstore Vendors | End of August |
| List of Faculty from top 30 Courses to TBR | Chief Academic Officers | TBR Task Force | September 1 |
| Top 30 Course Faculty Attend Accessibility Training | Campus Accessibility Teams, Philip Voorhees | Faculty at each campus | End of September |
| Website Developer Training | Matthew Gann, Philip Voorhees | Campus Web Developers | End of September |
| Campus Accessibility Audit: Faculty Survey | Chief Academic Officer & Campus Accessibility Teams | Sample of faculty in top 30 courses for survey | End of October |
| Campus Accessibility Audit: Student Survey | Campus Accessibility Teams and Disability Directors | Sample of students | End of October |
| Top 20 visited public facing webpage remediation | Campus Web Developers | TBR Task Force | December 31 |
| Meeting with Campus Accessibility Team Chairs | Dr. Denley, Dr. Leming | Campus Accessibility Chairs | TBD |

PRESIDENTS QUARTERLY MEETING

DIRECTORS QUARTERLY MEETING

August 18 and 19, 2015

DATE: Presidents Meeting (August 18, 2015)
Directors Meeting (August 19, 2015)

AGENDA ITEM: Update on Academic Affairs Initiatives

ACTION: Information Item

PRESENTER: Vice Chancellor Tristan Denley

BACKGROUND INFORMATION:

Vice Chancellor Denley will provide a brief update on current Academic Affairs Initiatives including: High Impact Practices, Lumina Foundation Guide Book, and Reverse Transfer.

Supporting the Completion Agenda: Engaging Students with High Impact Practices

A students' total level of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are mutually reinforcing provides the greatest impact towards a student's retention, matriculation, and completion (Pascarella & Terenzini, 2005, p. 647).

What is a "high impact practice"?

A high impact practice is a pedagogical approach which requires an investment of time and energy over an extended period that has unusually positive effects on student engagement in educationally purposefully behavior (Kuh, 2010). High impact practices are evidence-based teaching and learning practices that have been widely tested and shown to be beneficial for college students (Kuh, 2008). Characteristics of high-impact activities include: setting appropriately high expectations of students; interaction with faculty and peers about substantive matters; experiences with diversity; frequent feedback; reflection and integrative learning; real-world applications; and demonstrated competence.

Why is it important to engage students in High Impact Practices?

Data from NSSE's annual reports have consistently displayed positive gains in the percentage of students' self-reported perceptions on educational achievement and engagement through high impact practices. The Center for Community College Student Engagement (CCCSE) has also identified promising practices drawn from empirical evidence (CCCSE, 2011). Furthermore, the cumulative effect of student participation in multiple high impact practices increases the probability of academic success and research has shown that HIP increases engagement for underrepresented populations (Finley and McNair, 2013).

Connection to Complete College and TBR Strategic Plan Priority *Community, Belonging, and Inclusion*

High impact practices support the work of the Complete College and Drive to 55 initiatives in Tennessee by connecting existing teaching and learning initiatives through intentional course design and data collection. The integration of *Community, Belonging, and Inclusion* activities into the curricular and co-curricular milieu of the TBR universities and colleges will result in the matriculation of more globally aware, solution-oriented, and workforce-ready students. We plan to explore the degree to which integrating HIP into campus and course design will result in higher student academic attainment and completion rates.

Purpose of TBR HIP Taxonomy

As campuses attempt to infuse high-impact practices (HIPs) into the undergraduate experience, common operational definitions will help focus campus teams responsible for implementation. Minimum definitions of practice will allow for consistent analysis of student participation in HIPs

possible across all TBR institutions. The development of TBR's HIP Taxonomies is the first step in making this possible.

Each taxonomy not only defines a minimum definition for each practice, but offers a framework of program elements described across developmental milestones at the campus level. The taxonomies can be used by institutions as a tool for self-study, to identify areas for HIP growth and chart the HIPs that the institution identifies make the greatest impact for their students. The self-study is intended as a collaborative process that involves stakeholders in order to accurately determine the current HIP milestone level. Furthermore, the minimum definition for each HIP will be used by campuses to code that particular HIP in Banner. Data on student involvement in HIPs will be pulled from across the system to assess impact on student retention and completion, particularly among underrepresented students.

Key Recommendations for Implementation

1. Curricular Intentionality – placement of HIP within the curriculum and part of graduation requirements; identification of desired outcomes
2. Campus Integration - Develop collaborations between academic and student affairs to achieve equitable opportunities
3. Pervasiveness of Practice - Introduce HIP early and often
4. Institutional Context – HIP is scaled on a campus dependent on campus demographics
5. Student Communication - Articulate the value of high impact practices to students; describe the ways HIPs contribute to student success and life after college
6. Data and Assessment - include multiple and varied sources of data in the inquiry process

References

- Finley, A. & McNair, T. 2013. *Assessing underserved students' engagement in high-impact practices*. Washington, DC: AACU.
- Kuh, G. D. 2008. *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities
- Center for Community College Student Engagement. 2011. *A matter of degrees: Promising practices for community college student success (A first look)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.
- National Survey of Student Engagement. 2007. *NSSE annual report 2007. Experiences that matter: enhancing student learning and success*. Bloomington, IN: Indiana University Center for Postsecondary Research.
- Pascarella, E. & Terenzini, P. 2005. *How college affects students (Vol. 2). A third decade of research*. San Francisco: Jossey-Bass.

List of Professional Associations by HIP Focus Area

American Association of Community Colleges & Universities aacu.org

Service-Learning

Campus Compact compact.org

National Association of Student Affairs Administrators naspa.org/focus-areas/civic-learning-and-democratic-engagement

Study Abroad

Community Colleges for International Development ccid.org

Forum on Education Abroad forumea.org

Institute for International Education iie.org

National Association of Foreign Student Advisors nafsa.org

Tennessee Association of International Educators taie-tn.org

Tennessee Consortium for International Studies tncis.org

Work-based Learning

Cooperative Education and Internship Association www.ceiainc.org/home.asp

National Association of Colleges and Employers naceweb.org

National Society for Experiential Education nsee.org

HIP: Study Abroad

Study Abroad credit-bearing courses incorporated into general education or college core requirements for a certificate/degree program. Curriculum includes field-based “experiential learning” in locations outside the U.S. with an emphasis on inter-cultural understanding and communication. Students apply what they are learning in a real-world setting and reflect on their experiences abroad as part of the course requirements.

Minimum Definition:

| Program Element | Milestone 1 | Milestone 2 |
|---|--|---|
| Institutional Commitment | Minimal or no institutional support for SA SA does not integrate elements of HIP best practices Institution does not belong to any national associations/conferences Minimal professional development opportunities Does not have an international fee | Moderate institutional support for SA Institution has begun or partially integrated elements of HIP best practices Institution belongs to no more than 2 national associations with moderate participation; for CC 1 Occasional or limited prof. development opportunities Institution has international fee and utilizes 25% of fee for scholarship |
| Faculty Commitment | Few or no faculty teach SA Minimal number of faculty have served on faculty exchanges, external advisory boards, c Minimal number of faculty serving on campus SA advisory board Minimal faculty participating/presenting at conferences or conducting international rese SA is not recognized as part of the tenure/promotion process | 15 or fewer faculty teach SA Moderate number of faculty have served on faculty exchanges, external advisory boards, or national/internationa Moderate number of faculty serve on campus SA advisory boards Moderate faculty participating/presenting at conferences or conducting international research SA is encouraged in the tenure/promotion process |
| Infrastructure | Minimal faculty input, no campus IE Advisory Board/Committee No outside funding or support available to students Minimal SA opportunities offered Minimal participation with TnCIS or other program providers Few dedicated staff or office space for SA | Informal International Committee or committee does not meet regularly Students have access to limited funding/few sources from outside Moderate level of SA opportunities offered Moderate participation with TnCIS or other program providers Dedicated SA office with less than 3 full time staff |
| Curriculum Integration | Minimal academic department involvement in SA, faculty work unilaterally Minimal support by academic departments Internationalization of the curriculum is not a standard practice Minimal number of non-traditional courses are offered in SA | Moderate number of academic departments involved with SA, moderate administrative involvement Occasional steps are taken to support SA efforts by academic departments Moderate level of curricula are internationalized Moderate number of non-traditional courses (i.e.. STEM/Workforce Development) are offered in SA |
| Duration/Time in Country | Only short term programs offered, less than 7 days* Only short term programs offered, 7 day to two week programs** | Coding in Banner to be based on program duration identified here: Moderate length programs offered, 7 day to two week programs* Moderate length programs offered, 21 days to one month ** |
| Scope of Activities/Interdisciplinary Focus | Minimal number of programs with few academic and geographic choices | Moderate number of programs with some academic and geographic choices |
| Scale | Less than 20 total students participating each year* Less than 50 total students participate each year** Number of underrepresented students participating is less than campus percentage Student participation is limited to senior students (i.e.. Graduate Students/Seniors/Caps) | Between 20-50 students participating each year* Between 50-100 students participating each year** Number of underrepresented students participating parallels campus percentage Student participation is limited to upper level students (i.e. upperclassmen) |
| Integration with other HIP | SA programs offer no integration with other HIP | SA programs have 1-2 integrations with other HIP or has just begun (ex: e-portfollo, SL, internships, undergraduat |
| Equity in Access | Distribution across 30% or less divisions/colleges Minimal options or support for underrepresented students (ex: range of costs, range of c | Distribution across 30-60% of divisions/colleges Some intentional opportunities and support for underrepresented students (ex: range of costs, range of durations |
| Student Support Services | Minimal financial aid personnel dedicated to work with SA programs Minimal strategic recruiting or advising | FA personnel familiar with SA financial issues Some strategic recruiting and informal advising with a few targeted efforts for underrepresented students |
| Campus Assessment Plan | Minimal annual administrative review of programs/little response from SA participants Little or no identification of course outcomes, little or no connection to division/program Utilize 1 assessment type: Student achievement data, equity assessment (cross divisiona | Annual administrative review/partial assessment from participants Explicit identification of course outcomes, minimal connection to division/program outcomes, minimal connector Utilize 2 assessment types: Student achievement data, equity assessment (cross divisional and cross demographic |

Differences by sector.: *CC; **Univ.

Milestone 3

Extensive institutional support for SA
Institution has fully integrated elements of HIP best practices
Institution belongs to 3 or more associations and participates actively; CC 2
Administration fully supports and funds professional development opportunities
Institution has international fee and utilizes 50% or more of fee for scholarships

More than 15 faculty regularly teach SA
Consistent, widespread faculty representation on faculty exchanges, external advisory boards, or national/international organization leadership
Consistent, widespread faculty representation on campus SA advisory board
Consistent, widespread faculty participation/presentations at conferences or conduct of international research
SA is recognized in the tenure/promotion process

Formal International Committee that meets regularly
Students have access to multiple outside funding sources
Range of SA opportunities offered
Strong participation with TnCIS or other program providers
Dedicated SA office, fully staffed

Multiple academic departments involved with SA, including faculty and administrators
Academic departments routinely support SA and encourage student involvement
Curricula are internationalized as standard practice
Many non-traditional courses are offered (i.e., STEM and Workforce Development) in SA

Extended programs offered, 21 days or longer*
Extended programs offered, semester to full year programs**

Multiple programs across many academic and geographic choices

More than 50 students participating each year*
More than 100 students participating each year**
Number of underrepresented students participating exceeds campus percentage
Student participation is open to all academic levels

SA programs have 3+ integrations with other HIP (ex: e-portfolio, SL, internships, undergraduate research)

Distribution across 60% or more divisions/colleges
Extensive opportunities and support for underrepresented students (ex: range of costs, range of durations, scholarships)

FA personnel dedicated to work with SA programs and actively support SA programs and service
Utilize a systematic recruiting strategy with formal student advising and targeted recruitment of underrepresented students

Majority of programs and student participants are assessed annually and results are shared with appropriate stakeholders
Explicit identification and connection of course outcomes, division/program outcomes, and institutional outcomes
Utilize 3 assessment types: Student achievement data, equity assessment (cross divisional and cross demographic), and direct/indirect assessment of student perceptions (NSEE, CCSSE, eportfolio, course learning outcomes)

HIP: Work-based Learning

Work-based Learning represents credit-bearing experience that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships, practicums, clinicals, co-ops and similar experiences, integrated with a class or related to a major field of study, give students the opportunity to gain valuable applied learning and make connections in professional fields students are considering for career paths, while giving employers the opportunity to guide and evaluate talent (NACE, 2011).

Minimum Definition:

| Program Element | Milestone 1 | Milestone 2 |
|---|--|---|
| Institutional Commitment | Minimal institutional support for WL WL does not integrate elements of HIP best practices Institution or WL related departments do not belong to relevant professional associations Minimal professional development opportunities | Moderate institutional support for WL Institution has begun or partially integrated elements of HIP best practices Institution belongs to one or two professional associations, moderate participation; *for CC 1 Limited number of professional development opportunities provided |
| Faculty Commitment | Minimal number of faculty teach WL designated courses WL advisory board/committee does not include faculty Faculty do not participate/present at conferences or conduct research on WL WL is not recognized as part of the tenure/promotion process | 1-2% of faculty teach WL designated courses Few faculty serve on campus WL advisory board/committee Few faculty participating/presenting at conferences or conducting research on WL WL is encouraged in the tenure/promotion process |
| Infrastructure | Some faculty involvement, no informal or formal Advisory Board/Committee Minimal number of WL opportunities offered Few dedicated staff or office/program space for WL | Formal Advisory Board exists/committee does not meet regularly Moderate level of WL opportunities offered Dedicated WL office with partial or insufficient staffing |
| Curriculum Integration | Minimal academic department involvement in WL, faculty work unilaterally Minimal support by academic departments Minimal curriculum integration | Moderate number of academic departments involved with WL, moderate administrative involvement Occasional steps are taken to support WL efforts by academic departments Moderate curriculum integration |
| Duration/Time in Experience | <p>• Internships are typically one-time work or service experiences related to the student's major or career goal. The internship plan generally involves students working in professional settings and the student may or may not receive academic credit for performing the internship. (Note: The issue of pay is dictated by the Fair Labor Standards Act.)</p> <p>• Cooperative education (co-op) involves alternating periods of classroom instruction and work experience. Coding in Banner is based on contact hours at experience: < 30 hours; 31-50 hours; 51-100 hours</p> | |
| Scope of Activities/Interdisciplinary Focus | Minimal number of programs or courses of study with few academic and limited variety | Moderate number of programs or courses of study with some academic and geographic choices |
| Scale | Less than 1-2% total students participate annually in WL courses Number of underrepresented students participating is less than campus percentage Student participation is limited to senior students (i.e., Graduate Students/Seniors/C | Between 3-4% students participate annually in WL courses Number of underrepresented students participating parallels campus percentage Student participation is limited to upper level students (i.e., upperclassmen) |
| Integration with other HIP | WL programs show minimal integration with other HIP | Formal effort and results toward integrating WL with other HIPs is evident (ex: e-portfolio, SL, SA) |
| Equity in Access | Distribution across divisions/colleges is 30% or less; no intentional opportunities and | Distribution across divisions/colleges is 30-60%; some intentional opportunities and support for |
| Campus Assessment Plan | Minimal involvement by employers, faculty, and students in learning outcomes and evaluation Minimal annual administrative review of programs/little response from WL participants Little or no identification of course outcomes, little or no connection to division/program outcomes Utilize 1 assessment type: Student achievement data, equity assessment (cross divisional and | Moderate involvement by employers and faculty in learning outcomes and evaluation Annual administrative review/partial assessments from participants Explicit identification of course outcomes, minimal connection to division/program outcomes, moderate Utilize 2-3 assessment types: Student achievement data, equity assessment (cross divisional and |

Differences by sector.: *CC; **Univ.

