Analysis of Students Entering UTC as New Transfers [1]

Report created by OPEIR

December 9, 2022

[1] This analysis was produced by OPEIR in response to a request by Provost Hale. Results are not necessarily generalizable and attempts to use results outside the scope of this project should by avoided.
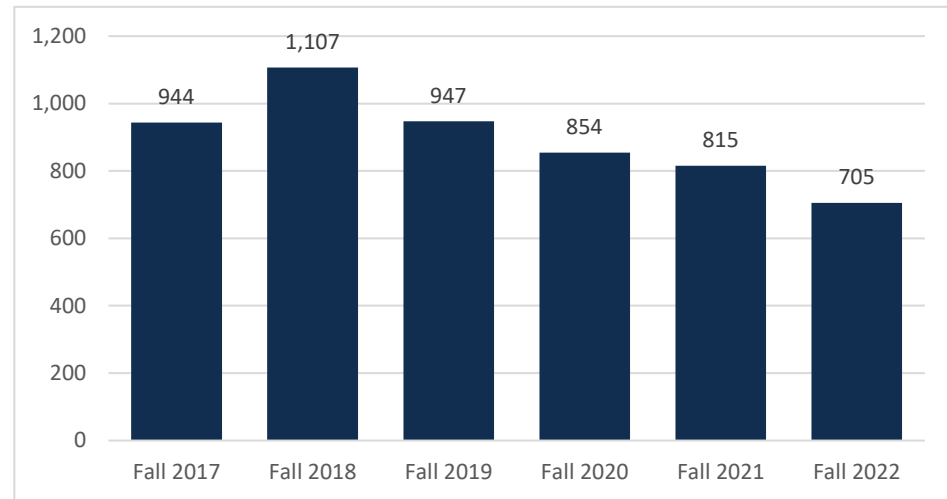
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New Transfer Demographics

A Brief History of New Transfer Students

Incoming transfer students, identified as new transfers, have long been an important source of enrollment for UTC. In Fall 2022, 7% of the enrolled total undergraduate population were new transfers who had entered during that term. However, in recent years the number of new transfers has been continually decreasing after first peaking in Fall 2018 term. This phenomenon could be a result of a spike in interest in transfers because of the Tennessee Promise program which was introduced in Fall 2015 and provides free tuition and fees at Tennessee community colleges. These Tennessee community colleges have seen a similar enrollment decline and have traditionally served as feeder institutions for UTC. As a result, it's important to consider new transfers as a group that might help stem future decreases in enrollment and should be investigated further to identify patterns impacting enrollment behavior.

Historic New Transfer Headcount by Term

Term	Headcount
Fall 2017	944
Fall 2018	1,107
Fall 2019	947
Fall 2020	854
Fall 2021	815
Fall 2022	705

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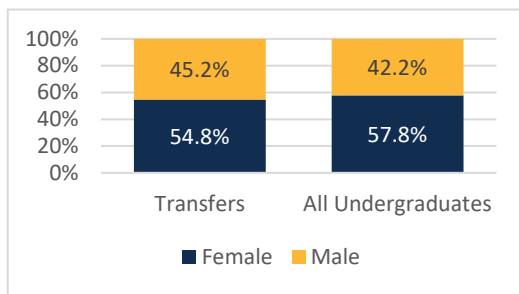Office of Planning, Evaluation, and Institutional Research

New Transfers by Gender and Race

As a group, new transfers tend to have a slightly higher proportion of male students than the overall undergraduate population. The percentage of students who self-identify as male was three percentage points higher among transfers. The gap was even larger in Fall 2021 where new transfers were nearly five percentage points more likely to self-identify as male than all undergraduates.
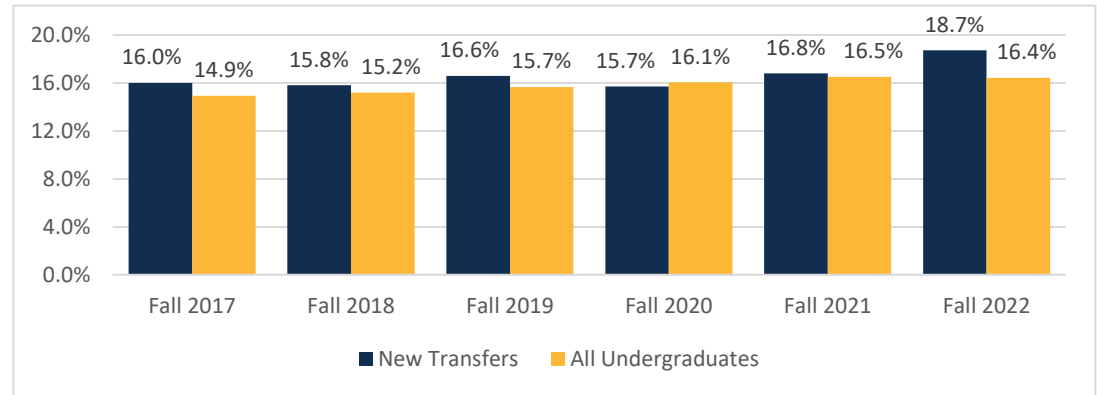
In most years, new transfers are slightly more likely to self-identify as an underrepresented minority, defined as someone who reports as American Indian/Alaska Native, Black, Hispanic, or Native Hawaiian/Pacific Islander. Over the past six years, the only fall term in which the overall undergraduate population was more likely to self-identify as an underrepresented minority than new transfers was Fall 2020. Between Fall 2017 and Fall 2021, the percentage of new transfer who identified as underrepresented minority was relatively stable between 16% and 17%. Fall 2022, while also at the lowest number of new transfers in six years, also had the highest percentage of underrepresented minorities at 18.7%. This is almost 2% higher than Fall 2021 new transfers group.

