

Academic and
Health Affairs

**Texas Higher
Education
COORDINATING BOARD**

Transfer Report 2023

A Report to the Texas Legislature per
House Bill 1, 88th Regular Session

October 2023

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Agency Mission

The mission of the Texas Higher Education Coordinating Board (THECB) is to serve as a resource, partner, and advocate for Texas higher education, resulting in a globally competitive workforce that positions Texas as an international leader.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The THECB's core values are:

Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

Efficiency: We accomplish our work using resources in the most effective manner.

Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.

Excellence: We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

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Executive Summary

Legislative Directive

The General Appropriations Act, House Bill 1, Article III, Section 45, 88th Texas Legislature, Regular Session, for the 2024-25 biennium directs the Texas Higher Education Coordinating Board (THECB) to submit an annual report that presents the goals and practices of Texas public general academic institutions (GAIs)/public universities to improve the transfer experience. The annual report describes current public universities' efforts to increase the number, success, and persistence of Texas community college transfer students. The report provides comparative data for two populations: community college transfer students and students who started at a public university as freshmen and continued to graduation. The THECB also provides recommendations to further improve Texas students' transfer experiences. The report is submitted to the Governor's Office, Senate Finance Committee, House Appropriations Committee, and the Legislative Budget Board on November 1.

Methodology

The legislative directive requires public universities to provide information about institutional transfer practices and goals to the THECB on an annual basis. Texas' 37 public universities complete a detailed survey that shows new approaches and emerging efforts related to improving the transfer experience. A copy of the survey is included in [Appendix B](#).

This report provides a snapshot of the public universities' outreach efforts, strategies, and enrollment patterns for students new to higher education and those transitioning from community colleges. New university freshmen, first-time-in-college undergraduates, and community college transfer students represent different proportions of the fall 2022 new student populations at the universities. The report uses applicant and enrollment data to provide insights into patterns of behavior and the different population densities at the institutional and statewide levels.

In addition to the applicant/enrollment data and survey responses, THECB staff analyzed universities' performance using a cohort study. The performance data includes completion rates and time to degree for the students who started and continued their enrollment at the university and community college students who transferred to the public university to continue their higher education. As in previous reports, a cohort of university non-transfer students and community college transfer students classified as juniors is tracked for a specific period. This report includes data about the junior cohort of students, both non-transfer and community college transfers, from fall 2018 through spring 2022.

Findings

Survey Responses

The survey responses provide an overview of efforts and strategies in place at Texas public universities to improve transfer for community college students. Approximately half of the public universities have goals specific to community college transfer students. For the remaining universities, community college students are not tracked separately from other transfer or first-year students.

Texas public university recruitment on community college campuses remains the most frequently implemented outreach effort. All but four public universities reported participating in transfer fairs organized by community colleges. In addition, all but four public universities offered university campus preview days for prospective students. Another strategy public universities implemented was to dedicate office space with a permanent recruiter on a community college campus to recruit, academically advise, and guide community college students through the transfer process. Nearly one-third of the public universities reported having a permanent presence on a community college campus.

Texas public universities also collaborate with community college faculty and administrators to develop clear transfer pathways for community college students. Public universities report being partners in many articulation agreements (1,082 academic and 370 workforce). However, there is a common recognition that the development and maintenance of these agreements pose challenges. Some universities expressed doubt about the efficacy of multiple agreements.

Orientation experiences acclimated transfer students to their new institutions and were used at most public universities, with 86% offering transfer orientation and many continuing to add to the number of activities and kinds of services introduced to transfer students. Academic advising is often one of the services provided during orientation, although it occurs at other times, too. Most universities (62%) require new transfer students to receive advising. Universities also report training advisors to develop expertise for assisting transfer students. At orientation, transfer students learn about student support programs like tutoring, learning communities, and student and faculty mentorship opportunities. Universities use a variety of programs to support students and promote their academic success. However, most programs are available to all students and are not designed specifically for transfer students.