Milestone 3

Extensive institutional support for WL

Institution has fully integrated elements of HIP best practices

Institution belongs to 3 or more professional associations and is active; *CC 2

Administration fully supports and funds professional development opportunities

More than 2% of faculty regularly teach WL designated courses

Consistent, widespread faculty representation on campus WL advisory board/committee

Consistent, widespread faculty participation/presentations at conferences or conduct of research on WL

WL is recognized in the tenure/promotion process

Formal Advisory Board/committee than meets regularly

Extensive range of WL opportunities offered

Dedicated WL office, fully or sufficiently staffed

Extensive academic departments involved with WL, including faculty and administrators

Academic departments routinely support WL and encourage student involvement

Extensive curriculum integration

Settings under the supervision and monitoring of practicing professionals. Internships can be paid or unpaid

(co-op) provides students with multiple periods of work in which the work is related to the student's major or

course; 101-150 hours

Multiple programs across many academic and geographic choices

5% or higher of students participate annually in WL courses; institution applies for President's Community Service Honor Roll

Number of underrepresented students participating exceeds campus percentage

Student participation is open to all academic levels

Formal and informal practices that effectively integrate WE with other HIP's are evident

Distribution across divisions/colleges exceeds 60%; intentional opportunities and support clearly increase participation by underrepresented students (EX: 1 Week experiences, multi-Week, semester long, scholarships)

Employers and faculty provide feedback and review successful achievement of learning outcomes as co-educators

Majority of programs and student participants are assessed annually and results are shared with appropriate stakeholders and used to address areas for improvement; students have provided feedback through a formal gathering of reflective evidence.

Explicit identification and connection of course outcomes, division/program outcomes, and institutional outcomes

Utilize all available assessment types: Student achievement data, equity assessment (cross divisional and cross demographic), and direct/indirect assessment of student perceptions (NSEE, CCSSE, eportfolio, course learning outcomes)

HIP: Service-Learning

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Curriculum includes structured field-based “experiential learning” alongside community partners, which reinforces course learning outcomes. Within the TBR System, credit-bearing service-learning designated courses are incorporated into general education or college core requirements for a degree program.

Minimum Definition:

| Program Element | Milestone 1 | Milestone 2 |
|---|--|---|
| Institutional Commitment | Minimal support for SL SL does not integrate elements of HIP best practices Institution does not belong to any national associations/conferences Minimal professional development opportunities Minimal funding for grants, release time, faculty stipends, or operational expenses | Moderate institutional support for SL Institution has begun or partially integrated elements of HIP best practices Institution belongs to no more than 2 national/regional associations, moderate participation; for CC 1 Occasional or limited professional development opportunities Partial funding for grants, release time, faculty stipends; some operational funds |
| Faculty Commitment | Less than 1% faculty teach SL designated courses Minimal faculty serve on campus SL advisory board/committee Minimal faculty participate/present at conferences or conduct international research SL is not recognized as part of the tenure/promotion process | 1-2% faculty teach SL designated courses Moderate number of faculty serve on campus SL advisory board/committee Moderate number of faculty participate/present at conferences or conduct international research SL is encouraged in the tenure/promotion process |
| Infrastructure | Minimal faculty involvement, no informal or formal Advisory Board/Committee Minimal number of SL opportunities offered Few dedicated staff or office space for SL | Formal Advisory Board exists/committee does not meet regularly Moderate level of SL opportunities offered Dedicated SL office with partial or insufficient staffing |
| Curriculum Integration | Minimal academic department involvement in SL, faculty work unilaterally Minimal support by academic departments Minimal number of non-traditional courses offer SL components Minimal curriculum integration | Moderate academic departments involved with SL, moderate administrative involvement Occasional steps are taken to support SL efforts by academic departments Moderate number of non-traditional courses offer SL components (i.e.. STEM/Workforce Development/Honors) Moderate curriculum integration |
| Duration/Time on Practice | Less than 10 hours of service as part of course | 10-19 hours of service as part of course |
| Scope of Activities/Interdisciplinary Focus | Minimal number of SL offerings with few academic and geographic choices | Moderate number of SL offerings with some academic and geographic choices |
| Scale | Integration as part of orientation or select FYE/GE courses, but not required of all freshmen Between 1 - 2% total students participate annually in SL courses No specific attention paid to underrepresented student participation in SL courses Students are limited by academic level (i.e.. Graduate Students/Seniors/Capstone) | Integration as part of all first year experience courses and some GE courses, required of all freshmen Between 3-4% students participate annually in SL courses Faculty are engaged in identifying culturally inclusive practices and support Some limitations of student opportunities by academic level (i.e. upperclassmen) |
| Integration with other HIP | SL program offers no integration with other HIP | SL programs have 1-2 integrations with other HIP or has just begun (ex: e-portfolio, SA, internships) |
| Equity in Access | Distribution across 29% or less of division/colleges Minimal options or support for underrepresented students (ex: range of costs, range of duration) | Distribution across 30-60% of division/colleges Some intentional opportunities and support for underrepresented students (ex: range of costs, range of duration) |
| Campus Assessment Plan | Minimal annual administrative review of courses/very little individual assessment is completed Little or no identification of course outcomes, little or no connection to division/program Utilize 1 assessment type: Student achievement data, equity assessment (cross divisional) | Annual administrative review/many courses are assessed and individual assessments completed by SL participants Explicit identification of course outcomes, minimal connection to division/program outcomes, minimal connectivity Utilize 2 assessment types: Student achievement data, equity assessment (cross divisional and cross demographic) |

Differences by sector.: *CC; **Univ.

Milestone 3

Extensive institutional support for SL

Institution has fully integrated elements of HIP best practices

Institution belongs to 3 or more associations and is active; CC 2

Administration fully supports and funds professional development opportunities.

All operations and faculty/staff support are fully funded; grant and scholarship opportunities are available to students and faculty

More than 2% faculty regularly teach SL designated courses

Consistent, widespread faculty representation on campus SL advisory board/committee

Consistent, widespread participation/presentations at conferences or conduct international research

SL is recognized in the tenure/promotion process

Formal Advisory Board/committee that meets regularly

Extensive range of SL opportunities offered

Dedicated SL office, fully or sufficiently staffed

Extensive number of academic departments involved with SL, including faculty and administrators

Academic Departments routinely support and encourage student involvement in SL

Extensive number of non-traditional courses offer SL components (i.e. STEM/Workforce Development/Honors)

Extensive curriculum integration

20 hours of service or more as part of course

Extensive SL offerings across many academic and geographic choices

Integrated in all FYE, some GE, required of all freshmen, and opportunities in upper level courses

5% or higher of students participate annually in SL courses; institution applies for President's Community Service Honor Roll

SL program offers professional development around inclusion and equity

All academic levels are eligible for participation

SL programs have 3+ integrations with other HIP (ex: e-portfolio, SA, internships)

Distribution across 61% of division/colleges

Extensive opportunities and support for underrepresented students (ex: range of costs, range of durations, scholarships)

Majority of SL courses and student participants are assessed annually and results are shared with appropriate stakeholders

Explicit identification and connection of course outcomes, division/program outcomes, and institutional outcomes

Utilize 3 assessment types: Student achievement data, equity assessment (cross divisional and cross demographic), and direct/indirect assessment of student perceptions (NSEE, CCSSE, eportfolio, course learning outcomes)

System

Institution

Foundations

Literature Review
Best Practices Inventory
Executive Summary

HIP Taxonomies

Phase 1: Spring 2015
Service-Learning
Study Abroad
Work-based Learning

Phase 2: Fall 2015
Learning Communities
Undergraduate Research
Badging

TBD:
FYE Courses
Non-Credit Experiences

Data/Assessment

Underrepresented student participation
Number of participating students
Number of institutional HIPs offered

System-Level Resources

Forms & Guidelines
Training
Grant Opportunities

Institutional Engagement with HIP

Institutional Self-Study of HIP

Coding in Banner

Underrepresented student participation
Number of participating students
Number of institutional HIPs offered

Institutional Engagement with System Initiatives

Outcomes

- Increase in # of students participating in HIP
- Increase in retention rate
- Increase in completion rate
- Increase in underrepresented student participation in HIP
- Decrease in completion and educational achievement gaps for underrepresented students.

TBR System Plan for High Impact Practices

Beyond Financial Aid

How colleges can strengthen the financial stability of low-income students and improve student outcomes



by:
Priyadarshini Chaplot, Darla Cooper,
Robert Johnstone and Kelley Karandjeff

A promising resource to aid students of promise

College has never mattered more than it does right now — to individual Americans or to the nation as a whole. Economists and labor experts tell us clearly that 21st century jobs require high-level knowledge and skills — the type of learning that can only be acquired in high-quality postsecondary programs. In fact, the experts say that few American can expect to build and maintain a middle-class lifestyle without some sort of college-level credential.

What's more, the benefits of college-level learning go beyond economics. Higher education is also a key element of personal growth and social progress. The college experience affords myriad opportunities to students and graduates, often opening them up to entirely new worlds. College is at once a window and a door, a view of the possible and a way to make it real.

Unfortunately, at a time when college success is vital to nearly every American, far too many find that success unattainable because of rising costs and increasing levels of unmet need. Low-income college students face very high financial hurdles, barriers that can no longer be overcome solely through the use of traditional financial aid.

Student loans, grants, public and private scholarship programs — these are all important tools in the effort to assist low-income students. But these forms of traditional financial aid just aren't enough — not when one-third of all undergraduates qualify as low-income; not when these students struggle financially to meet day-to-day needs such as housing, transportation and child care; not when the most academically promising students in the lowest income bracket graduate at a rate of only 26 percent — lower than that among the *worst-performing* students from wealthy families.

What's needed to address these inequities and change this dynamic — and what is already working on many campuses — is a broader, more holistic, more nuanced approach. It's an approach that offers students a range of culturally sensitive, innovative and effective services to strengthen their financial stability. In short, what's needed is a thoughtful effort such as the one outlined on these pages — an effort that, as this guide's title states, goes *Beyond Financial Aid*.

BFA is, in one sense, a compendium of best practices for assisting low-income students. It highlights good work that, in many cases and in many places, has been underway for years. So the lessons here are not new. Still, we at Lumina see value

in collecting these lessons in one document, in lifting up the promising practices for others to emulate.

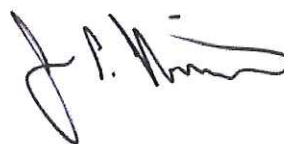
But *Beyond Financial Aid* is more than a compendium of what works; it's also a resource that can help you work *better*. *BFA* is designed to serve as a practical guide for institutions to improve their service to low-income students and thus increase the success of those students. It offers institutional leaders six concrete strategies they can use in two ways: first, to determine how (and how well) their low-income students are being served, and then to devise and implement plans to improve, expand and better coordinate those services.

My Lumina colleagues and I are excited about *BFA*. We think it has enormous potential to increase success rates among the students who face the highest barriers — the students who *must* succeed if we are to truly progress as a nation.

But potential is only realized through practice, and even the best tools must be honed to be effective. So we need your help. I urge you not just to review this document, but to *use* it. Learn and apply its lessons. Take the institutional self-assessment. Work with your campus colleagues to forge and implement a plan of action.

And most important, let us at Lumina know what you think about *BFA* and how we might improve it. Share your success stories. Describe the programs and practices that have worked on your campus. Tell us about the challenges you still face. Send your thoughts to bfa@luminafoundation.org. Your feedback — and your continued partnership — are vital as we work to make college success a reality for millions more Americans.

Thank you for your commitment to that effort.



Jamie P. Merisotis
President and CEO



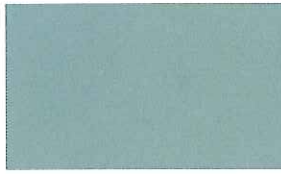


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Executive summary

Higher education institutions have a critical role to play in increasing college participation and success among low-income and minority students. Institutions can meet their commitment to produce more equitable outcomes by improving their efforts to reduce financial hardships among low-income students. *Beyond Financial Aid (BFA)* can aid them in that work. It builds on three guiding principles:

- (1) A large and growing number of postsecondary students face the challenges created by limited resources. In fact, approximately one in three American undergraduates receives a Pell grant and is therefore considered a low-income student.
- (2) When institutions structure and offer all types of financial aid (including nontraditional supports) in a coherent, consumable way, students will persist longer, generate additional revenue for the institution, and graduate at higher rates.
- (3) Providing these supports in an intentional way is not an impossible dream. Colleges across the country are already doing it and doing it well.

'Beyond Financial Aid:' purpose and elements

College affordability is about more than tuition and fees. It reflects the ability of students and their families to meet expenses and maintain a reasonable standard of living. Traditional financial aid such as grants and loans are often inadequate to cover the true cost of attendance. *BFA* expands the traditional concepts of what social and financial supports are necessary to address the broader needs of low-income students. Those needs include access to reliable and adequate nutrition, transportation, housing and child care — as well as financial, tax and legal services. With access to a more comprehensive network of supports, low-income students can establish a financial foothold. This allows them to focus on and achieve their education goals. In addition to these supports, institutions can and should review and revise their own pricing structures, financial aid strategies and scholarship policies to help ensure the success of all students.

BFA (1) makes the case for broad, integrated financial supports for low-income students, (2) provides a framework of six concrete support strategies with examples from institutions across the nation, (3) includes a self-assessment for institutions to gauge their own capacity and readiness, and (4) provides an interpretation guide to help institutions make sense of their

assessment results and inform next steps. Collectively, *BFA* addresses the following questions:

- How can your institution assess its readiness and capacity to support low-income students?
- What strategies can your institution consider adopting to better support low-income students?
- What initial steps can your institution take to strengthen its support of low-income students?

The benefits of increasing support to low-income students

Strengthening the financial stability of low-income students can generate enormous gains at multiple levels. Such efforts can increase students' long-term economic independence, make the economy more efficient, and contribute to a more equitable society. For institutions, strengthening the financial stability of low-income students can offer numerous benefits. For example, it can help institutions:

- Improve key indicators of institutional performance, including rates of student retention, completion, transfer and employment.
- Address calls from accrediting agencies, state educational systems and the public to ensure quality, affordability and equity.
- Create economic benefits, including increased revenue from tuition and state apportionment.
- Narrow the so-called "achievement gap," which may be less about achievement and more about students having the resources to succeed.
- Strengthen commitment to and relationships within the local community.

Low-income students: who and how many?

Using receipt of a Pell grant as a proxy for low-income status, approximately one of three American undergraduates is low-income. Bearing in mind that not all low-income students who are eligible for financial aid actually apply, the exact number of low-income students is arguably much higher. Many economically disadvantaged students arrive at postsecondary institutions with needs that simply cannot be addressed through traditional college supports. In addition to entering institutions with academic

challenges, low-income students often must balance school with competing priorities, including families and jobs. More often than expected, these students may lack reliable access to adequate housing, food, transportation, health care and child care as well as financial, tax and/or legal services. Though they qualify for and receive financial aid, these students can still have significant unmet financial needs. Many are unaware of the supports that are available in their communities and on campus to alleviate these hardships. Being underprepared and overextended, such students often delay entry into postsecondary education after high school, enroll part-time or inconsistently, disengage from school, or in many cases, drop out altogether.