Unlike with underrepresented minorities, there is a significant, persistent gap in the percentage of the population that is first generation. Over the past six years, the size of the gap peaked in Fall 2020 when first generation students were 27.3% of new transfers versus 21.8% of all undergraduates.
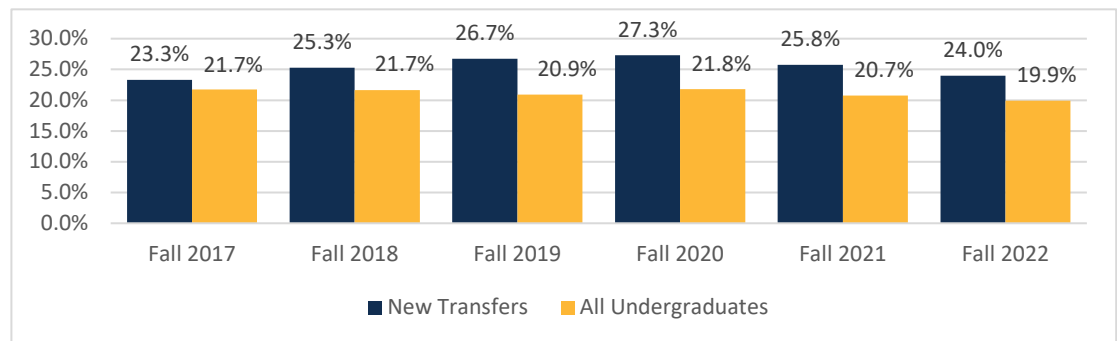
Underrepresented Minorities in New Transfer Group Compared to All Undergraduates

New Transfers / All Undergraduates:
- Fall 2017: 16.0% / 14.9%
- Fall 2018: 15.8% / 15.2%
- Fall 2019: 16.6% / 15.7%
- Fall 2020: 15.7% / 16.1%
- Fall 2021: 16.8% / 16.5%
- Fall 2022: 18.7% / 16.4%

First Generation Student in New Transfer Group Compared to All Undergraduates

New Transfers / All Undergraduates:
- Fall 2017: 23.3% / 21.7%
- Fall 2018: 25.3% / 21.7%
- Fall 2019: 26.7% / 20.9%
- Fall 2020: 27.3% / 21.8%
- Fall 2021: 25.8% / 20.7%
- Fall 2022: 24.0% / 19.9%

Fall 2022 Enrollment Comparison by Gender

	Transfers	All Undergraduates
Male	45.2%	42.2%
Female	54.8%	57.8%

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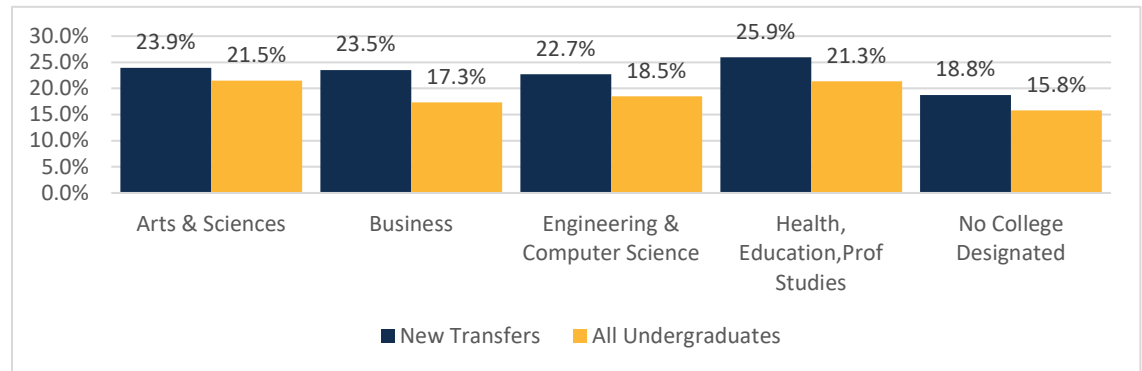### Office of Planning, Evaluation, and Institutional Research