All universities participate in the Texas Common Course Numbering System (TCCNS), but not all lower-division courses offered by universities are in the TCCNS. The remaining universities provide a crosswalk or provide the common number beside the institutional number to identify courses in the TCCNS.

Public universities' responses indicated several recurring barriers to transfer: students having excessive semester credit hours, lack of advising, lack of financial aid for transfer students, insufficient transfer staffing, associate degrees with courses not applicable to bachelor's degrees, and lack of timely or accurate transcript evaluation.

Performance Data

The analysis of the enrollment and performance data from reports routinely submitted by institutions is organized to provide information about enrollment patterns, the rate at which students graduate, and how long it takes them to earn their bachelor's degrees at universities. Universities processed more applications for first-time-in-college students (201,615) than community college transfer students (27,323) in fall 2022. However, the percentage of community college transfer students that were accepted and enrolled (76.3%) was greater than the percentage of new freshmen at universities (53.5%).

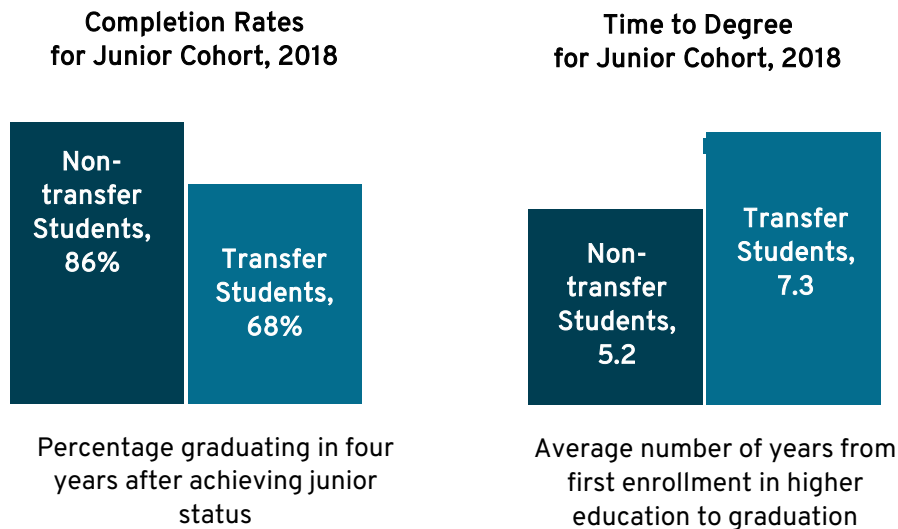
More than half the community college students transferring to a public university in 2022 enrolled at one of the state's eight emerging research institutions:

- Texas State University
- The University of Texas at Arlington
- The University of Texas at Dallas
- The University of Texas at El Paso
- The University of Texas at San Antonio
- Texas Tech University
- University of Houston
- University of North Texas

The statewide four-year completion rate for community college transfer students in the junior cohort of the report study was 68%, compared with 86% for non-transfer students.

The time to degree for community college transfer students in the junior cohort was 7.3 years, compared to 5.2 for non-transfer students. The time to degree for the two groups within the cohort is consistent with the time to degree of previous years.

Chart 1. Completion Rates and Time to Degree



Source: THECB

Conclusion

Universities use many different programs and strategies to attract, advise, and graduate students, including customized efforts for community college students. Statewide, the THECB has launched initiatives to clarify and facilitate the transfer process. Even so, community college transfer students graduate with bachelor's degrees at a lower rate and take longer to do so than students who start and graduate from the same university. This difference between transfer students and non-transfer students has been confirmed each year of the study of the junior cohort selected from reported data.