Six strategies to increase support of low-income students

BFA concentrates on six concrete strategies that can help institutions address the broader financial needs of low-income students:

1. **Know the low-income students at your institution.** Each institution varies in the specific makeup of its low-income students and in the supports it offers those students. Reviewing quantitative and qualitative institutional data can help determine accurate numbers and characteristics of low-income students, how they experience the institution, and which factors affect their ability to succeed.
2. **Provide supports to help low-income students overcome practical barriers.** A financial stability package for low-income students can extend beyond traditional financial aid. It can include easy access to public benefits such as food assistance and health care, the provision of financial and career coaching, and implementing on-campus programs to offer services such as automotive repair, tax preparation and legal services. While many institutions provide an array of resources and assistance to low-income students, these supports can be delivered more effectively if they are bundled, integrated and centralized.
3. **Leverage external partnerships for service delivery on campus.** Institutions can leverage and expand their network of partnerships to include groups with shared missions, values and students. Strengthening these relationships may require up-front effort and sustained commitment, but these partnerships can benefit students, institutions and the external organizations.
4. **Empower low-income students to use available resources.** While many students proactively seek out services and resources, many others do not. Normalizing the act of using a variety of financial supports, including financial assistance and public benefits, can increase their use. Also, shifting to an “opt-out” model as the

default — a process that automatically provides services unless students actively choose not to use them — can increase students’ use of services.

5. **Review your internal processes.** Institutional policies and processes are created to fit specific conditions. However, as time passes, what was designed as a convenient policy or a reasonable process may have unintended negative impacts (e.g., academic, financial) on low-income students. Reviewing your institution’s internal processes from the perspective of low-income students can help highlight opportunities to revise and streamline those processes in ways that can better meet students’ needs.
6. **Implement effective practices to strengthen the academic progression of all students.** Many institutions are exploring practices known to encourage the progression and achievement of all students. However, without integrated supports that stabilize their finances, low-income students are at a particularly high risk of not reaching their education goals.

The ‘BFA Self-assessment Guide

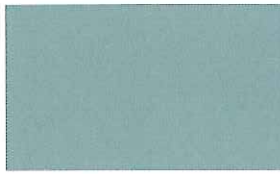
Each institution can address these six strategies in ways that acknowledge its unique mix of culture, priorities, resources and existing efforts. To identify your institution’s priority areas for action, *BFA* includes a self-assessment that helps your institutional team:

- Explore how your institution addresses the variety of financial issues your low-income students face.
- Determine how integrated your institution’s services are.
- Discover opportunities for improvement, both by enhancing and/or expanding current services and by adding new services that address gaps.

After conducting the self-assessment, your team can use the accompanying interpretation guide to make sense of the results in terms of:

- Your institution’s current composition and circumstances of low-income students.
- Potential opportunities inside and partnerships outside the institution.
- How to start a dialogue and develop a plan of action for strengthening support of low-income students at your institution.

In doing so, colleges and universities can ensure that increasing numbers of low-income students at their institutions achieve the levels of success that can translate their higher education experiences into long-term economic independence.



Introduction

Ben, age 21, is entering his fourth year at the local state university. Having selected a major late in his second year, he still has two years of coursework remaining to earn his biology degree. His financial aid barely covers his tuition and the cost of books and lab materials. Last month, he was laid off from his manufacturing job, where he worked 30 hours a week. With no savings to provide a cushion, he is left with no means to continue paying for his apartment or finish paying his credit card bill. Now, he finds himself living out of his car. He has an outstanding debt from the last term at the university and, without addressing it, he will be unable to register for the fall term. His friend, who also attends the university, has mentioned that she had been in a similar situation and received some support from the campus to continue her studies. Ben wants to learn more but doesn't know where to begin.

Jennifer, 32, arrives at her calculus class at the local community college, where she is enrolled full time, looking weak and exhausted. When her professor asks her what is wrong, she reveals that she has barely eaten for three days, saving any remaining food for her two young children. Suffering an injury at work and without her full paycheck, she's had great difficulty making ends meet. Her cousin has offered her some part-time work, but she is hesitant to take it because the hours conflict with her school schedule. However, given her mounting financial challenges, Jennifer is uncertain she can continue classes while tending to her family's needs.

Even in the midst of an economic recovery, Ben, Jennifer and millions of other economically disadvantaged students are working harder than ever to get by, let alone get ahead. Without sufficient wages to provide for themselves and their families, many low-income individuals are turning to higher education — and for good reason.¹ Postsecondary preparation remains the greatest investment that those experiencing economic hardship can make in and for themselves.^{2,3} Yet low-income students at colleges and universities across the nation face innumerable challenges as they try to achieve their education goals.

Poverty is more widespread than most people realize, and it's especially common among students of color. Racial and ethnic


minorities are the fastest-growing groups in the United States, and they make up a disproportionately large segment of our nation's poor.⁴ And as our country's college-going population mirrors these broader demographic shifts, many low-income students arrive at postsecondary institutions with needs that simply cannot be addressed through traditional academic supports. Not only do they enter institutions with academic challenges, many low-income students also must balance school with other priorities, including jobs and families.

More often than expected, these students lack reliable access to adequate housing, food, transportation, health care and child care. Many are unaware of the supports that are available in their communities and on their campuses to help alleviate these hardships. Being underprepared and overextended, such students often delay entry into postsecondary education after high school, enroll part-time or inconsistently, disengage from school, or in many cases, drop out altogether.

Recognizing the unique challenges that low-income students encounter when trying to find their way into and through higher education, a growing number of community colleges and universities around the country are implementing strategies to support students in establishing a financial foothold that enables them to focus on their education goals. These institutions are facilitating connections to existing services from federal and state agencies, offering new supports to bring stability to students' lives outside school, and delivering this assistance in a more integrated and comprehensive manner on their campuses.

Through a combination of hard data, academic research, real-life examples and observations, *BFA* addresses the following questions:

- How can your institution assess its readiness and capacity to support low-income students?
- What strategies can your institution consider adopting to better support low-income students?
- What initial steps can your institution take to begin strengthening its support of low-income students?



Framing 'Beyond Financial Aid'

While traditional forms of financial aid such as grants and loans are commonly used to assist college students, *BFA* focuses on an expanded concept of financial supports that extends beyond financial aid. Such supports include nontraditional resources that can more holistically address students' broader needs. These resources include access to reliable and adequate nutrition, transportation, housing and child care — as well as financial, tax and legal services. Supplementing these efforts, institutions can and should review and revise their own pricing structures and financial aid strategies to help ensure the success of all students. For example, merit-based aid programs have increased substantially compared to need-based programs.⁵ Many institutions continue to recruit well-qualified students — usually from higher socioeconomic strata — at the expense of supporting low-income students.

BFA builds on three guiding principles:

1. A large and growing number of postsecondary students face the challenges created by limited resources. In fact, approximately one in three American undergraduates receives a Pell grant and is therefore considered a low-income student.
2. When institutions structure and offer all types of financial aid (including nontraditional supports) in a coherent, consumable way, students will persist longer, generate additional revenue for the institution, and graduate at higher rates.
3. Providing these supports in an intentional way is not an impossible dream. Colleges across the country are already doing it and doing it well.

BFA is designed to assist individuals and teams at community colleges and undergraduate institutions interested in helping more low-income students reach their education goals. To that end, it primarily encourages the implementation of broad, integrated financial supports that can strengthen students' ability to manage their finances and address basic needs. This approach goes beyond focusing solely on financial aid or encouraging students to take out loans. By expanding the concept of financial supports and offering practical approaches to integrate information and services, we hope institutions can assess their existing support efforts and incorporate new practices. We want you to explore how strengthening the set of financial supports

to low-income students can work within your institution's unique circumstances.

BFA consists of two sections:

- **A primer on strengthening support for low-income college students:** This section makes the case for improved support for low-income students and provides a framework with six concrete strategies and examples from colleges across the country.
 - *Part 1: Making the case for improved support to low-income students* briefly summarizes the composition of the low-income population in our institutions of higher education and then explains the impact of poverty on student success. We then outline the multiple benefits of improving the financial stability of these students.
 - *Part 2: Exploring six strategies to support low-income students* provides a framework for approaching assistance to students with economic challenges, including a set of practical strategies and examples.
- **The *BFA* Self-assessment Guide:** This section is designed to help your institution assess the extent of its comprehensive support for low-income students and plan revisions accordingly.
 - *Part 3: Assessing your institution's support of low-income students* offers a self-assessment that can help you identify your current practices for supporting low-income students and spur thinking about how to revise existing approaches and add new ones.
 - *Part 4: Interpreting your self-assessment results and strengthening support of low-income students* provides a guide for interpreting your assessment findings and/or facilitating an institutional conversation about how to strengthen assistance to low-income students and improve their outcomes.

A primer on strengthening colleges' support for low-income students

Part 1: Making the case for improved support to low-income students

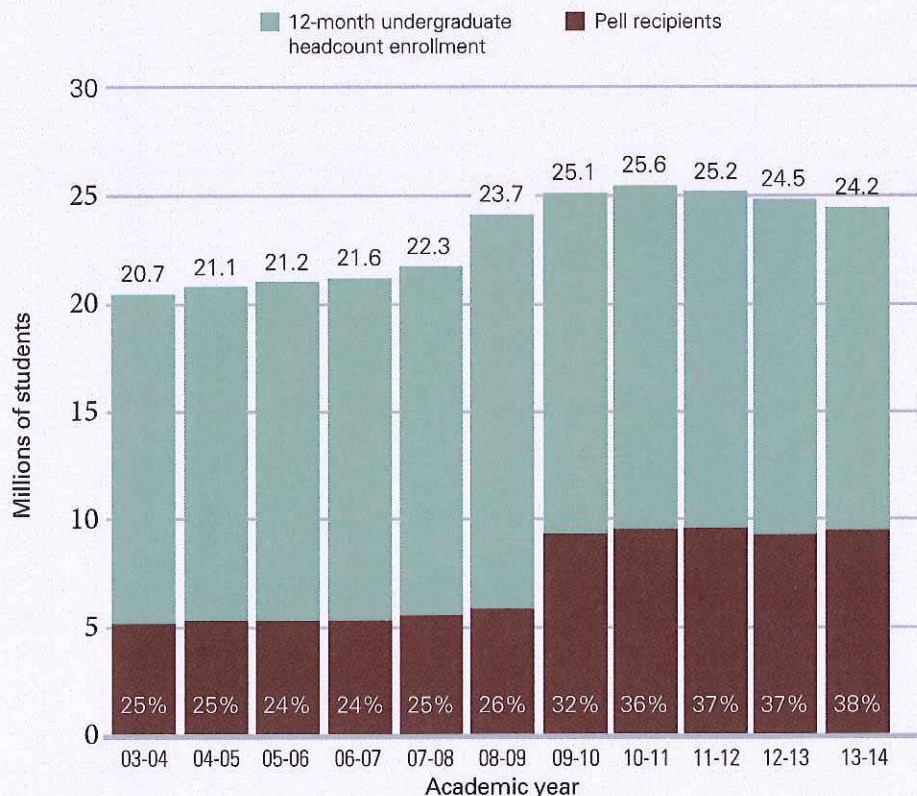
Who are low-income students, and how does poverty hinder their success?

Low-income students represent a considerable portion of the postsecondary population. In 2008, 44 percent of all low-income individuals ages 18-26 were or had been enrolled in postsecondary education.⁶ Using the Pell grant as a proxy for low-income status, approximately one in three undergraduates across the country qualifies as low-income, a figure that has remained fairly consistent from the 2003-04 through the 2013-14 academic years (see Figure 1, *Total Undergraduate Enrollment and Percentage of Students Receiving Pell Grants, 2003-04 to 2013-14*).⁷ Note that not all low-income students who qualify for financial aid actually apply.⁸ Thus, using the number of Pell grant recipients to estimate the number of low-income students actually undercounts the true number.

These students represent a broad mix of the population, including women and men, single and working parents, students with disabilities, undocumented individuals, and foster youth. They also include racial and ethnic minorities, as students experiencing economic hardship are more likely to be Hispanic, African American and Native American.^{9 10} Low-income students are more commonly first in their families to attend college and may lack the necessary skills and knowledge to navigate the complex channels of

higher education.¹¹ Generally, they tend to be less familiar with the postsecondary setting and often have more and different financial responsibilities than those of higher-income students. Though low-income students may see higher education as one of the surest paths out of poverty, the combination of academic and socioeconomic hardships they face can hinder their ability to complete their education goals.

Figure 1: Total undergraduate enrollment and percentage of students receiving Pell Grants, 2003-04 to 2013-14



Note: Twelve-month undergraduate headcount for 2013-14 is estimated based on preliminary fall 2013 IPEDS enrollment data.

Source: NCES, *Postsecondary Institutions and Price of Attendance in 2013-14; Degrees and Other Awards Conferred: 2012-13; and 12-Month Enrollment: 2012-13: First Look (Provisional Data)*; NCES, IPEDS preliminary fall 2013 enrollment data; calculations by the authors.

Low-income students face a double threat: rising tuition paired with an urgent need to support themselves and their families.¹² Between 1999-2000 and 2011-2012, out-of-pocket expenses for low-income students increased (after subtracting grants, loans, work-study and all other student aid), despite an increase in grant and loan aid over the same period.¹³ A 2010 study found that 79 percent of low-income, first-generation students still had financial need after receiving all of the financial aid for which they were eligible in 2004; this compared with only 34 percent of their first-generation peers who were *not* low-income.¹⁴ In addition to increased costs, low-income students must also factor in foregone wages — what they could have earned had they chosen to work instead of attending college. Consequently, many low-income students seek more affordable postsecondary options, such as community colleges and public universities. According to the American Association of Community Colleges, 42 percent of community college students are the first in their families to enroll in higher education and 58 percent attend part time. Nearly 85 percent of these students work while in school, with about one-third working full time.¹⁵

While community colleges and state universities may provide more affordable alternatives for higher education, low-income students confront a mix of academic and socioeconomic barriers once they enroll, challenging their ability to keep academics a priority.

Socioeconomic challenges

Typically the first in their families to attend college, economically disadvantaged students tend to be less familiar with how to navigate higher education, including how to plan and prepare for, apply to, and fund college.

Despite qualifying for and receiving financial aid, they can still have significant unmet financial needs. These needs can include, but are not limited to, reliable access to adequate food, shelter, transportation, health care and child care. Low credit scores, lack of savings and unmanageable debts may compound students' struggles, complicating their efforts to manage finances while increasing their stress levels (see textbox, *Minor*

issues can turn into major derailments for low-income students). Additionally, they may have dependent family members. While in college, low-income students may take on heavy student loan debts or engage in behaviors that hamper their ability to earn postsecondary credentials. Such activities include working full time while enrolled, attending college part time while working, or dropping out until they can afford to return. According to a Public Agenda report on why so many students fail to finish college, 54 percent of students surveyed said they needed to work to

support themselves or their families and could not balance work and classes; 31 percent clearly stated that they could not afford college.¹⁶

The paradox here is that many students facing financial hardships are unaware of how close they are to support that may lessen some of their stressors. In many cases, students may not know what programs are available, for which they qualify, and how to apply. Billions of dollars in government-subsidized benefits such as tax credits, child care and supplemental nutrition go unclaimed every year.¹⁷ Knowing no one who can guide them through the seemingly arduous application process, some students may feel so overwhelmed that they abandon or simply avoid the effort to seek supports. Also, low-income students may have a family outlook or cultural stigma against receiving assistance or taking on debt; this too can discourage them from seeking federal, state and local supports.¹⁸

Academic challenges

While college enrollment rates are on the rise, low-income students continue to trail their higher-income peers in completing college and attaining certificates and degrees.^{19,20} Without a family precedent in higher education or a working knowledge of academic assistance, they may struggle to select appropriate courses, find financial supports or seek assistance. Many low-income students require substantial developmental education prior to enrolling in college-level courses; this can significantly increase their fees and the time required to complete.²¹

Not surprisingly, low-income students who arrive underprepared are also less likely to succeed in college. While half of all

individuals from high-income families have a bachelor's degree by age 25, just one in ten people from low-income families do.²² Also, high-performing low-income students are less likely to graduate than are their low-performing high-income peers (see Figure 2 on Page 7, *College graduation rates by family income and test scores*).²³ This finding in Figure 2 starkly challenges the oft-unspoken but common belief that college is a meritocracy,

where the "smart" students graduate and the "weaker" or "unmotivated" students do not. Given the strong correlation between lower-income status and race in the United States, there is perhaps no stronger evidence that, in the interest of building a more just and equitable society, colleges and universities must increase the success of their low-income students.