New Transfers by First Generation and Pell Grant Eligibility

New transfers also tend to be more economically disadvantaged than the overall undergraduate population. In Fall 2022, 36.3% of new transfers received a Pell grant, compared to 31.8% of all undergraduates.
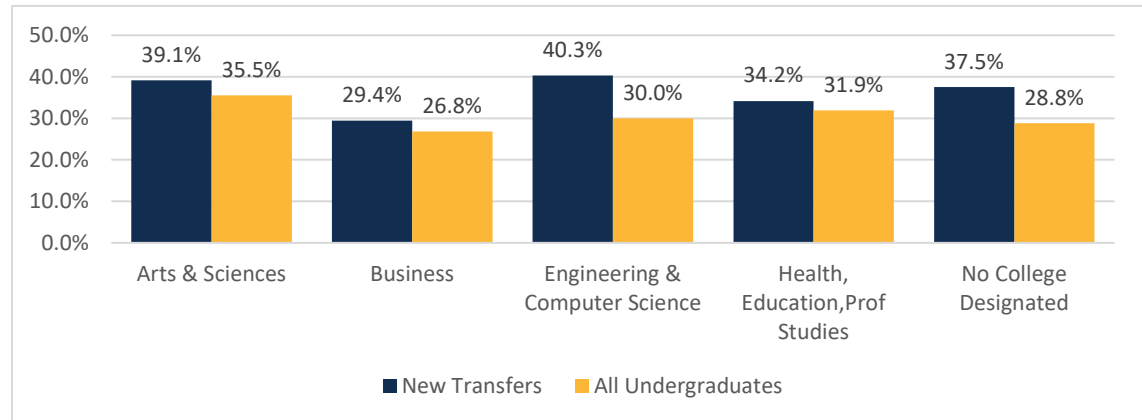
These patterns are not uniform across all of UTC's colleges. New transfers entering the Rollins College of Business were more than six percentage points more likely to be first generation students than the average undergraduate in Fall 2022, 23.5% versus 17.3%. By comparison, the first generation gap for the College of Arts and Sciences was only 2.4%.

The same pattern does not persist among the colleges when it comes to Pell recipient status. The college which showed the largest discrepancy between new transfers and the generic undergraduate in Fall 2022 was Engineering and Computer Science with more than 40% of new transfers having received a Pell grant versus 30% of all undergraduate students.

Percentage of Fall 2022 Students who were First Generation

	New Transfers	All Undergraduates
Arts & Sciences	23.9%	21.5%
Business	23.5%	17.3%
Engineering & Computer Science	22.7%	18.5%
Health, Education, Prof Studies	25.9%	21.3%
No College Designated	18.8%	15.8%

Percentage of Fall 2022 Students who were Pell Recipients

	New Transfers	All Undergraduates
Arts & Sciences	39.1%	35.5%
Business	29.4%	26.8%
Engineering & Computer Science	40.3%	30.0%
Health, Education, Prof Studies	34.2%	31.9%
No College Designated	37.5%	28.8%

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Academic Preparation

Local Institution Transfers

UTC receives more new transfers from Chattanooga State Community College than any other institution. However, the percentage of new transfers that originate from there dropped slightly in recent years, declining from 35.3% to 31.2%. A possible explanation is that enrollment at Chattanooga State has been trending downward in recent years according to IPEDS data, going from 8,628 in Fall 2016 to 7,452 in Fall 2020, a drop of nearly 14% across five terms. From THEC reporting, we know that trend has continued through the last two years as well.

As Community College enrollments have declined, UTC transfers have come from four-year schools in greater numbers. Transfers from UT-Knoxville are increasing, both as a percentage of the total and raw numbers. In Fall 2017, there were 25 new transfers from Knoxville to Chattanooga, making up 2.6% of the total which increased to 33 and 4.7% in Fall 2022.

Based off this information, a potential step for increasing the transfer population would be to contact students who graduated from a high school in Hamilton County but attended an institution other than UTC to encourage them to consider returning to Chattanooga to finish their degree at UTC. There is clearly some interest in this pathway. Among the 33 new transfers from UT-Knoxville that UTC received in Fall 2022, 16 had graduated from a high school in Hamilton County. Given that students are most likely to transfer after their sophomore year, the best time for this type of outreach would probably be two years after a student's high school graduation.

