Data on Transfers at Public Institutions of Higher Education

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More than one in five students who start at a 2-year college transfer to a 4-year. Student mobility patterns and characteristics vary:

- About 22% of all first-time-in-college students who start at a 2-year college transfer to 4-year institution within 6 years.
- In 2015, 36,690 2-year students transferred with at least 30 hours. Of those,
  - 43% had earned an associate degree
  - 39% had completed Core Curriculum
  - 3% had completed Field of Study (FOS) curricula
  - 46% had taken developmental education

Transfer data from fall 2015
Baccalaureate completion is higher for students with at least 30 SCH at time of transfer

- In FY 2016, 55% of students who transferred earned a bachelor’s degree within 4 years of transfer.
  - Fewer than 30 SCH at transfer: 49%
  - At least 30 SCH or more at transfer: 56%

Most baccalaureate graduates start and complete at the same institution, but 42% start at a different institution

![Bar chart showing number of FY 2016 graduates by type of institution of origin]

- Started at Same 4yr: 40,995
- Started at 2yr: 22,499
- Started at Other 4yr: 7,579

Total Number of FY 2016 Graduates who were FTIC in Texas: 71,073
Most 2016 baccalaureate graduates took courses at a 2-year college

- Among undergraduates at universities:
  - 73% attempted one or more SCH at a 2-year institution
  - 35% attempted at least 30 SCH at a 2-year institution

### Baccalaureate graduates who transfer accumulate more excess SCH than those who do not transfer

<table>
<thead>
<tr>
<th></th>
<th>Start 2-year</th>
<th>Start Other 4-year</th>
<th>Start at Same 4-Year</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Excess SCH</td>
<td>22</td>
<td>21</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Attempted</td>
<td></td>
<td></td>
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<td></td>
</tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Average Excess SCH</td>
<td>9</td>
<td>7</td>
<td>-4**</td>
<td>13</td>
</tr>
<tr>
<td>Successfully Completed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Grade of A, B, C)*</td>
<td></td>
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</tr>
</tbody>
</table>

*SCH for which a student receives a F, D, or W (for withdrawal) in prior 5 years were removed to show courses which have potential to transfer

**Average is likely below hours required for degree because many students get credit for AP, CLEP tests, dual credit, etc.
Breaking out students who take dual credit courses and including dual credit SCH in the analysis, shows that any kind of mobility increases excess hours.

**Average Excess SCH Successfully Completed**: Students without Dual Credit

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<tbody>
<tr>
<td><strong>Start at Same 4-Year</strong></td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>Difference</strong></td>
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**Average Excess SCH Successfully Completed**: Students with Dual Credit

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*SCH for which a student receives a F, D, or W (for withdrawal) in prior 5 years were removed to show courses which have potential to transfer.

Completion data from FY 2016

What do the data tell us about transfer?

- On average, students who transfer hours (in traditional transfer or via dual credit) have more excess hours than students who do not.
- Students who transfer hours are successfully completing courses that are not applying to the degree; there are several possible reasons to explore:
  - Lack of appropriate advising
  - Lack of consistency in requirements for majors across four-year institutions
  - Students who transfer hours may be changing majors more often
  - Uncertainty around program and institutional admissions
Questions?