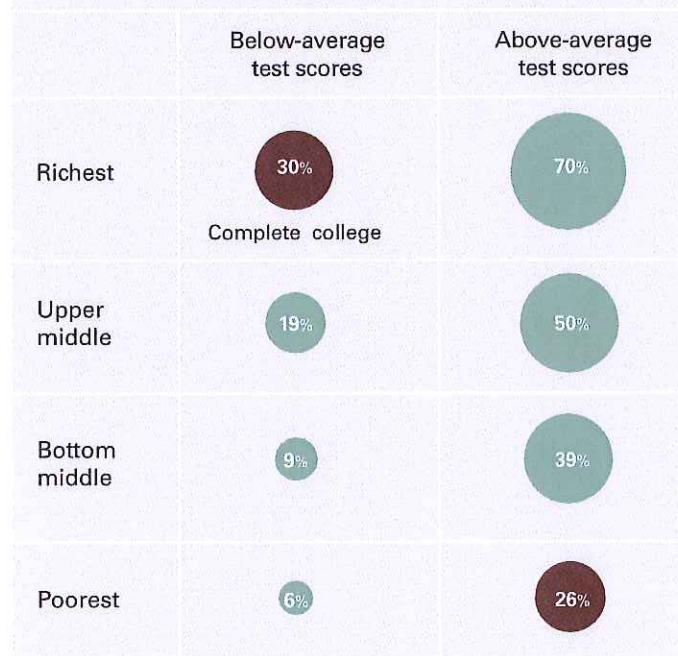
In addition, low-income students are less likely than their higher-income peers to attend selective institutions and more likely to

Minor issues can turn into major derailments for low-income students

Seemingly minor concerns can become dangerous stressors for economically disadvantaged students. Challenges such as car trouble, reduced work hours or loss of a job, interrupted child care, overdrafting of a bank account or management of returned check fees can take valuable time and deplete precious resources. Trying to balance family needs, financial obligations and academic expectations — as well as the combined stress of it all — can make low-income students feel overextended and overwhelmed.

attend postsecondary institutions that do not lead to occupations more commonly associated with increased earnings.²⁴ While the loss in earnings to the student and the government can be quantified, the costs of stunted professional careers and missed opportunities for economic independence are incalculable.

Figure 2: College graduation rates by family income and test scores



Source: *Affluent Students Have an Advantage and the Gap is Widening*, December 12, 2012, New York Times based on research from Bowen, W.G., Chingos, M.M., & McPherson, M.S. (2009). *Crossing the Finish Line: Completing College at America's Public Universities*. Princeton, N.J.: Princeton University Press

What are the benefits of supporting low-income students?

While low-income students can clearly face a complex and difficult set of struggles, institutions can support these students in addressing financial hardships through multiple strategies. Examples can include improving access to assistance such as federal financial aid and emergency loans, integrating supports more comprehensively by screening all low-income students to determine eligibility for Medicaid and Supplemental Nutritional Assistance Program (SNAP, formerly known as food stamps), and leveraging opportunities to bring services directly to students by partnering with human services agencies to provide screening and application assistance during peak periods such as orientation. (These approaches will be more thoroughly explored in Part 2: *Exploring six strategies to support low-income students*.) Fortifying the ability of students to afford staying in school while managing their external responsibilities can increase their chances to continue and achieve their education goals.

Strengthening the financial ability of low-income students beyond traditional forms of financial aid can generate enormous benefits — both economic and nonmonetary — at multiple levels. Advantages include supporting the long-term economic independence of students and their families, helping postsecondary institutions improve their outcomes, aiding the economy, and contributing to a more equitable society. This section highlights how students, institutions and communities can benefit by mobilizing resources and removing barriers — helping low-income students to navigate academic institutions, realize their academic and professional dreams, and become productive and contributing members of their communities.

Benefits to students

Helping low-income students and their families address financial hardships can have short- and long-term benefits. If students have access to reliable supports such as transportation and child care or assistance when unanticipated financial challenges arise, they are more likely to attend classes and stay on top of their academic work. This assistance can have ripple effects; it can help students stay enrolled from term to term and, ultimately, to complete their education goals. Two MDRC studies show how a limited financial award for students struggling with economic challenges can make a difference. In a 2009 demonstration project, low-income students were given up to \$1,000 for each of two semesters. Those who received the assistance had term-to-term re-enrollment rates

Financial aid packages should be assembled beginning with the most needy students and should cover four years, with every effort made to avoid loans. The progress of these students should be closely monitored, and they should continue to receive support throughout their college careers. The monitoring and support should include financial literacy, support from scholarships, application assistance, emergency financial aid, and academic support structures. The resulting improved retention of these students will yield an increase in tuition revenues, and a large part of these funds should be devoted to need-based aid and reinvested in additional advisors and coaching for these students.

Lawrence G. Abele, provost emeritus and director of the Institute for Academic Leadership, Florida State University

that were 30 percent higher than the control group.²⁵ In another MDRC study, students at 11 community colleges received emergency grants of \$299 in 2005 and \$430 in 2006. Results varied, but overall, students receiving financial resources had higher term-to-term re-enrollments than the annual re-enrollment rates at the college overall.²⁶

When institutions more purposefully integrate information, services and resources, low-income students are more likely to complete their education goals. And, as graduates, they are more likely to enjoy higher levels of earning and lower levels of

I use the following formula in campus discussions as well as with other campuses. I ask people to calculate the number of students affected by a one percentage point increase in retention rates on campus, then ask them for the average annual bill for tuition and fees per student at their institution (total tuition and fee revenues divided by the number of student enrolled). At Georgia State, a one-point increase in retention is equivalent to 320 students, and the average annual bill in tuition and fees is \$9,000/student: $320 \times \$9,000 = \2.88 million.

So for every one point we increase retention, the university nets \$2.88 million. If these students enroll for more than one additional year (and most do), the gains are even higher. We use these considerations to frame major investments in student support. For instance, when we hired 42 additional academic advisors in one year, it cost \$1.6 million in continuing funds, but if those 42 advisors raise the retention rate even one point, they pay for themselves, plus they provide \$1.2 million in additional revenues per year.

In point of fact, the first full semester with our new advisors and GPS Advising in place, we saw a better-than-four-point increase in retention between fall and spring semesters. Effective student support programs more than pay for themselves.

Timothy M. Renick, vice provost and vice president for enrollment management and student success at Georgia State University

unemployment throughout their lives. They are more likely to live longer, and to receive retirement benefits and health insurance from their employers. Their healthier lifestyles also contribute to lowering their health costs. In short, higher education increases the chances for adults and their families to move up the socioeconomic ladder, putting them on a path to economic independence and self-sufficiency.²⁷

Benefits to institutions

The individual successes of low-income students can combine and magnify to benefit overall institutional success, both at community colleges and universities. Strengthening the financial stability of low-income students can offer opportunities to:

1. **Improve key indicators of institutional performance.** When greater numbers of low-income students persist in college, progress toward their goals, and achieve postsecondary credentials, the institution can improve its key indicators of performance (e.g., retention rates, persistence rates, transfer rates, graduation rates, employment rates), thereby supporting its own success and completion agendas.
2. **Address calls for accountability.** Financial aid was initially distributed to support students who otherwise would not have been able to attend college. Over time, increases in tuition have outpaced increases in financial aid, thereby increasing students' unmet financial need. In this current era of public accountability, institutions are asked by accrediting agencies and state educational systems to demonstrate how they maintain a level of quality while providing affordable access to students. To lessen the financial hardship of economically disadvantaged students and address public calls for accountability, institutions can implement efforts ranging from reducing students' time to degree to connecting students with diverse and centralized support services to demonstrate the "value added" of a college education.
3. **Create economic benefits to the institution.** Alleviating the financial hardships of low-income students can decrease their likelihood of dropping out. As students remain in college longer, institutions can enjoy economic benefits in the form of increased revenue from tuition and state apportionment (see text box on Page 9, *Improved support to low-income students can improve the bottom line*).
4. **Narrow the "achievement gap."** It is clear that race, ethnicity and socioeconomic status are inextricably linked in our country. Higher incomes afford access and privilege in many aspects of society, and nowhere is this more apparent than in our institutions of higher education. Many low-income students are Hispanic, African American or Native American, and credential attainment and graduation rates for these populations are persistently lower than among their white and Asian peers.^{28,29} If institutions can succeed in bringing the participation and success rates closer for all student groups,

Improved support to low-income students can improve the bottom line

Fiscal Considerations of Statway and Quantway: We Should Be Doing This Anyway, but Here's How It May Help the Bottom Line explores the fiscal implications of innovative programs in higher education. While focused on the Statway and Quantway approach of offering alternative math pathways, the logic holds for a wide range of innovative approaches such as those described in this guide for increasing the achievement of low-income students. Successful programs such as Statway and Quantway have a wide range of fiscal outcomes, including:

- Increased student retention and increased average number of units earned per student, resulting in additional tuition and apportionment revenue to the college.
- Reduced cost per completer/graduate.
- Increased savings on tuition and books due to shorter time to degree.
- Increased wages for an institution's graduates, due to both increased degree attainment and shorter time to degree.

Download the full report and obtain a customizable Excel tool that can be used to determine the return on investment that can inform the creation or expansion of programs serving low-income students. The report is available at www.inquiry2improvement.com/publications-resources

regardless of socioeconomic and racial backgrounds, we can make strides in bridging the achievement gap and achieving equitable outcomes. Very importantly, doing so can reveal that narrowing the gap is not as much about "achievement" as it is about all students having the resources to succeed.

5. **Strengthen partnerships with the community.** Community partnerships provide opportunities for supporting low-income students more holistically. When institutions link to various groups such as state and local agencies, employers and faith-based organizations, all parties can align their efforts to achieve mutually beneficial goals.

Benefits to community/society

By increasing higher education success among low-income adults, our nation has an opportunity to come closer to achieving its college-completion goals and experiencing an economic boost from a more educated workforce. Though low-income students may depend on services such as unemployment insurance, SNAP and Medicaid while enrolled in college, their use diminishes over the course of their lives.³⁰ As a result of improved earnings and higher rates of employment, the state and federal government can enjoy higher tax revenues while reducing the overall use of income-support programs. Beyond economic benefits, adults with higher levels of education demonstrate behaviors associated with increased civic engagement. They are more likely to vote and volunteer in their communities, and they report a higher level of understanding of political issues.³¹

By weaving together multiple financial supports and offering them in intentional ways, institutions can begin to equalize educational opportunity while improving access and success for students of all races and socioeconomic backgrounds. If institutions succeed in these endeavors, it is not hyperbole to state that we will be closer to an equitable and excellent higher education system that gives each member of society a fair chance at realizing his or her full potential. The resulting benefits to the student and, in turn, to society are many and significant.

Educators often come to this work with the focused intent to improve educational outcomes for low-income students. They soon realize greater impact than they anticipated. They discover the sea change power of the work to shift organizational culture and transform their capacity to catalyze equity. Cutting-edge CEOs absolutely get it. This is not about mission creep. It is really about institutional effectiveness and our vision to make real the promise of higher education for all those we serve.

William Watson, Ed.D., director,
SparkPoint at Skyline College

Part 2: Exploring six strategies to support low-income students

Many institutions are beginning to demonstrate that, through a campus-wide commitment and a strategic (re)investment of resources, low-income students can receive the assistance they need to address economic barriers and stay focused on their education. This section offers an action-planning framework for all institutions to use when considering ways to strengthen their support of these students. The framework features six strategies, as follows:

Strategy 1: Know the low-income students at your institution.

Strategy 2: Provide supports to help low-income students overcome practical barriers.

Strategy 3: Leverage external partnerships for service delivery on campus.

Strategy 4: Empower low-income students to use available resources.

Strategy 5: Review your internal processes.

Strategy 6: Implement effective practices to strengthen the academic progression of all students.

Where possible, we offer examples of how community colleges and universities are addressing each of the six components. Some parts of the framework have a deeper set of practices to draw on than others; in some cases, models and approaches may still be emerging. And the examples cited here certainly don't represent a complete list; you may know several others from your own work. That said, the framework offers a set of guiding strategies that institutions can use to better support low-income students and increase their chances for success.

Strategy 1: Know the low-income students at your institution

Part 1: *Making the case for improved support to low-income students* provides a general understanding of the plight of low-income students. Its facts and figures smooth out variations that may exist across regions and states as well as between community colleges and universities. While generalizing these issues can help create a more digestible story, we recognize the great diversity in institutions across the country. Each institution is unique in the composition of its students, services and resources. Likewise, each institution can vary in the specific makeup of its low-income students as well as their unmet needs and existing supports. Some institutions may have larger proportions of

students who need access to public benefits. Other institutions may have many students who must balance heavy work commitments with school loads. Still other institutions may have fewer students with such needs, yet students' academic success may be compromised by their financial circumstances.

To assess the needs of low-income students at your institution and determine which programs and policies can best support them, begin by becoming familiar with who they are. Sample metrics can include:

- How many of your students are economically disadvantaged?
- What are their levels of unmet need, defined as the difference between their costs (e.g., tuition, fees, living expenses, books) and resources (e.g., grants, student, and/or family contribution)?
- What are the rates at which they progress and succeed?
- What campus services do they use?
- What is their employment status?
- How many have dependent family members?

To answer these and related questions, it may be helpful to first identify a cross-functional team of colleagues — perhaps an existing college committee — who define terms (e.g., low-income), determine which questions to answer, and decide which data to explore. Reviewing institutional data can provide insight on the number and characteristics of low-income students, how these students experience the institution, and which factors affect their ability to succeed. Using its data, Georgia State University in Atlanta awards "Panther Retention Grants" during the fee drop period to financially imperiled students. Recipients of these micro-grants are those who have a genuine unmet need and are on track for graduation, but who have to be dropped due to an unpaid account balance. The largest group of micro-grant recipients are low-income seniors, especially those who switched majors at some point, maxing out their loans and running out of major types of financial aid. Of the 2,000 seniors who received micro-grants last year, 70 percent graduated within two semesters. These are students who otherwise would have stopped out or dropped out because they were unable to pay their university bills.

Similarly, Tennessee State University in Nashville reviewed its institutional data to determine which students were being dropped from their courses due to small outstanding debts (i.e., less than \$1,000). The president then launched a campaign among alumni donors to raise the "last dollars" to help settle

Understanding the reality of poverty can improve support to low-income students

What do the day-to-day realities of life with a shortage of money and an abundance of stress actually feel like? To better understand the experiences of low-income students, institutions can engage in activities that expose the reality of poverty from different angles in an experiential setting.

Encouraged by their president, practitioners at Gateway Community and Technical College in Florence, Ky., engaged in an in-depth interactive poverty simulation. Faculty, staff and administrators role-played the lives of low-income individuals (e.g., someone who is homeless, a child in a low-income family, a single parent) living in or near poverty. The purpose of this activity was to understand what it takes to obtain basic necessities such as food and shelter in the community while living on a limited budget and navigating the complex web of government services.