Percentage of New Transfers from Chattanooga State

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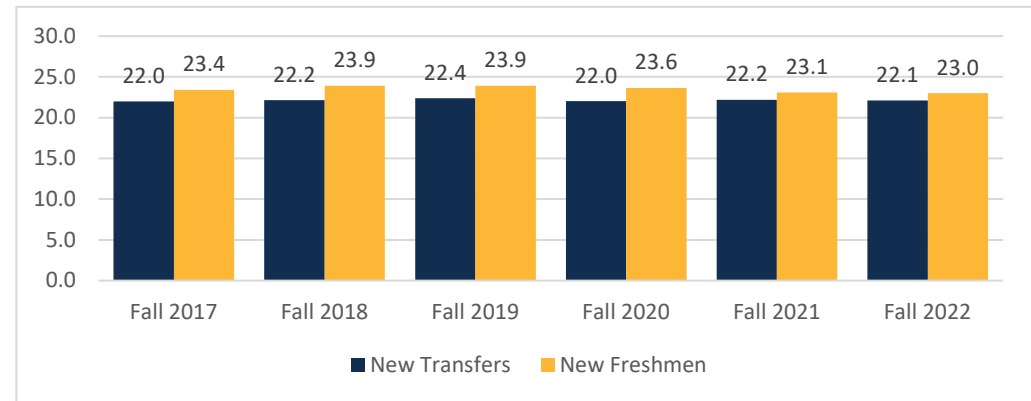Office of Planning, Evaluation, and Institutional Research
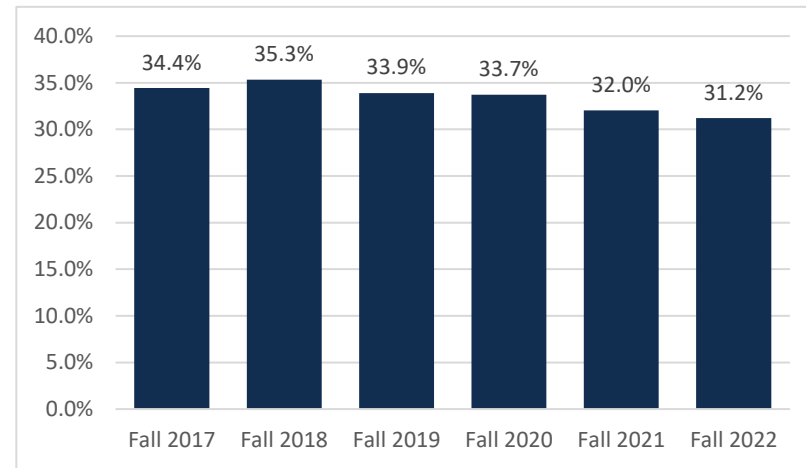
ACT Scores of New Transfers

The average ACT score of new transfers tends to be lower than that of first-time freshmen. Over the past five years, the smallest the gap has been was in Fall 2021 at slightly less than 0.9, and the largest gap was in Fall 2018 at nearly 1.75, though it's still smaller than what might be expected. It's important to note that new transfers are significantly less likely than first-time freshmen to report an ACT score upon entering UTC, so some degree of self-selection could be in play. In Fall 2022, 88.6% of first-time freshmen provided an ACT score compared with 60.6% of new transfers. Furthermore, new transfers coming from a community college are disproportionately likely to report an ACT score than new transfers from another four-year institution. Given that UTC uses ACT scores for math placement, it's possible that new transfers from a community college are more likely to have not yet completed equivalent versions of UTC's math courses and need an ACT score for placement purposes unlike their counterparts who transferred from four-year institutions.

Given the relatively small gap in average ACT score between first-time freshmen and new transfers and the fact that those new transfers who do report an ACT score are more likely to have come from a community college, these students may not have been attending a community college for academic reasons as sometimes happens. They may have started at a community college in order to save money and did not differ significantly in academics from those students who did start at UTC as first-time freshmen.

Average ACT Score by Term

| Term	New Transfers	New Freshmen
Fall 2017	22.0	23.4
Fall 2018	22.2	23.9
Fall 2019	22.4	23.9
Fall 2020	22.0	23.6
Fall 2021	22.2	23.1
Fall 2022	22.1	23.0

Residency and Classification of New Transfers

While new transfers still primarily come from Tennessee, they are more likely to be from out-of-state compared with first-time freshmen who enter at the same time. In Fall 2022, 70.8% of new transfers had previously graduated from a high school in Tennessee compared with 87.0% of first-time freshmen who entered during the same term. At the same time, 9.8% of new transfers had graduated from a high school in Georgia, whereas, for first-time freshmen, it was 6.6%. The breakdown of new transfers by state of origin over the past five years is in the Appendix A. The most common Tennessee high schools from which new transfers graduated are those in either Hamilton or Bradley County with Ooltewah High having produced the most with 127 over the past five fall terms.

New transfers most commonly enter UTC with a classification status of sophomore or junior. In Fall 2022, juniors made up approximately 42% of the total new transfer population, while sophomores were 33% of the total. This fits with the picture of most new transfers coming from a community college rather than another four-year institution. A student who attended a community college for two years and completed his or her basic requirements there would most commonly enter UTC as a junior based on student credit hours earned.