Improving completion rates and reducing the difference in time to degree between non-transfer students and community college transfer students needs to be addressed through the combined efforts of both Texas public universities and community colleges. Texas public

community colleges, universities, and students are engaging and participating in transfer processes differently as a result of the passage of Senate Bill 25 (SB 25) by the 86th Texas Legislature in 2019. The omnibus transfer legislation included many changes to improve transfer including:

- Earlier degree planning
- Greater awareness of applicability of specific courses
- Clarification of degree requirements and the sequence of courses to complete a degree
- Better and more easily exchanged student information
- Expanded funding for dual credit courses
- A fresh look at the core curriculum

All the requirements of SB 25 that required THECB implementation have been accomplished. The introduction of the Texas Transfer Framework and the new Texas Transfer Advisory Committee that were established through the adoption of rules in March 2021 provide more momentum for improvements to come.

House Bill 8, passed by the 88th Texas Legislature, Regular Session, overhauls the community college funding system and will bolster community colleges' roles in meeting emerging workforce needs. This legislation incorporates the work of the Commission on Community College Finance to support colleges across the state – from the largest urban colleges to small, rural-serving colleges – to educate many more students from all backgrounds so they can earn credentials of value.

Collaboration and commitment among institutions, and clarity in messages to students about degree completion, are key elements to improve transfer moving forward.

Recommendations

The THECB should continue to work closely with universities and community colleges to monitor the implementation of the requirements of SB 25 and develop transparent, student-centered academic pathways through the new Texas Transfer Framework.

Given the importance of the new Texas Transfer Framework, the THECB should continue working to revise the existing Field of Study Curricula (FOSCs) into the new Texas Transfer Framework and develop new FOSCs in popular transfer disciplines.

Both universities and community colleges should commit to implementing requirements of SB 25 and the Texas Transfer Framework, including increasing awareness and encouraging positive participation in these new transfer initiatives.

The agency should continue to develop communication materials, including updating of the transfer web resources that will provide clarity to institutions on the Texas Transfer Framework and the other transfer initiatives that are underway. The development of transfer modules by the Texas OnCourse team is complete.

Introduction

Legislative Directive

The General Appropriations Act, House Bill 1, Article III, Section 45, 88th Texas Legislature, Regular Session, for the 2024-25 biennium directs the Texas Higher Education Coordinating Board (THECB or Coordinating Board) to submit an annual report that presents the goals and practices of Texas public general academic institutions (GAls)/public universities to improve the transfer experience. The annual report describes current public university efforts to increase the number, success, and persistence of Texas community college transfer students. The report provides comparative data for two populations: community college transfer students and students who entered the public universities as freshmen. The THECB also presents recommendations to further improve the transfer experience. The report is submitted to the Governor's Office, Senate Finance Committee, House Appropriations Committee, and the Legislative Budget Board on November 1.

Methodology

The legislative directive requires public universities to provide information about institutional transfer practices and goals to the THECB on an annual basis. Texas' 37 public universities complete a detailed survey that shows new approaches and emerging efforts related to improving the transfer experience. A copy of the survey is included in [Appendix B](#).

This report provides a snapshot of the public universities' outreach efforts, strategies, and enrollment patterns for students new to higher education and those transitioning from the community colleges. New university freshmen, first-time-in college undergraduates (FTUs), and community college transfer students represent different proportions of the fall 2022 new student populations at the universities. The report uses applicant and enrollment data to provide insights into patterns of behavior and the different population densities at the institutional and statewide levels.

In addition to the applicant/enrollment data and survey responses, THECB staff analyzed universities' performance using a cohort study. The performance data includes completion rates and time to degree for the students who started and continued their enrollment at the university and community college transfer students. As in previous reports, a cohort of university non-transfer and community college transfer students classified as juniors is tracked for a specific period. This report includes data about the junior cohort of students, both non-transfer and transfers, from fall 2018 through spring 2022.