Through this exercise, participants better understood the choices students make, some of which are counterproductive to their education goals. Additionally, participants received training in helping direct low-income students to available services and felt greater motivation and responsibility in doing so.

these debts, enabling students to remain enrolled. Alternatively, LaGuardia Community College in New York mines Free Application for Financial Student Aid (FAFSA) data and flags students who have certain income levels and household sizes. When the flagged students appear at the financial aid office, they are also screened to determine their eligibility for public benefits.

To complement these quantitative data, we also suggest collecting qualitative evidence that illuminates the unique experiences of low-income students at your institution. Speaking directly to economically disadvantaged students about their daily realities — as well as with the faculty and student services professionals who work with them on a regular basis — can help inform your institution's approach to support and service delivery as well as policy. Consider surveys, focus groups and interviews with low-income students and the practitioners who work with these students — and be sure to conduct these activities in a safe and supportive environment. Moreover, professional-development activities exist to engage practitioners in simulations designed to help them better understand the challenges low-income students face. (See text box, *Understanding the reality of poverty can improve support to low-income students*.)

Strategy 2: Provide supports to help low-income students overcome practical barriers

Low-income students face many hardships outside the classroom that can limit their ability to focus on academics. Such hardships can include unreliable and inadequate access to food, shelter, transportation, health care and child care — as well as the inability to manage with limited incomes. Many services exist to help low-income students and their families limit financial stress. These services primarily aim to help low-income students build financial stability in the short run, while also strengthening the skills necessary to establish long-term self-sufficiency. Focusing on supporting students and their families, these services extend beyond the traditional reach of categorical programs. Additionally, these services are rooted in the conviction that, while student loans can be a piece of the financial stability package, they should not be the primary method of providing funds to low-income students.

An effective financial support system for low-income students can include any number of programs and services, including:

- Easy access and enrollment into public benefits such as nutrition assistance and health care.
- The provision of financial and career coaching.
- Campus programs that offer such things as automotive repair, tax preparation and legal services.

Skyline College, located in the San Francisco Bay area, has partnered with SparkPoint, a United Way initiative, to provide financial counseling, assessment for public benefits, and the development of and connection to on-campus supports, including a food pantry. Santa Fe College in Gainesville, Fla., develops class schedules based on the times that most students are best able to attend classes; this helps students stay on their educational pathways. To accommodate its many working-adult students, Middle Tennessee State University in Murfreesboro offers extended evening hours for services. Similarly, Austin Peay State University in Clarksville, Tenn., offers evening sections that align with child-care services. In earlier examples, Georgia State and Tennessee State settle outstanding debts through micro-grants, thus keeping financially strapped students enrolled. Also, for three years, the Benefits Access for College Completion initiative worked with seven colleges across the country to develop and implement practices and partnerships that improve students' access to public benefits, with the focus on increasing college completion rates. (See text box on Page 13, *Benefits Access for College Completion*.)

While many institutions provide an array of resources and assistance to low-income students, one critical factor that

strengthens the effective delivery is the “bundling” — intentional pairing and sequencing — of these services. This allows students to obtain multiple and complementary resources at once. Two such bundled approaches are the Working Families Success Network (WFSN) and Single Stop.

WFSN, based on the Annie E. Casey Foundation’s Center for Working Families concept, allows seamless, simultaneous access to a number of critical services that can help low-income students and their families stabilize their finances and get on the path to long-term self-sufficiency. The program works with nonprofits and community colleges to help students in three key areas: education and employment, improved access to public benefits, and financial coaching and education.

Research shows that community college students who received bundled services via the WFSN strategy improved their credit scores, used and managed their debt more wisely and improved their ability to manage family expenses. Participants also had term-to-term retention rates that were 10 percent to 15 percent higher than those of similar non-participating students. Additionally, WFSN students reported positive effects on their health, self-confidence and overall family well-being.³² Moreover, research indicated that participants receiving bundled services were three to four times more likely to achieve a major economic outcome (such as earning a certificate or degree) than those whose services were not bundled.³³

Central New Mexico Community College (CNM) has used the WFSN approach to restructure financial supports for its low-income students (see text box on Page 13, *Central New Mexico Community College – CNM Connect*). For institutions interested in exploring WFSN, the nonprofit organization MDC has developed a Working Families Success Strategy College Implementation Guide (see text box, *Starting or expanding a Working Families Success effort at your institution*).

Like WFSN, Single Stop integrates multiple supports and services in a comprehensive, coherent package for students and their families. A national nonprofit organization, Single Stop connects low-income families and students to benefits and services in multiple venues, including community colleges. It offers a comprehensive suite of services in a single, centralized location.

Services include customizable technology that simplifies screening for and access to government resources, including SNAP, publicly funded health insurance such as Medicaid and

the State Children’s Health Insurance Program (SCHIP), Temporary Assistance for Needy Families (TANF), emergency cash assistance, federal housing subsidies and rent supports; child-care assistance; help paying electric, gas and phone bills; Head Start (for children); transportation cost assistance; and the earned income tax credit. Additionally, it provides free financial counseling, legal advice on issues such as eviction and immigration, and tax return preparation.

At each site, Single Stop helps pay and support a staff of at least one counselor, who occupies an office on the college campus. Students can visit this counselor to learn about their eligibility for supports or gain access to financial and legal experts. While research on the impact and effectiveness

of Single Stop is underway, educational markers such as higher rates of year-to-year retention and persistence as well as lower dropout rates are predicted.³⁴

More detailed information about these campus-based support efforts — including Benefits Access for College Completion, CNM Connect and Miami Dade’s Single Stop program — is available in the text boxes on Pages 13 and 14.

Starting or expanding a Working Families Success effort at your institution

Developed by MDC, the Working Families Success Strategy College Implementation Guide serves as a resource to community college leaders, faculty and staff who are interested in starting or expanding a Working Families Success Network effort at their institution. The guide includes:

- The key characteristics of a Working Families Success strategy at a community college, and how to get buy-in from college leadership.
- A detailed discussion of how to design and implement the strategy at a community college, with descriptions of such issues as determining which students to serve, creating a staffing plan, determining what services to offer, conducting student outreach, funding, and planning for sustainability.
- Descriptions of how the three pillars of the WFSN model are delivered in the community college context.
- Real-world examples of how community colleges from California to Connecticut are implementing WFSN strategies.
- Links to more than 50 separate tools and materials in use at these colleges, as well as tools developed by practitioners who have been working with these colleges.

See the interactive guide at www.wfscollegeguide.org.

Benefits Access for College Completion

Benefits Access for College Completion (BACC) was a \$4.8 million, three-year initiative to increase college completion rates by improving students' access to public benefits such as food assistance and health insurance. The seven participating community and technical colleges developed practices to 1) integrate screening and application assistance for public benefits with existing campus services and supports and 2) strengthen partnerships with local and state human services agencies to better provide these integrated services. Strategies included:

- Building information about publicly available supports into students' typical interactions with financial aid officers, advisors, career services personnel and other staff.
- Identifying innovative strategies to fund on-campus positions for benefits screeners and facilitators.
- Using financial aid data to flag the records of students likely to be eligible for benefits.
- Partnering with state and county human services agencies to better serve students.
- Integrating existing online benefits-screening tools into on-campus activities.
- Raising faculty, staff and student awareness of these supports.
- Helping counselors and other direct service staff assist students with benefits applications.
- Incorporating information about benefits access into college success courses and orientation programs.

An evaluation of BACC's impact on student progression and completion is now available online at this location: <http://www.equalmeasure.org/ideas/report/final-evaluation-report-public-benefits-and-community-colleges-lessons-from-the-benefits-access-for-college-completion-demonstration/>.

Learn more about BACC, and read commentaries from presidents at two participating colleges, at these website locations:

- <http://www.clasp.org/issues/postsecondary/pages/benefits-access-for-college-completion>
- http://www.spotlightonpoverty.org/users/spotlight_on_poverty/documents/Jacobs_Spotlight_08092013.pdf
- http://www.spotlightonpoverty.org/users/spotlight_on_poverty/documents/Stroud_Spotlight_08142013.pdf

Central New Mexico Community College – CNM Connect

Central New Mexico Community College in Albuquerque launched its CNM Connect program through the WFSN initiative in 2005. Through CNM Connect, low-income students at the college find out about available services through classroom presentations, syllabi, faculty and student referrals, and outreach. Services are offered through Connect Centers on each campus. Achievement coaches work with individual students to help them develop tailored plans that combine multiple supports based on their specific needs. While working on their plans, students also can take part in financial literacy classes, household budget development, tax-preparation services, benefit application assistance, and education.

As of 2009, the lifetime cost (i.e., the cost of serving one participant over multiple years versus a given year) for providing Center for Working Families services averaged \$2,754 per participant over a course of two years, of which a significant portion — 76 percent — of all costs were donated through in-kind partnerships developed by the college.

Research on the impact of CNM Connect indicates that students experiencing bundled services through the initiative had a 61 percent chance of achieving a short-term economic outcome such as receiving a scholarship or staying in school, compared to 16 percent of low-income students who received non-bundled services. Additionally, students receiving bundled services had a 20 percent chance of achieving a major economic outcome, such as obtaining a training certificate or receiving a GED or an associate degree, compared to 5 percent for low-income students who received only one service. According to Ann Lyn Hall, executive director of student success at the college, the impact of CNM Connect on both students and the institution is notable. She states:

“The biggest lesson for CNM is about purposefully helping students navigate both on-campus and off-campus resources. Developing relationships with these resources allows not only for greater connections for students, but also allows colleges to build in strategies to sustain approaches from the beginning of their work. At the same time, students benefit from a clear understanding of the pathways of resources available to them.”

Learn more at <http://www.cnm.edu/student-resources/get-help/connecting-students-to-their-goals>.

Miami Dade College – Single Stop

Miami Dade College started its Single Stop initiative in 2010. The effort is multifold. To start, participants undertake a free benefits screening with a program coordinator. The coordinator uses customized technology to help students identify the public benefits for which they are eligible and then helps them through the application process. In addition, counselors provide free financial counseling, individualized budgeting sessions, credit report reviews, bankruptcy counseling services, and free financial aid workshops.

Lawyers offer legal advice on issues related to disability claims, unemployment benefit denials, and housing issues. IRS-certified tax professionals prepare taxes for students and their family members, helping them determine their eligibility for the Earned Income, American Opportunity or Child Tax Credits. Students receive all services on campus. As of December 2013, Single Stop had screened more than 13,000 families and directed them to more than \$17 million in benefits, tax refunds and services. The college's president, Eduardo Padrón, notes,

"[Our] Single Stop program has connected students to a crucial range of existing public and community resources such as tax credits, food stamps and financial and legal services. Programs like Single Stop help bridge the wealth gap that plagues our nation, but a problem this large requires a larger-scale solution."

Learn more at <http://www.mdc.edu/main/singlestop/>.

Strategy 3: Leverage external partnerships for service delivery on campus

Collaborating with groups inside and outside the institution can complement current programming and fill gaps in services designed to improve the financial stability of low-income students. Institutions can develop these collaborations by establishing and sustaining strategic relationships with local community partners.

Many institutions are often inadequately connected to a network of community partnerships — especially with organizations that share similar missions, values and students. Examples of community partners include workforce and government benefits agencies, community- and faith-based organizations, organizations offering legal support as well as tax coaching and preparation, and corporate and funding partners interested in regional community development. While strengthening these relationships requires up-front effort and sustained commitment on the part of your institution, its lasting benefits for students can also be mutually beneficial to your institution and the collaborating organizations (e.g., allowing a partner to connect to clients and achieve a mission-related goal). Also, these partnerships have the potential not just to reduce a college's long-term costs for providing these services, but also to generate revenue for the college (e.g., tuition paid by retained students, state apportionment). A critical component in building these relationships is to find ways to bring these partners directly to the campus, giving access both to students in need and to faculty and staff who may need to direct students to these services.

Like many community colleges across the nation, Central New Mexico Community College (CNM) partnered with United Way to run Voluntary Income Tax Assistance (VITA) centers. Through the partnership, CNM developed the Tax Help New Mexico program, which offers low-income New Mexicans free assistance

in preparing and filing income tax returns. It does so by giving the college's accounting students real-world experience in preparing taxes. Students earn college credit for their volunteer work while learning about the value of serving a community. Georgia State University partners with a national bank headquartered in Atlanta to provide financial counseling to low-income students and their families. Bank employees volunteer time as part of their community service work, while students and their families gain valuable guidance in navigating the complicated financial decisions that accompany college enrollment. Skyline College in California partnered with the county human services agency at a "CalFresh in a Day" event, which was able to help students apply and be approved for SNAP within two hours. GateWay Community College in Phoenix, Ariz., connected with the local bus system to provide heavily discounted bus passes to registered students.

By broadening community partnerships, your institution can expand and enhance the ways in which it aids low-income students. Bringing services directly to students can increase the likelihood of their use. Also, engaging faculty and staff can empower them to share these resources with their students. Note that while making services automatically available to students can increase the use of services, it is still critical to ensure that the services offer value to the students.

Strategy 4: Empower students to use available resources

Having a network of on- and off-campus services can help address the financial hardships of low-income students — but only if students are actually using them. While many students actively seek out one or more of these services, many others do not. Low-income and first-generation students have both the greatest need for support programs and the least experience

in seeking or participating in these programs. There are many possible reasons for this disconnect: Students may not be aware of the full suite of supports; they may be unwilling or unable to exert the considerable effort that is often required to obtain the supports; fear of stigma may discourage them from seeking such assistance. Institutions can redesign their messaging and outreach efforts to demystify and normalize the access and use of these services. By better informing students — about the variety of available support and about the important role that financial stability plays in student success — institutions can encourage greater use of these services.

To better understand how to repackage service delivery, consider the example of financial assistance. For all students, particularly those who are low-income, navigating the financial aid process can be confusing and daunting. Though a great many students receive financial aid, many others are unaware that they're eligible for assistance or assume it will be too difficult to secure. Some students equate financial aid solely to student loans, while others include Pell grants and scholarships in their definition. Given these diverse understandings, it is important to educate students (and faculty and staff, for that matter) on the limitations and implications of financial aid. Austin Peay State University has done this in an innovative way, subscribing to a commercial service called Financial Aid TV.³⁵ Through a series of videos based on frequently asked questions, many students have used the service to address concerns and find answers about financial aid, thereby cutting foot traffic in the financial aid office and reducing overall institutional costs. The institution continues to seek creative methods, including brief videos, to share information and answer students' questions.

Shifting to an "opt-out" model as the default — a process that automatically provides services unless students actively choose

not to use them — can increase students' use of services. For example, at Phillips Community College in Helena-West Helena, Ark., students enrolled in basic writing and freshman English classes are also required to participate in a financial education program. And, as described previously, LaGuardia Community College in New York mines FAFSA data to identify students with certain income levels and household sizes. When the flagged students appear at the financial aid office, they are also screened for public benefits — through the college's partnership with Single Stop.

Revising policies that hamper student progress

Georgia State University's nursing program required students to be pre-nursing students for two years before being admitted into the bachelor's degree program. Faculty rationalized this policy as a chance to offer all students a fair chance at competing for scarce seats in the program.

For the 20 percent of pre-nursing students ultimately admitted into the program, it worked out fine. Students graduated at a rate of more than 80 percent.

However, for the pre-nursing students *not* admitted into the program, the graduation rate was 40 percentage points lower. Why the difference? Pre-nursing students who were denied admission to the program — students who had already taken two years of specialized courses — were told at the beginning of the third year to choose another major. With almost 60 percent of GSU's students identified as low-income (as defined by Pell grant status), students not accepted into the nursing program were running out of funding support before they could complete their "new" majors.

The university recognized this dilemma and changed its academic policy to admit students into the nursing program after one year instead of two. GSU officials also used predictive analytics to allow the nursing faculty to determine the most qualified pre-nursing students after one year of course work.