Fall 2022 New Transfers by Classification

| Classification	Count
Freshmen	108
Sophomore	230
Junior	297
Senior	70
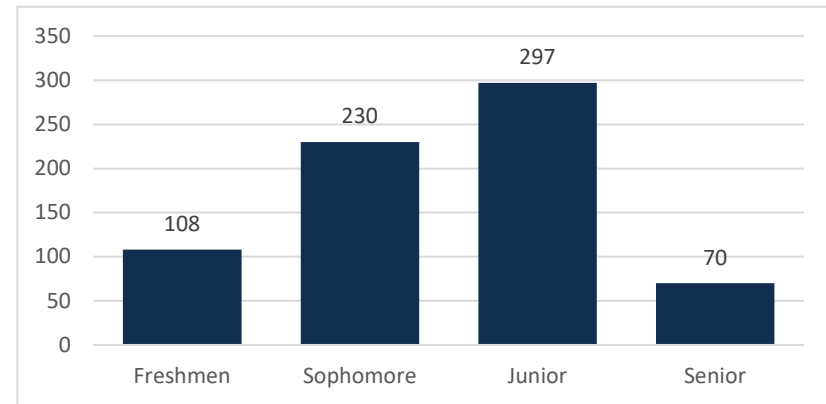
College, Majors, and Status of New Transfers

Among the four colleges at UTC, the College of Arts and Sciences received a plurality of the new transfers with 39% of the total in Fall 2022. Arts and Sciences also had the highest proportion of new transfers with associate degrees, 33.7%, versus 21.3% for Business, 14.3% for Engineering and Computer Science, and 22.2% for Health, Education, and Professional Studies.

The most popular major for incoming transfer students in Fall 2022 was psychology, making up nearly 10% of the total, and among the new transfers who entered as psychology majors, nearly one-third already had an associate degree. This may reflect psychology's status as a Tennessee Transfer Pathway (TTP) program. By contrast, nursing, the second most common major among incoming transfer students at 5% of the total, is not a TTP program, and less than 15% of those students entered UTC with an associate degree. Counts of new transfers by their entering major can be found in Appendix B.

New transfers are somewhat less likely to enroll as full-time students when compared with the typical undergraduate or first-time freshman who enters during the same term. In Fall 2022, the percentage of new transfers that were full-time was 12 percentage points less than for first-time freshmen and nearly three percentage points less than the entire undergraduate population.

A potential step for increasing the transfer population would be to contact students enrolled at Chattanooga State Community College and Cleveland State Community College who are majoring in a TTP program to encourage them to consider transferring to UTC. Psychology, management, and exercise science are all programs for which this approach might be fruitful, being majors with high enrollment by new transfers, having a TTP, and having a high percentage of new transfers with an associate degree.

Fall 2022 New Transfers by College and Associate Degree Status
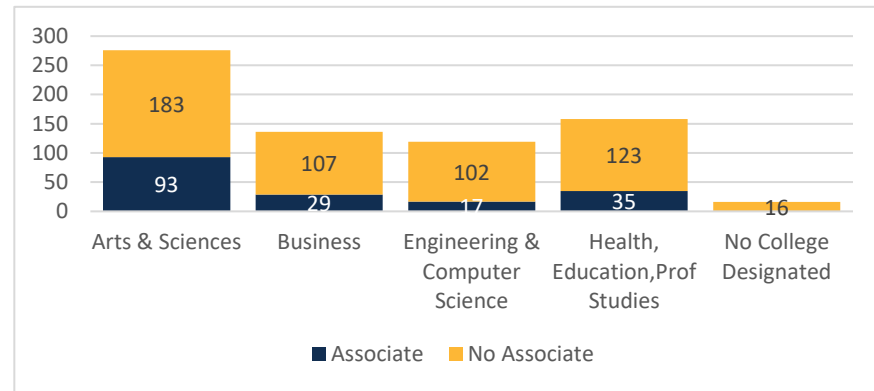
Percentage of Fall 2022 Undergraduates who are Full-Time
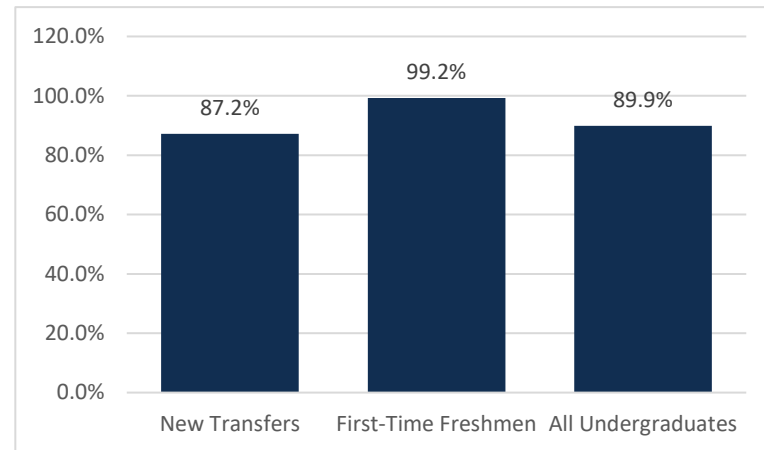
Student Success