Also, specialized courses — those applicable solely to the nursing major — were reserved, made available *only* to students admitted into the program. The nursing students still take all of their required courses, but the students who did not get accepted into the nursing program no longer pile up — and pay for — excess credit hours that do not apply to non-nursing degrees.

Also, normalizing the act of using a variety of financial supports, including financial assistance and public benefits, can increase their use. If students are unaware or misinformed of available support, or if a fear of stigma discourages them from seeking such support, institutions can help students see these activities as normal and beneficial. Beyond informing students about available services, effective outreach efforts can also show students that use of supports is common among their peers, thus reducing stigma and encouraging participation. So, instead of simply stating that your college offers a food pantry, consider marketing materials that tell students how many of their peers are already using the food pantry.

Technology can also help highlight areas of focus. Georgia State University (GSU) has worked with the Education Advisory Board to create a proactive system that identifies students who are at risk of dropping out because of finances. Analyzing 10 years of financial data from its students, GSU has created

a system of alerts to signal risky behavior (e.g., late payment of bills, failure to sign up for campus services, choosing a single room in a dormitory when the aid package covers only the cost of a quad). Through these data-triggered alerts, the university can reach out to students and address their needs in a timely manner.

Strategy 5: Review your internal processes

When an institutional process or policy is created, it is done to fit specific conditions at a specific time. Of course, circumstances and student needs can change; unless policies change as well, what was designed as a convenient policy or a reasonable process may have unintended negative impacts (e.g., academic, financial) on low-income students. The institution itself can unknowingly be working against the student (see text box on Page 15, *Revising policies that hamper student progress*).

To determine how to improve access and use of support services for low-income students, first reflect on the nature of your current processes. That reflection can help you see opportunities to improve your internal processes in ways that help students obtain services, enroll in courses, and reach their education goals more quickly.

There are many ways to review your internal processes. For example, you can use a flowchart to map the experience of low-income students as they obtain financial supports and services. You can focus particularly on how quickly they are screened during the onboarding process, how efficiently they receive services, and how different departments and programs work together to coordinate these efforts. The flowchart can help an institution see trouble spots in this often-complex process and devise ways to simplify students' pathways.

Skyline College conducts an "equity audit" in which it reviews its processes and procedures through the lens of equity (see

text box, *Skyline College's comprehensive diversity framework*) and implements changes to help achieve equity. For example, when the college decided to begin online registration at midnight, its equity audit helped officials realize that this move put many low-income students at a disadvantage because they lacked access to technology or broadband and could not register until the next morning, when the registrar's office opened. To equalize opportunity for all students, Skyline officials opened on-campus and online registration at the same time.

Through self-reflection, institutions can better understand the experiences of their low-income students, identify areas for realignment and improvement, and provide professional development that can help the institution function more seamlessly.

Strategy 6: Implement effective practices to strengthen the academic progression of all students

While it is critical to understand who the low-income students are at your institution and address their unique challenges and needs in strategic and integrated ways, steps to better support these students can't be taken in isolation. They need to be part of your institution's effort to improve completion overall. Your institution may be exploring and/or implementing practices known to encourage the progression of all students by providing support from entry to exit, integrated inside and outside the classroom. These practices include:

Skyline College's comprehensive diversity framework

To examine and strengthen culturally responsive student experiences inside and outside the classroom, Skyline College's Stewardship for Equity, Equal Employment, and Diversity Advisory Committee developed a comprehensive diversity framework. It integrated two models that work in tandem to ensure equity throughout students' educational journeys:

1. **Equity-Driven Systems Change Model:** This approach emphasizes the importance of equity in both the process and the outcomes of creating change and enables the inquiry, analysis and implementation of fair, meaningful and participatory planning processes.
2. **Completion by Design Initiative's Preventing Loss, Creating Momentum Framework:** This approach organizes the student experience in four stages to help identify where students are affected, negatively or positively, in their journey toward program completion.

Skyline College used this integrated framework to explore curricular and pedagogical approaches, student outreach efforts, communication/information dissemination strategies and hiring practices. Learn about the college's use of the framework and its findings at these website locations:

- SEEED Committee: <https://skylinecollege.edu/seeed/>
- Skyline Diversity Framework: <https://skylinecollege.edu/seeed/diversityframework.php>
- Equity-Driven Systems Change Model: <https://skylinecollege.edu/seeed/assets/resources/ESC-Toolkit.pdf>
- Loss Momentum Framework: <http://completionbydesign.org/our-approach/step-3-diagnose-the-issues/pathway-analyses-toolkit/pathway-analyses/lossmomentum-framework>
- Details: <https://skylinecollege.edu/seeed/diversityframework.php>

- Helping incoming students identify educational and career interests, set goals and develop suitable education plans.
- Offering structured pathways, programs of study and courses that lead to the completion of goals, including certificate attainment, transfer and degree achievement.
- Implementing mechanisms to monitor student progress.
- Educating students about the costs and benefits of academic programs.
- Supporting graduates in making the transition to employment.
- Continuously monitoring completion, employment and job retention rates.

These practices can lift up the achievement of any student group. However, without these approaches in place, institutions may struggle to improve outcomes significantly, particularly among low-income students. For example, offering degree/program maps that outline the course requirements can be particularly helpful for low-income students, who often are first-generation students and therefore lack family members and friends who can help them navigate the maze of higher education.³⁶ Further, as colleges redesign their programs to increase structure and more clearly align the outcomes with continued education and employment, low-income students will benefit perhaps most from this more direct relationship to the job market.

Several emerging initiatives (see text box, *Initiatives to increase the success of all students*) offer insights and resources for institutions interested in taking a comprehensive and coherent approach to enhancing the success of all students. Conversely, when implementing initiatives to increase the success of all students, institutions should keep in mind the specific impacts of such efforts on low-income students. As you seek to assess such impacts, disaggregated data on student outcomes, as well as the perspectives of low-income students and the practitioners who serve them, are particularly helpful. The items explored in Strategy 1: *Know the low-income students at your institution*, are especially relevant here.

Initiatives to increase the success of all students

Many emerging initiatives, at both the national and state levels, are working to increase the achievement of all students at postsecondary institutions. Examples include:

- **Achieving the Dream** – The largest reform effort in higher education focused on evidence-based institutional change in community colleges. (<http://www.achievingthedream.org>)
- **Completion by Design** – The signature higher education initiative of the Bill & Melinda Gates Foundation. It focuses on substantially increasing completion rates while holding down costs and maintaining quality. (<http://www.completionbydesign.org/>)
- **Complete College America** – A nonprofit organization working with colleges and states to significantly increase attainment of quality degrees and certificates and to close attainment gaps. (<http://completecollege.org/the-game-changers/>)
- **Statway/Quantway Pathways** – Two efforts by the Carnegie Foundation for the Advancement of Teaching. They focus on reimagining and accelerating the developmental mathematics sequence for most non-STEM students with a focus on productive persistence. (<http://www.carnegiefoundation.org/developmental-math>)
- **Access to Success** – A joint initiative by the National Association of System Heads and The Education Trust. It focuses on cutting college-going and graduation gaps for low-income and minority students, primarily at baccalaureate-level institutions. (<http://www.edtrust.org/issues/higher-education/access-to-success>)
- **Empowering Community Colleges** – An implementation guide by the American Association of Community Colleges. It offers specific strategies to reduce the number of underprepared students entering college, to increase the number of students completing remedial courses, and to close achievement gaps. (http://www.aacc21stcenturycenter.org/wp-content/uploads/2014/04/EmpoweringCommunityColleges_final.pdf)



Conclusion

Though much has been done to increase low-income students' access to college, advancements in this area have not necessarily led to increased student success. Inequities between low-income and higher-income students reveal a deep concern about the fissures in the social contract that education is expected to seal. Providing every student with a fair and substantive opportunity to engage with and succeed in higher education, despite factors such as race and socioeconomic background, is nothing short of a moral imperative. With low-income and minority students continuing to be underrepresented in college participation and completion, our higher education institutions have a critical role to play. They must work to produce more equitable outcomes and reduce inequality, and that effort can begin with an unwavering commitment to reduce the financial hardships facing low-income students.

As the economy slowly recovers, low-income students are often the last to feel the impacts of improvement. Now is the time these students need our educational institutions the most. They need anchors that can help them weather unpredictable events, and many of these anchors can exist in the institutional setting. For colleges and universities to support low-income students, they must package and promote strategies that address a variety of needs. With these integrated, on-campus strategies, students can build financial stability in the short run while gaining the skills and credentials that will prepare them for long-term self-sufficiency. If institutions rise to the challenge and provide holistic help to low-income students, they can help build a true culture of inquiry and improvement, one that benefits all Americans.



Using 'Beyond Financial Aid'

Each institution can apply the *BFA* framework and the six strategies in ways that fit its unique mix of culture, priorities and resources. Institutions that have successfully implemented the approaches described in this primer have had some combination of collaborative engagement and leadership support. While some institutions have begun conservatively, they have continued to broaden, deepen and improve delivery of services so that more low-income students are helped.

To help your institution determine its priority areas for action, it is important first to understand your institution's capacity and readiness to improve service to low-income students. The self-assessment in Part 3: *Assessing your institution's support of*

low-income students can help your institution (1) identify how you now address the variety of financial issues facing your low-income students, (2) determine how integrated these services are, and (3) discover opportunities to enhance and/or expand current services or provide new ones that can fill gaps.

After completing the self-assessment, the interpretation guide in Part 4: *Interpreting your self-assessment results and strengthening support of low-income students* can help you develop a better understanding of (1) your institution's population of low-income students, (2) potential opportunities inside and partnerships outside the institution, and (3) how to start a dialogue and develop a plan of action.



The 'BFA' Self-assessment Guide

Part 3: Assessing your institution's support of low-income students

This self-assessment is designed to help you take stock of how your institution addresses a variety of financial concerns facing low-income students. We recognize that most institutions already provide many of the services and implement several of the approaches identified in this assessment. Also, some items are directed solely at community colleges or baccalaureate-level institutions, given their unique differences. These questions are designed to help you think about how deeply ingrained these services and approaches are and about whether they are integrated in ways that best serve students.

Note that this inventory is not designed to identify deficiencies. Rather, it offers an opportunity to identify where you already have traction and determine existing activities that can be broadened or deepened. It can also inform you of the many additional ways low-income students can be served and help you determine new activities your institution might implement. Finally, it may uncover areas for growth and improvement that might require more substantive planning and longer-term action. The action planning guide in Part 4: *Interpreting your self-assessment results and strengthening support to low-income students* can support this reflection and planning.

We recommend that a core team of leaders at your institution take this self-assessment as a group. For example, consider embedding this self-assessment into the activities of an existing committee (e.g., a student success committee). Your core team could include the administrators and practitioners at your institution who oversee academic affairs and/or instruction, student development and/or services, financial aid, admissions, enrollment, and institutional research and planning. Using the assessment in this way will likely lead to more rapid interpretation

of results and allow for more focused action planning. At the same time, we recognize that interacting with the self-assessment as a team may be difficult, given time and scheduling constraints. Other options include having all members of the core team independently complete the assessment and convene to discuss their individual results or designating a leader to taking the self-assessment who then presents the results to a core team for reaction and discussion. Part 4 offers guidance on interpreting and building consensus around the results of the self-assessment.

This inventory is divided into the six strategies of the framework described in Part 2: *Exploring six strategies to support low-income students*:

- Strategy 1: Know the low-income students at your institution.
- Strategy 2: Provide supports to help low-income students overcome practical barriers.
- Strategy 3: Leverage external partnerships for service delivery on campus.
- Strategy 4: Empower low-income students to use available resources.
- Strategy 5: Review your internal processes.
- Strategy 6: Implement effective practices to strengthen the progression of all students.

Strategy 1: Know the low-income students at your institution

The items in this section are designed to help you assess how well your institution understands the experiences of its low-income (and other) students — including the rates at which they achieve success, where they fall short of their goals, what their needs may be and where there is opportunity for targeted improvement. Knowing the reality of your institutional data and what these data suggest is a critical first step in determining how you act to improve success and completion rates, especially for your most needy students.

You may not currently collect, analyze or use many of the types of data identified in the questions below; few institutions, if any, collect all of them regularly. The point of this section is to identify critical data sources that can be used to understand and serve all of your students — particularly low-income students.

Rating scale

The scale for these items is:

- A = We do this regularly for most or all students.
- B = We have done this, but not regularly and/or not for all students.
- C = We have not done this at all.

For each item, enter the appropriate letter in the box at right.

Self-assessment items:

1. My institution has identified the number of low-income students.
2. My institution tracks unmet need levels for each individual student.
3. My institution tracks the completion rate of low-income students and compares it to those of other segments of students.
4. My institution disaggregates unmet-need levels and completion rates and other measures of success by ethnicity and gender.
5. My institution analyzes and uses the information on the FAFSA concerning supplemental nutrition and other income/benefit supports.
6. My institution analyzes and uses the information on the FAFSA concerning the presence of applicants' dependent children.
7. My institution tracks the number of students who come out of foster care.
8. My institution tracks student usage and resulting outcomes of institutional, state and federal services designed to support low-income students.
9. My institution tracks how many low-income students are working, how many hours they are working and when they are working.
10. My institution tracks employability and wages of its low-income students while enrolled.
11. My institution tracks employability and wages of its low-income students after completing/graduating from our programs.
12. My institution tracks the reasons low-income students drop out.
13. My institution helps low-income students monitor their credit scores.
14. My institution measures progress of low-income students on the metrics identified above over time.
15. **(Community college only)** My institution tracks low-income student enrollments in workforce-training programs such as short-term certificate programs and/or non-credit workforce training that allow for quicker entry into the workforce at the end of or while enrolled in programs.

Strategy 2: Provide supports that help low-income students overcome practical barriers

The items in this section are designed to help you assess which services and supports you already provide to low-income students, and in turn, how well you create a financial support system for these students in particular. There are many and varied programs, approaches and initiatives to serve low-income students, as identified below. It is very unlikely that any institution would have all, or even many, of these efforts in place. This section is designed to help you identify where your institution can expand and/or strengthen your assistance to low-income students. It should also be noted that these items are rooted in the conviction that, while student loans can be a piece of a financial stability package, they should not be the primary method of providing funds to low-income students.

Rating scale:

The scale for these items is:

- A = We have these services on campus and they are widely used by students.
- B = We have these services on campus, but they are not widely used.
- C = We rarely do this or don't do this at all.

For each item, enter the appropriate letter in the box at right.

Self-assessment items:

1. My institution provides assistance to link its low-income students with public benefits, including supplemental nutrition (e.g., SNAP/food stamps, food pantry), Medicaid, Temporary Assistance for Needy Families (TANF), energy assistance, etc. This may range from referring students to off-campus support services to having external agencies and organizations on campus to help with applications and support.
2. My institution maintains an active food bank for its low-income students.
3. My institution provides or partners to provide low-cost or no-cost child care for its low-income students.
4. My institution provides or partners to provide financial counseling services to students and their families.
5. My institution provides access to or connects students with banking institutions that provide financial products such as low-income checking and savings accounts.
6. My institution uses its automotive program to serve its low-income students or provides assistance for automotive repair.
7. My institution works with local public transit authorities to ensure low-income students have public transit access to the institution.
8. My institution provides low-income housing or links students to local low-income housing options.
9. My institution provides health care services for its low-income students on campus or connects students to local low-income healthcare options.
10. My institution ensures that courses and academic programs are scheduled to be available to low-income students who work at different times (e.g., morning/afternoon/evening).
11. My institution offers critical financial stability programs (e.g., financial aid, financial coaching) in the evening as well as during daytime hours.
12. My institution has a well-publicized emergency assistance program for low-income students who encounter episodic but disruptive life events that hinder their ability to attend school.
13. My institution provides or partners to provide low-income students with both federal and state tax preparation assistance to ensure they receive available earned income supports and credits.