Graduation Rates and Credit Hours

The graduation rate of new transfers tends to max out after approximately four years. When combined with the typical two years that a new transfer spends at his or her previous institution based on classification, this suggests that a new transfer who earns a baccalaureate degree will usually do so within six years of beginning higher education. First-time, full-time freshmen at UTC show a similar pattern with graduation rates not increasing significantly beyond the six-year mark.
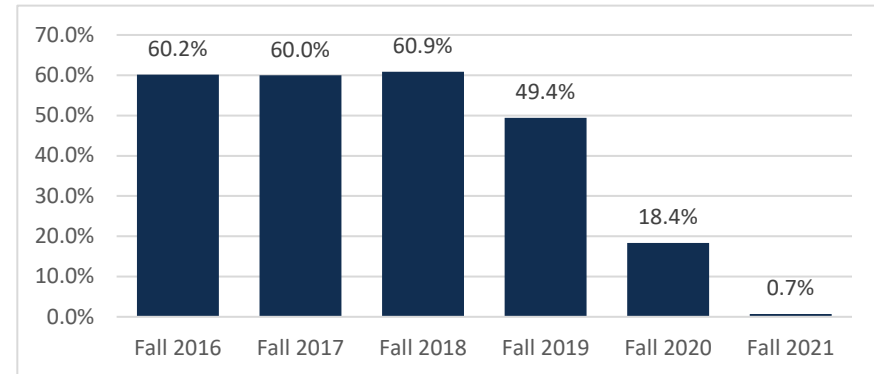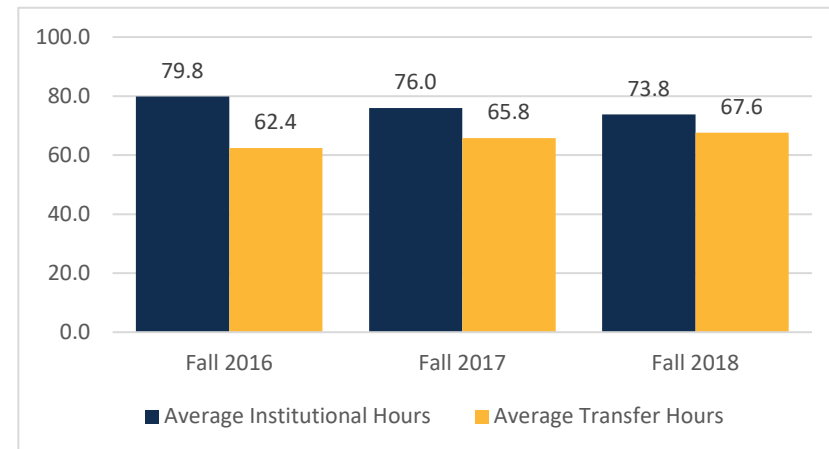
Transfer students who ultimately graduate from UTC obtain just over half their total credit hours from UTC, on average. A new transfer student graduating from UTC typically has earned between 60 and 70 transfer hours and 70 to 80 institutional hours. Those with an associate degree consistently enter with more transfer hours. Among new transfers entering in Fall 2016, those with an associate degree graduated from UTC, on average, with 70.2 institutional hours and 73.7 transfer hours. For those without an associate degree, it was 83.8 institutional hours and 57.7 transfer hours. The transfer hours earned once again suggests that new transfers typically enter after completing two years' worth of credits. Since 30 credit hours is considered a normal annual course load, provided a student is enrolled full-time, one transferring after two years at another institution would be expected to have around 60 credit hours. Compared to first-time, full-time freshmen who entered in 2016, the new transfers starting in the same term graduated with more credit hours. Upon graduation, the new freshmen had, on average, 130.2 credit hours, compared with 143.9 for new transfers with an associate degree and 141.6 for new transfers without an associate degree.

Percentage of New Transfers who Have Graduated as of Fall 2022 by Cohort Term

Average Credit Hours Earned for New Transfer Graduates by Cohort Term

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Appendix A

New Transfers by State of High School Attended

State	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Alabama	19	21	13	16	9
Alaska	0	0	0	0	1
Arizona	0	1	4	1	0
Arkansas	4	2	2	1	0
California	7	11	2	8	9
Colorado	1	0	2	2	3
Connecticut	1	1	0	0	1
Delaware	0	1	0	0	0
District of Columbia	0	0	1	4	6
Florida	22	14	6	12	16
Georgia	102	89	74	73	68
Hawaii	0	0	0	1	0
Idaho	1	0	1	0	0
Illinois	9	13	5	10	5
Indiana	5	4	4	2	2
Iowa	2	0	0	1	0
Kansas	1	2	4	2	1
Kentucky	4	1	1	4	0
Louisiana	3	1	4	1	3
Maine	1	2	1	1	0
Maryland	3	3	2	1	2
Massachusetts	1	2	1	2	0
Michigan	5	2	3	4	7
Military - Europe	0	0	0	2	0
Military - Pacific	0	0	0	1	0
Minnesota	1	2	1	2	0
Mississippi	1	7	1	3	1
Missouri	6	3	7	2	2
Montana	0	0	0	1	0

New Transfers by State of High School Attended Continued

State	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Nebraska	0	0	0	0	1
New Jersey	2	3	0	1	2
New Mexico	1	1	1	0	0
New York	13	10	14	5	9
North Carolina	7	6	6	5	6
Ohio	7	8	1	2	2
Oklahoma	3	2	2	0	0
Oregon	2	2	0	0	2
Pennsylvania	9	3	2	2	4
Puerto Rico (US Territory)	0	0	0	3	0
Rhode Island	3	11	7	2	0
South Carolina	4	3	3	1	1
South Dakota	1	0	0	0	0
Tennessee	796	665	629	598	499
Texas	5	3	3	5	4
Utah	1	3	0	0	0
Virgin Islands (US Territory)	0	1	0	0	0
Virginia	5	4	3	6	4
Washington	1	1	1	1	0
West Virginia	1	1	0	0	0
Wisconsin	1	2	2	0	2
Unknown	46	36	41	27	33
Total	1,107	947	854	815	705

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Appendix B

Majors of Incoming New Transfers

Major	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
BS Psychology	71	55	70	77	66
BSN Nursing	78	62	54	51	36
BSBA: Management	54	51	44	43	34
BS HHP Exercise & Health Sci	0	0	0	30	33
BSBA: Accounting	28	25	21	20	27
BSBA: Marketing	47	34	29	45	27
BSME Mechanical Engineering	43	34	34	28	26
BS Communication	0	0	0	24	25
BS Criminal Justice	40	34	26	20	24
BS CPSC Software Systems	20	25	14	27	24
BS Biology Preprofessional	32	45	33	23	22
BS Biology General	22	27	18	14	19
BS IES: ELEd K-5 & ESL PreK-12	10	16	20	18	16
Undecided	23	18	21	27	15
BS CPSC Cyber Security	13	17	12	14	14
BS ESC Biodiv Cons and Nat Res	17	16	12	21	14
BFA Art Graphic Design	15	7	5	17	13
BSEE Electrical Engineering	29	29	20	9	12
BSBA: Finance: Bus Fin	18	11	23	12	12
BSW Social Work	19	22	20	22	11
BS HHP SORT Management	20	21	18	11	10
BSBA: Finance: Investments	2	15	6	12	10
BA History	9	10	5	12	10
BSCE Civil Engineering	23	28	10	14	10
BAS Applied Leadership	0	0	0	3	9
BS Engr Tech Mgt Engr Mgt	8	12	9	3	9

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Majors of Incoming New Transfers Continued

Major	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
BS Interior Architecture	12	12	8	7	9
BS IES: ECHD & ECHD Spec Ed	22	22	17	10	8
BAS Mechatronics Engr Tech	0	10	20	15	8
BSBA: Human Resource Mgt	9	6	9	7	7
BS HHP: Health Phys Ed K 12	0	0	0	1	7
BSBA: Management: Bus Analytics	7	4	17	2	6
BS PSPS: Public Law	11	6	9	13	6
BS Engr Tech Mgt Constr Mgt	12	11	10	9	6
BA Art Studio	0	3	0	6	6
BS Sec Education English	6	8	6	5	6
BA Art: Art Education	9	1	2	1	5
BS IES: Child &Family Studies	7	5	11	6	5
BS Soc and Anth Anthropology	2	0	2	1	5
BSBA: Entrepreneurship	13	10	9	12	5
BSChE Chemical Engineering	6	5	5	11	4
BS Sec Education History	11	7	10	8	4
BSBA: Marketing: Prof Sales	0	0	0	2	3
BA Economics	5	4	5	4	3
BA English Literary Studies	0	0	0	1	3
BFA Art Painting and Drawing	3	6	0	1	3
BS Soc and Anth Sociology	7	11	7	3	3
BA English Creative Writing	7	6	8	2	3
BS CPSC Data Science	7	7	5	4	3
BS Math STEM Education	6	1	2	1	3
BA English Rhetoric Pro Writ	1	2	3	2	2
BA Humanities International	1	3	4	1	2
BM Music Vocal Music Educ	3	1	1	1	2