14. My institution has a well-publicized legal assistance program for its low-income students or connects low-income students to off-campus opportunities for legal assistance.
-
15. My institution ensures that eligible low-income students apply for federal Pell grants.
-
16. My institution ensures that low-income students apply for any available state low-income or customized grants (e.g., underrepresented minority students, veterans, working mothers).
-
17. My institution ensures that low-income students apply for locally available private grants and scholarships.
-
18. My institution ensures that low-income students apply for local, state or institutional tuition-reduction grants.
-
19. My institution has an active work-study program that ensures qualified low-income students are placed in positions that provide them with the additional income they need.
-
20. When other non-repayable options are explored and exhausted, my institution matches low-income students to low-rate student loans to ensure that they can meet their education goals.
-

Strategy 3: Leverage partnerships for service delivery on campus

There are numerous partner opportunities that institutions can use to help low-income students progress and complete. Several opportunities exist to tie in to local, state and national organizations that can aid your efforts to best serve low-income students. The goal of this section is to assist you in identifying existing partnerships that can be further leveraged and/or thinking beyond the typical sources of support to other groups and organizations that your institution might approach.

Rating scale:

The scale for these items is:

- A = We maintain robust partnership(s) with external provider(s) who offer these services to students on campus.
- B = We have arrangements with and direct students to off-campus partner(s) providing this service.
- C = We have an emerging partnership or no partnership focused on providing this service.

For each item, enter the appropriate letter in the box at right.

Self-assessment items:

1. My institution partners with organizations that provide (or could provide) free legal services to low-income students.
2. My institution partners with organizations that provide (or could provide) workforce and state benefits to low-income students.
3. My institution partners with other programs in the community to support low-income students.
4. My institution partners with financial institutions to provide financial counseling and products such as free or reduced-price checking and savings accounts to low-income students.
5. My institution partners with financial institutions to provide investment products such as individual development accounts to low-income students.
6. My institution partners with organizations to provide tax coaching and preparation to low-income students.
7. My institution partners with state or county human service agencies or other local non-profit organizations that provide application assistance for public benefits (e.g., SNAP/food stamps, housing, health care).

Strategy 4: Empower low-income students to use available resources

When seeking to strengthen support of low-income students, it is often important to change their outlook on both the variety of available supports and the important role of financial stability in meeting their education goals. Even when a variety of campus-based services and a network of partners providing additional supports are offered, institutions should engage in continuous, widespread and intentional outreach to ensure that students are aware of and use these resources. We encourage you to focus this outreach on destigmatizing and normalizing the use of these services in your students' minds. In normalizing what is available, we encourage institutions to consider an "opt-out" model — one that requires students to actively decline benefits or services in order to exclude themselves. (For instance, a benefits screening or a financial literacy course can automatically be included in a mandatory student success class.)

The following items are written as student outcomes; institutions can work to ensure that students achieve these outcomes through the approaches and partnerships listed above. Because you may not now measure how deeply students achieve these outcomes, you may need to infer your responses. As these

outcomes become more prominent at your institution, you may develop data-collection paradigms to assess how well students are meeting these goals.

Rating scale:

The scale for these items is:

- A = We actively work on multiple levels to support the development of this outcome.
- B = We do some things to help support the development of this outcome.
- C = We are not actively working to support the development of this outcome.

For each item, enter the appropriate letter in the box at right.

Self-assessment items:

1. Students at my institution consider financial assistance to complete their education goals to be a normal and widespread benefit for all students.
2. Students at my institution view financial aid as an investment in their future success and financial sustainability.
3. Students at my institution view financial assistance as more than Pell grants, scholarships and student loans.
4. Students at my institution understand the implications of the 6-semester and 12-semester limitations on Pell grants and the urgency for credit accumulation that they create.
5. Students at my institution participate in a benefits screening process — not just those students who arrive at the institution knowing they need financial assistance.
6. Where appropriate, students at my institution receive public benefits such as Temporary Assistance for Needy Families (TANF) or SNAP/food stamps.
7. Where appropriate, students at my institution complete the FAFSA and have structured assistance in completing the forms.
8. Students at my institution understand the full costs of attending the institution and the different ways to pay for it, including the differences between loans, grants and scholarships.
9. Students at my institution understand the potential return on their investment in education when they enter the workforce.
10. Students at my institution are learning about investment products that can help them grow their assets while still in school such as individual development accounts.
11. Students at my institution are learning about long-term investment planning strategies for when they enter the workforce (e.g., savings accounts, money market accounts, education saving plans, retirement savings).

12. My institution includes financial awareness and stabilization as institutional learning outcomes.
-
13. Where possible, my institution has shifted strategies to "opt-out" — where services are provided to all students unless they specifically decline them, rather than the traditional "opt-in," where students must actively seek or request services.
-
14. My institution has a measurement system in place to assess how well the institution is producing these outcomes.
-

Strategy 5: Review your internal processes

In most organizations, processes are developed over time and often end up conflicting with current realities or failing to properly adapt to changing circumstances. It is important to reflect on how your institution's processes interact, especially from the perspective of a student attempting to navigate them. From there, review, update and streamline these processes to ensure that students have the clearest and quickest path to getting the services they need. These items ask you to look across traditional silos, departments and programs within your institution to focus on how students use your services.

Rating scale:

The scale for these items is:

- A = We do this regularly to ensure that all low-income students are being served.
- B = We have done this, but not regularly for all low-income students.
- C = We rarely do this or don't do this at all.

For each item, enter the appropriate letter in the box at right.

Self-assessment items:

1. My institution has a flowchart or similar document that indicates the steps low-income students need to take to enter and navigate the student services processes related to financial stability resources — and it uses this document to ensure that the processes are efficient and connected.
2. My institution has added pre-screening to its student intake processes to automatically route students potentially in need of aid to the person or people on campus who can provide the necessary services.
3. My institution gives low-income students a clear visual roadmap showing them where to go to receive our entire suite of support services.
4. My institution has reviewed and realigned business and academic processes to meet low-income students' needs.
5. Please address each of the following sub-items separately:
 - High-level administrators regularly review and adapt institutional policies and practices to prioritize the needs of low-income students.
 - Faculty use their direct role with low-income students to implement policies and practices to help ensure their success.
 - Student services professionals in financial assistance programs work directly to ensure that low-income students get the financial support services they need.
 - Student services professionals not in financial assistance programs regularly connect the low-income students with whom they interact to key financial stability services.
6. My institution provides information and education to faculty and student services professionals to ensure that all campus stakeholders understand the circumstances and challenges faced by low-income students.
7. My institution regularly communicates to faculty and staff about the programs and services available to support low-income students and systematically shares this information with students.
8. Offices, departments and programs across my institution collaborate on an ongoing basis to improve and expand services to low-income students.

Strategy 6: Implement effective practices to strengthen the academic progression of all students

This final section does not relate solely to low-income students; rather, it represents good institutional practices that can serve all students. The items explore efforts related to career planning, structured programs, improved onboarding, customized student support and integrating labor market data. Efforts in these areas can help any student succeed but are particularly useful in helping address obstacles that often confront low-income students.

Rating scale:

The scale for these items is:

- A = We do this regularly to help ensure the success of all students.
- B = We have done this, but not regularly for all students.
- C = We rarely do this or don't do this at all.

For each item, enter the appropriate letter in the box at right.

Self-assessment items:

- | | |
|--|--------------------------|
| 1. My institution works with all incoming students to match their interests and skills to potential careers. | <input type="checkbox"/> |
| 2. My institution has structured programs of study, each with a clearly identified path to completion. | <input type="checkbox"/> |
| 3. My institution helps students choose a program of study by the end of the first semester. | <input type="checkbox"/> |
| 4. My institution has an early alert system that allows faculty to recommend central support services to those students who are underperforming (e.g., in terms of attendance, academics or behavior) during the first few weeks of each semester. | <input type="checkbox"/> |
| 5. My institution uses technology to regularly monitor the academic decisions (e.g., courses, majors) that students make and assigns individuals to intervene to get students back on track. | <input type="checkbox"/> |
| 6. My institution helps students monitor their own progress toward their education goals. | <input type="checkbox"/> |
| 7. My institution measures and provides information to students on the full cost of each program and the expected starting salary in related careers. | <input type="checkbox"/> |
| 8. My institution presents wage and employability data to students before and/or as they make choices about programs of study. | <input type="checkbox"/> |
| 9. My institution shares median student loan debt by program with students to help inform their selection. | <input type="checkbox"/> |
| 10. My institution provides robust and targeted job search/placement services for students nearing the end of their program pathways. | <input type="checkbox"/> |
| 11. My institution monitors program completion rates for transfer-focused students (CC only) or for incoming transfer students (four-year only). | <input type="checkbox"/> |
| 12. My institution monitors on-time graduation rates for all programs of study. | <input type="checkbox"/> |
| 13. My institution measures job retention after program completion at yearly intervals. | <input type="checkbox"/> |
| 14. My institution routinely collects feedback from key employers on how well our graduates are demonstrating both specific and general learning outcomes in the workplace. | <input type="checkbox"/> |
| 15. My institution tracks the wages of students after they complete their programs. | <input type="checkbox"/> |

16. **(Community college only)** For students more focused on immediate entry to the workforce, my institution has a significant number of structured career pathways, including short-term certificates of less than one year, long-term certificates of one year or more, and career/technical degree programs.
-
17. **(Community college only)** For students focused on transfer, my institution has structured and clearly articulated transfer pathways to the most common receiving four-year institutions.
-
18. **(Community college only)** My institution monitors program completion rates for students in career and technical education (CTE) programs.
-

Part 4: Interpreting your self-assessment results and strengthening support of low-income students

Now that you have completed the self-assessment, this section is designed to help you interpret your results and begin to address the key issues. The guide takes you through each section, provides suggestions for next steps based on how you answered the questions in the assessment and offers discussion prompts designed to support future planning. Some of these suggestions will require further reflection and examination of your current practices. We also recommend revisiting Part 1: *Making the case for improved support for low-income students* for useful examples and reviewing Part 2: *Exploring six strategies to support low-income students* for a set of services and/or actions related to each of the six strategies.

While you may choose to have one individual complete the self-assessment and/or have multiple people use the self-assessment independently, interpretation of the results requires a collaborative dialogue with a range of stakeholders from across your institution. The value of the self-assessment comes through a robust discussion of what the results mean in your local context and how to respond thoughtfully to those findings through collaborative strategic planning. We recommend including those who have different perspectives on and leadership responsibility for the various aspects of service delivery to low-income students. As with the core team that completed the self-assessment, these individuals might include administrators and practitioners at your institution who oversee academic affairs and/or instruction, student development and/or services, financial aid and matriculation staff. In turn, these individuals can engage other stakeholders to help interpret specific sections of the self-assessment results and determine what institutional actions can improve completion among low-income students.

We recommend that your core team of leaders consider campus venues such as faculty/staff development days, committee

meetings or department meetings in which to review the self-assessment results and discuss next steps. Linking this effort with other student success and completion initiatives at your institution may lead to greater traction; moreover, it may augment and lead to improvements in these other campus efforts.

When reviewing your team's responses to the self-assessment, you might find that your group readily agrees on the status of your institution's work on a particular aspect of the framework for supporting low-income students. However, if you are unable to reach consensus on any section, we recommend either exploring your responses to each item or to the items on which there was the most disagreement. This exploration may help you uncover the issues underlying these differences of opinion. We recommend that you approach this exploration with consensus as the goal, working together to determine which rating best applies. If your responses are split evenly between two of the three rating options, we recommend you review at least the two that may apply to your situation, determine which components of each interpretation apply and tailor your action plan accordingly.

A true understanding of the unique needs and challenges of low-income students must be the core of your plan to serve this population. As you review each component of the self-assessment, interpret your results and consider next steps, we encourage you to think about ways you can incorporate the perspectives of this population as well as the front-line faculty and student services professionals who work with them daily. Consider the range of opportunities to gather these perspectives, including: surveys, focus groups, town hall meetings, listening sessions and interviews. Inevitably, direct insights from low-income students and the practitioners who work with them will provide critical guidance to your change efforts.

Strategy 1: Know the low-income students at your institution

Note: We strongly recommend that those responsible for institutional research and planning be included in discussions about the findings in this section of the self-assessment. Having your institutional researchers and planners at the table will help you better address the questions posed, develop a plan of action for regular data collection and analyses on your institution's low-income students, and strengthen existing processes.

If you answered mostly C, you most likely do not yet have a shared understanding of your institution's low-income students and have not yet established a system to examine data related to this population. To begin this process, we recommend you work with your institutional research office to address the following questions:

- How do you define the population of low-income students at your institution? (For sample criteria, please see Page 10 in Part 2: *Exploring six strategies to support low-income students.*)
- Which items in the self-assessment does your institution already track? What additional data do you need to gather? What other data points does your institution collect that show how low-income students perform at your institution?
- What will be the schedule for regularly collecting and analyzing these data moving forward?
- How and when will these data be shared, with whom and in what venues?
- Which campus influencers will ensure that the insight generated from the data is used to drive organizational change at the institution?

We recommend that you do not move forward with the additional sections of this interpretation guide until you complete this process. Without a firm understanding of your institution's low-income students, it is difficult to determine what services to provide, what partnerships to form, how to help low-income students obtain and use services and how to streamline your systems to best address students' needs.

If you answered mostly B, you have likely examined some data and have a preliminary understanding of your institution's low-income student population. At the same time, your institution has likely not yet created a system where a specified set of data is collected and analyzed regularly. Work with your institutional research office to ask and answer the following questions:

- Which items in the self-assessment does your institution already track? What additional data do you need to gather?
- What will be the schedule for regularly collecting and analyzing these data moving forward?
- How and when will these data be shared, with whom and in what venues?
- Which campus influencers will ensure that the insight generated from the data is used to drive organizational change at the institution?
- Are faculty and staff members tasked with using the data to intervene with students in a timely fashion?
- Do established protocols for these interventions exist, including standards for timeliness and for measuring their effectiveness?

If you answered mostly A, you have an established system for examining data related to your institution's low-income students. We recommend you review the processes surrounding the uses of these data to answer the following questions:

- How does your institution ensure that those who need to see the data on low-income students have access to this information?
- How often are you reviewing these data and in what venues? What other opportunities exist to share these data with additional stakeholders?
- How are these data being used for continuous improvement in your service to low-income students?

Strategy 2: Provide supports that help low-income students overcome practical barriers

If you answered mostly C, you have not yet established a cohesive network of support for low-income students at your institution. We recommend that you explore the examples in Part 2: *Exploring six strategies to support low-income students* on Page 13 and review the types of services identified in that section of the self-assessment. Then, consider the following questions:

- Based on your efforts to better understand your institution's low-income students, who specifically are the low-income students you are trying to support? Given the needs of these students, which services are of highest priority to pursue?
- Which supports are most attainable for your institution in the short term? Which services could be implemented over time?
- How can you establish services in a strategic and coherent way so that students are able to easily obtain the financial assistance they need?

If you answered mostly B, you have some supportive services in place for low-income students, but these services are not integrated or bundled into a cohesive support network. We recommend you begin by examining your current services and determine how these services could be packaged into a network of services targeting low-income students. Next, perform a gap analysis using the items from the self-assessment in order

to determine what services are missing but could easily be implemented at your institution in the short term. Consider the following questions:

- How can you begin to bundle and/or integrate existing services so students can more readily obtain the support they need?
- What services are missing? What additional assistance and supports might you pursue?
- How can you ensure that new supports are established so they link with and complement existing services?