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Majors of Incoming New Transfers Continued

Major	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
BM Music Composition	2	0	0	1	2
BA Theatre	6	5	4	4	2
BSBA: Economics	7	5	3	4	2
BS PSPS: Politics	1	0	1	2	2
BS Math Actuarial Science	2	3	4	1	2
BA Soc and Anth Anthropology	3	0	1	1	2
BS Chemistry	11	3	6	4	2
BS ESC Environmental Health	1	2	2	0	2
BM Music Instrmntl Music Educ	3	1	1	0	2
BS Computer Sci STEM Education	3	0	0	0	2
BS PSPS: International/Comp St	3	2	2	1	2
BM Music Therapy	0	0	1	4	2
BS ESC Nat Res Admin & Enforce	0	0	0	0	2
BS Geology Geology	5	3	3	1	2
BS ESC Env Policy and Planning	2	0	7	1	2
BSCPE Computer Engineering	4	3	4	6	1
BA Theatre: Theatre Educ	0	0	0	0	1
Non Degree Undergraduate	0	0	0	1	1
BA Phil&Rel: Health, Med, Ill	0	0	0	0	1
BA Mod ClassLang Lit Classics	0	0	0	1	1
BS Biology STEM Education	1	2	2	2	1
BS ESC Earth Atmos and Geo Res	3	3	1	1	1
BS IES: Exc Learning K-12 Comp	0	1	3	0	1
BS Chemistry STEM Education	3	2	0	0	1
BS Math General	5	6	2	3	1
BA Hum:Wmn, Gndr, Sex Studies	0	0	0	0	1
BS MGED English	1	3	0	0	1

Majors of Incoming New Transfers Continued

Major	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
BFA Art Photography and Media	4	2	3	1	1
BS MGED Mathematics	4	3	0	2	1
BFA Art Sculpture	0	1	1	0	1
BS Physics	3	1	1	2	1
BIS Integrated Studies	4	0	0	1	1
BA Mod ClassLang Lit French	1	0	0	0	1
BS Chemistry Biochemistry	8	8	3	2	1
BS PSPS: Public Adm & NonP Mgt	2	4	0	3	1
BS IES: Exc Learning K-8 Inter	1	2	2	0	0
BS Business Accounting	7	5	0	0	0
BS Business Entrepreneurship	4	1	0	0	0
BS MGED Natural Sciences	0	1	0	0	0
BS Early Childhood & Spec Ed	8	0	0	0	0
BS MGED Social Sciences	0	0	0	1	0
BS Business Bus Analytics	1	0	0	0	0
BS HHP Health Phys Ed K 12	10	5	6	0	0
BA Communication	42	27	27	0	0
BS Physics STEM Education	0	0	1	0	0
BA Humanities Liberal Arts	0	2	1	1	0
BS POL Public Adm and NonP Mgt	2	0	0	0	0
BS Economics	0	1	0	0	0
BS POLS Legal Studies	1	0	0	0	0
BSChE Chem Engineering Environ	0	0	1	0	0
BS PSPS: American Politics	1	4	3	2	0
BS Business Economics	1	0	0	0	0
BS Business Finance Bus Fin	2	0	0	1	0
PBNonDeg Teacher Certification	1	0	0	0	0

Majors of Incoming New Transfers Continued

Major	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
BS Business Human Resource Mgt	3	0	1	0	0
BS Geology Env Geol	0	1	3	0	0
Pre BFA Art	1	0	0	0	0
BA Art Art History	2	0	2	0	0
Pre Music	1	0	0	0	0
BS Criminal Justice (Online)	0	0	1	6	0
BA Phil and Rel Philosophy	2	0	0	4	0
BS Early Childhood CH Fam Stud	3	0	0	0	0
BS Business Marketing	7	2	0	0	0
BM Music Instrumental Perform	3	0	0	0	0
BS Sec Educ Political Sci	1	1	1	0	0
BSCE Civil Engineering Env	2	1	6	4	0
BS Sec Education Economics	0	1	0	0	0
BS Env Science Engineering	2	2	1	1	0
BA Philosophy and Religion	2	2	0	0	0
BS ESC Geog and Carto Science	1	0	1	1	0
BS Sec Education Geography	0	2	0	0	0
BS HHP Dietetics	1	0	0	0	0
BA Phil and Rel Religion	2	4	1	1	0
BA Music	4	0	2	2	0
BS Exceptional Learning K-8	2	0	0	0	0
BS HHP Exercise Science	59	44	38	2	0
BA English and Amer Lang Lit	9	5	4	2	0
Pre Social Work	1	0	0	0	0
BS Business Management	12	3	0	0	0
BA Mod ClassLang Lit Spanish	5	2	1	2	0
BS PSPS: Public Policy	1	1	2	3	0
Grand Total	1,107	947	854	815	705

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