If you answered mostly A, you have an integrated network of support services that is available to your institution's low-income students. The next set of questions to address is:

- What proportion of low-income students is using these services? How often are low-income students using these services?
- What are their experiences with these services? Are they satisfied? Do they have recommendations for improvement?
- Which services are leading to better academic outcomes? How do you know?

Strategy 3: Leverage partnerships for service delivery on campus

If you answered mostly C, you have not yet established partnerships with organizations in your community that could provide key services and support to your institution's low-income students. We recommend you begin by researching the organizations in your area that may be able to collaborate with your institution to serve low-income students. Consider the range of potential partners, including government agencies (e.g., local workforce investment boards, health and human services agencies, etc.), community- and faith-based organizations, and corporate partners interested in community development and investment. For additional examples of such organizations, please see Page 14 in Part 2: *Exploring six strategies to support low-income students*. Also, reviewing the types of services identified in this section of the self-assessment may trigger additional ideas for possible collaborators.

Finally, there may be departments at your institution that have established partnerships on behalf of the students they serve. These existing partnerships may be another source for connections (e.g., health, accounting, business, real estate, workforce development). Once you have identified these potential partners, create a plan to reach out to them. This plan should include such steps as choosing a primary institutional contact, establishing timelines, and identifying and exploring potential areas for partnership. When you begin to establish a partnership, consider the following questions:

- What need are you trying to fill in establishing a partnership with an external organization?
- What will be the specific roles and responsibilities of the institution and the partner organization?
- How will you manage the relationship with this partner organization? How will your institution communicate with the partner organization, including who and how often?
- Will the partner organization have a presence on campus? Will its staff members be housed on campus? If so, where? If not, how often will the organization come to campus? What type of arrangement makes the most sense given the composition of your institution's low-income students and the needs you are trying to address through the partnership?
- How will you track the use of these services and share data between the institution and the organization?
- How will you ensure that low-income students know about the services available to them through this

partnership? How will you determine that students are aware of and using the services?

- How will you ensure that faculty and staff know about the services available to low-income students through this partnership and are able to appropriately direct students to these services?

If you answered mostly B, you have established partnerships whereby students are referred to an off-campus location to receive support. We recommend you begin by exploring whether any of these services could be brought to your campus either on a trial or ongoing basis. We also recommend you perform a gap analysis — using the items in the self-assessment to determine whether other partnerships could be developed to provide additional services to your institution's low-income students. Finally, we suggest you examine your existing partnerships and explore new partnerships by answering the questions below.

For existing partnerships:

- What is the purpose of the relationship between your institution and the partner organization? What are the specific roles and responsibilities of each party?
- How does your institution communicate with the partner organization, including who and how often? How, if at all, could the management of the relationship and communication be strengthened?
- Does the partner organization have a presence on campus? If so, how often does the organization come to campus? If not, can you advance the relationship to allow the organization to have a campus presence? What type of arrangement makes the most sense given the composition of your institution's low-income students and the need you are trying to address through this partnership?
- Have you tracked the use of these services and shared data between the institution and the organization? If so, what have you learned?
- How do you ensure that low-income students know about the services available to them through this partnership? How do you determine that students are aware of and using the services from this partnership? How, if at all, could your outreach and tracking improve?

- How do you ensure that faculty and staff know about the services available to low-income students through this partnership and are able to appropriately direct students to these services? What more could be done to raise faculty and staff awareness?

For potential partnerships:

- Given your assessment of your existing partnerships and a review of the other potential services partners might provide, what additional collaborations might your institution pursue?
- What will be the purpose of the relationship between your institution and the partner organization? What will be the specific roles and responsibilities of each party?
- How will your institution communicate with the partner organization, including who and how often?
- Will the partner organization have a presence on campus? If so, how often will the organization come to campus? What type of arrangement makes the most sense given the composition of your institution's low-income students and the need you are trying to address through this partnership?
- How will you ensure that low-income students know about the services available to them through this partnership? How will you determine that students are aware of and using the services from this partnership?
- How will you ensure that faculty and staff know about the services available to low-income students through this partnership and are able to appropriately direct students to these services?

If you answered mostly **A**, you have managed to bring these partnerships on campus to more directly serve your institution's low-income students. We recommend you take

inventory of these partnerships in order to help ensure maximum benefit to low-income students by addressing the following questions:

- What is the purpose of the relationship between your institution and the partner organization? What are the specific roles and responsibilities of each party?
- How does your institution manage the relationship and communicate with the partner organization, including who and how often? How, if at all, could management of the relationship and communication be strengthened?
- What is the partner organization's presence on campus, and is this presence sufficient to meet the needs of your institution's low-income students?
- How do you ensure that low-income students know about the services available to them through this partnership? How do you determine that students are aware of and using the services from this partnership? How, if at all, could your outreach and tracking improve?
- How do you ensure that faculty and staff know about the services available to low-income students through this partnership and are able to appropriately direct students to these services? What more could be done to raise faculty and staff awareness? How can you track, incentivize and recognize staff who use the information to help inform students of these services?
- How do these partnerships work together? That is, how integrated are these services with other services on your campus? How do students navigate between the services your institution offers and those provided by your partners?
- Given this assessment of your existing partnerships and review of the other potential services partners might provide, what additional collaborations might your institution pursue?

Strategy 4: Empower low-income students to use available resources

If you answered mostly **C**, you have not yet developed a system to support students' financial education and use of financial resources offered through your institution. We recommend that you begin by examining the examples in Part 2: *Exploring six strategies to support low-income students* and reviewing the items in the self-assessment in order to determine the range of financial resources that could be made available to students to improve their financial literacy. Address the following questions for each resource you are considering:

- What will it take to implement this resource?
- Who needs to be involved in developing this resource?
- Where should this resource be housed at the institution?
- What staffing and/or funding are needed to offer this resource?
- How will you assess the impact of this resource on students' financial education?

If you answered mostly **B**, you have some efforts in place to help develop students' financial education and promote their use of financial resources, but they are not part of a comprehensive approach. We recommend you begin by examining these efforts in order to determine whether your institution's low-income students are using these services and that these services are meeting their needs and helping improve their financial literacy. Next, we suggest you perform a gap analysis — using the items in the self-assessment tool to determine what resources are missing and what services are needed in order to help improve students' financial literacy. When performing the gap analysis, consider the following questions:

- What are your institution's priority outcomes for low-income students' financial literacy?
- Which services now offered best reflect these priority outcomes?

- What priority outcomes are not being addressed?
- What steps can you take to begin addressing these outcomes?

If you answered mostly **A**, you have an established system that helps develop students' financial literacy. We would recommend you first examine your existing services in this area to ensure that low-income students are using these services, and that these services are meeting their needs and helping improve their financial literacy. Consider asking **students** the following questions:

- Who, if anyone, on campus do you ask for help with managing your finances, including paying for school and living costs?
- How else do you hear about resources and services on campus that can help you more effectively manage your finances? What additional steps might the institution take to make you or your peers more aware of available support?
- What services and resources are most important to your efforts to manage your finances in order to stay in school and reach your education goal? Which of these services are you using at your institution? What services do you think are missing on your campus that could help you learn better financial management?
- How easy is it for you to obtain these services and resources? What could the institution do to make it easier for you to gain access to these supports?
- How often do you talk to your peers about the services and resources you're using?
- How aware are you of the benefits and limitations of the services and resources you are using?

Strategy 5: Review your internal processes

If you answered mostly **C**, you have not yet established clear and cohesive processes to serve your institution's low-income students. We recommend you begin by examining your processes for serving low-income students and determining how well these services meet their needs. Supplement this examination with a gap analysis in order to determine what processes should be improved or added. Once you have identified potential improvements to your processes, develop a plan to make those improvements. That plan should include identifying those responsible for making the improvements, establishing timelines, and determining measures of effectiveness. To start the process, consider the following questions:

- Taking a students' perspective, what steps do low-income students need to take at your institution to use financial resources and supports? What (unintended) barriers block access to these services? Similarly, how do your institution's business processes — course scheduling, advising, financial aid, etc. — impede low-income students' access to services?
- What changes can your institution make without a major outlay of time and resources, and which ones require longer-term planning and/or fund development?
- Who at your institution now works to ensure effective delivery of resources and support to low-income students? Who else should be involved in planning for, implementing and providing oversight of service delivery to these students?
- How, specifically, will your institution communicate to students, faculty and staff about the services available to low-income students?
- How will your institution systematize efforts to continuously review, improve and communicate about service delivery to low-income students?

If you answered mostly **B**, you have some processes in place that could be improved or expanded to ensure service to all low-income students. We recommend you begin by performing a gap analysis — using the items in the self-assessment to determine what processes might be improved or added. Once you have identified potential improvements to your processes, develop a plan to make those improvements. That plan should include identifying those responsible for making the improvements, establishing timelines, and determining measures of effectiveness.

- What steps do low-income students need to take at your institution to obtain financial resources and supports? How can your institution continue streamlining student access to and use of services? What processes are missing?
- Given this review, what changes can your institution make without a major outlay of time and resources, and which ones require longer-term planning and/or fund development?
- Who will oversee these changes? Who else needs to be involved in and/or aware of their implementation?
- When will these improvements take place? How will you track their implementation and ongoing impact on students and the institution?
- How will you communicate these changes to the broader campus community, including students, faculty and staff?

If you answered mostly **A**, you have processes in place that are designed to serve your institution's low-income students. We recommend you ensure that these processes are working as intended by determining 1) whether low-income students are aware of these processes, 2) whether the processes are meeting students' needs and 3) whether the processes are causing undue stress or difficulty because they are too cumbersome or complex. Consider working with your institutional research office to survey low-income **students** about the following:

- Who, if anyone, on campus do you ask for help when you encounter a financial challenge that might impede your ability to get to class or stay in school?
- How else do you learn about resources and services on campus that can help you address financial challenges or hardships? What additional steps might the institution take to make you and your peers aware of available support?
- What services are most important to your efforts to stay in school and reach your education goals? Which of these financial services and supports are you using? What services do you think are missing on your campus?
- How easy is it for you to use the resources at your institution? What could the institution do to make it easier for you to gain access to these supports?

Strategy 6: Implement effective practices to strengthen the academic progression of all students

If you answered mostly C, your institution has not yet implemented a cohesive set of practices that help students identify goals, follow a specific path and understand how their choices affect their futures. We recommend you examine the items in the self-assessment and in Part 2: *Exploring six strategies to support low-income students* to begin to determine which practices could easily be implemented at your institution in the short term and which practices could be targeted for later implementation. When you consider these practices, keep in mind the unique experiences of low-income students and ensure that any practice put in place is designed to address the needs of low-income students as well as other students at your institution. Consider launching your planning process by discussing the following:

- Keeping in mind the types of effective practices identified in the self-assessment (e.g., structured programs of study, monitoring of completion rates, distribution of information on cost/benefit of program participation), what changes can your institution make without a major outlay of time and resources, and which ones require longer-term planning and/or fund development?
- Based on this assessment, what change could you begin to pursue? What outcome(s) do you hope to achieve by making this change, particularly for low-income students?
- How will you manage this change effort (who will be responsible for what and when)?
- How will you track outcomes related to this change effort over time? Specifically, how will you monitor its impact on low-income students? How will you use this evidence for continuous improvement?

If you answered mostly B, you have some practices in place, but they do not represent a cohesive set of practices aimed at helping students succeed. We recommend that you begin by performing a gap analysis — using the items in the self-assessment to determine what practices need fuller implementation and what practices need to be added in order to create a more comprehensive approach to student success. Once you have the results from this gap analysis, we recommend you develop a plan that outlines what a cohesive set of practices would look like at your institution and how you intend to establish this set of practices. The plan should include identifying those responsible for devising and implementing these practices, establishing timelines, and determining measures of effectiveness. In addition, we recommend that when you examine these practices, keep in mind the unique experiences of low-income students and ensure that any practices put in place

are designed to address their needs as well as those of other students at your institution. To move toward a more coherent approach to supporting student progression and completion, answer the following questions:

- Considering the types of effective practices identified in the self-assessment (e.g., structured programs of study, monitoring of completion rates, and distribution of information on cost/benefit of program participation), which practices are already in place? Which ones are missing?
- What changes can your institution make without a major outlay of time and resources, and which ones require longer-term planning and/or fund development?
- Based on this assessment, what change could you begin to pursue? What outcome(s) do you hope to achieve by making this change, particularly for low-income students?
- How will you manage this change effort (who will be responsible for what and when)?
- How will you track outcomes related to this change effort over time? Specifically, how will you monitor its impact on low-income students? How will you use this evidence for continuous improvement?

If you answered mostly A, you have established a cohesive set of practices to help students progress along clear and structured pathways to success. We recommend that you examine these processes and practices to ensure they are meeting the needs of all students — but especially the needs of low-income students. In doing so, consider the following questions:

- How do you ensure that the needs of low-income students are served through these processes and approaches?
- What is the impact of these effective practices on low-income students? What evidence are you now collecting, and what additional data do you need to gather?
- What improvements need to be made to more effectively serve your low-income student population through these broad institutional practices?
- How can you incorporate the unique perspectives and experiences of low-income students into ongoing efforts to implement and strengthen these practices?



Reflection and next steps

We recognize that the abundance of information and direction offered in this guide can feel overwhelming. Strategic, integrated and high-quality support that substantively improves the achievement of low-income students clearly takes time, planning and resources to achieve fully. No institution can take on all of this work at once. The type of (and approach to) service delivery explored in this guide requires a continuous and iterative process of inquiry, planning, action and reflection. As you consider the results of your self-assessment and determine where to go next, we recommend a simple approach that can help keep you connected to the framework for supporting low-income students.

First, focus on getting to know the low-income students at your institution. Be sure to answer the following questions before pursuing any action:

- Who are your institution's low-income students?
- How well do they progress to completing their goals?
- What barriers to success do they encounter along the way?

As emphasized throughout the guide, the critical first step is to truly understand your institution's low-income students — to know who they are, how they perform and progress at your institution, and what common barriers stand in their way. Consider the range of quantitative and qualitative evidence that can inform this part of your process, including data on persistence and completion, along with more anecdotal evidence from students and practitioners themselves.

Second, think about ways to specifically improve the achievement of economically disadvantaged students within the larger context

of implementing effective practices designed to improve the progression of all students at your institution. Consider:

- What initiatives are already in progress that are designed to improve completion at your institution?
- How can you specifically consider the achievement of low-income students within those initiatives?
- How can this reflection inform new efforts that might improve the success of all students?

Maintaining an overall picture of improvement at your institution is vital to ensuring that the experience of low-income students is part of a campus-wide discussion about increasing completion. Conversely, without an institutional conversation about how to strategically strengthen the success of all students, initiatives designed to support low-income students may have a limited impact on their progression and completion.

Last, consider the information and insights surfaced in the other parts of the self-assessment and interpretation guide. These include: providing supports to help low-income students overcome practical barriers, leveraging partnerships for service delivery, empowering low-income students to use available resources, and reviewing your internal processes.

In reflecting on these collective conversations, think about:

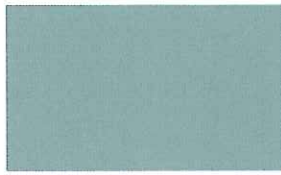
- What are three concrete actions you can take in the next six months to achieve an immediate, positive impact on low-income students at your institution?
- What action can you take that will pave the way for more substantive long-term change?
- What additional changes do you want to pursue in the next three years? What steps can you take now to begin laying the groundwork for this redesign?



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Please e-mail any questions or feedback regarding *Beyond Financial Aid* to bfa@luminafoundation.org

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