Survey Responses

The public universities' survey responses provide information about institutional outreach efforts and services for transfer students. The survey solicited information about the following subjects:

- Goals for increasing community college transfer student enrollment, retention, and graduation
- Articulation agreements
- Services provided to community college students, including outreach and orientation
- Advising
- Website information
- Targeted financial aid
- Student success programs
- Degree program alignment
- Barriers and opportunities to improve transfer at the institutional and statewide level, including promotion of statewide initiatives aimed at smoothing and improving transfer for Texas students

Institutions also ranked common barriers to transfer. THECB staff surveyed each Texas public university to understand institutional goals and document the following: 1) current practices serving community college transfer students, 2) barriers to student transfer, and 3) potential emerging issues. The survey responses from institutions are summarized and compared in the [“Analysis and Observations – Survey”](#) section of this report.

Application/Enrollment and Performance Data

The analysis of the data from reports routinely submitted by institutions is organized to provide information about enrollments, the rate at which students graduate, and how long it takes them to earn their bachelor’s degrees at universities. Enrollment data includes the processed applications and student enrollment for fall 2022 at each institution.

The performance measures used in the report as part of the cohort study are “completion rates” and “time to degree.” The completion rate refers to the percentage of students who graduated with a bachelor’s degree. Time to degree refers to the average number of years, semesters, and the accumulated attempted semester credit hours (SCHs) students take to complete a bachelor’s degree. Time to degree follows the student from first enrollment in higher education at a public university or community college to graduation with a bachelor’s degree. Only graduates are included in the time-to-degree calculations.

The report also follows each university’s non-transfer students who are classified as juniors during the same semester as the transfers. The cohort study follows the performance, over time, of community college transfer students who reached junior-level status at the time of enrollment. The students included in the cohort are at the same point in their academic progress toward a bachelor’s degree. While the analysis of transfer of Texas students from public two-year colleges to public universities is only a portion of the much broader spectrum of student mobility, it is useful for comparing student achievement and the time it takes students to reach the same milestones in their academic careers.

The cohort study follows junior students at public universities from fall 2018 to possible graduation in spring 2022 using the most recent certified data available. This allowed THECB staff to determine the completion rates and time to degree for four years from junior status to

graduation. Performance data by institution compare non-transfer students and community college transfer students and are presented in this report's tables. Texas public universities' data are displayed according to their peer groups in the Texas Higher Education Accountability System to allow for similar size, mission, and academic offerings.

Context and Limitations

While this report has a limited scope per the legislative rider (two-year to four-year and upper-division public institutions) and involves a cohort data analysis, the institutional survey responses provide evidence of the complex challenges and the many variables that influence the movement and success of students. Concurrent with the recruitment, advising, and enrollment of Texas community college transfer students, Texas public universities must address the needs of students seeking to transfer from other public and private universities, both in and out of state; students from out-of-state two-year colleges; and students with international transcripts and global educational experiences. Many of these students have attended multiple institutions before applying to Texas public universities that may be their final destinations. Additionally, universities must advise their returning students, who may or may not return with transfer courses.

Some Texas public universities have unique circumstances that limit their reported student data on transfer students. Two such institutions are Sul Ross University-Rio Grande College and Texas A&M University-Central Texas, which are upper division only. Since all the students at these institutions are transfer students, these institutions offer no point of comparison.

Two Texas public institutions originally started as upper division only but received authority to expand into the lower division during the last decade:

- Texas A&M University-San Antonio, which admitted freshmen in 2016
- University of Houston-Clear Lake, which admitted freshmen in 2014

Data from these institutions provide limited comparison because the number of students in their non-transfer cohort is small.

Lastly, four institutions – Lamar University, Sul Ross-Rio Grande University, Texas A&M University-Commerce, and the University of North Texas-Dallas – did not submit institutional survey responses to the Coordinating Board for the 2023 report, so it is unknown how their efforts affect the current overall transfer landscape in the state.

Analysis and Observations – Survey Responses

Institutional Goals for Community College Transfer Students' Success

Institutional goals for enrollment, retention, and graduation of community college transfer students are not universal at universities, and they may relate to the broader categories into which students fall. Community college transfer students may stand out as a part of the larger group of first-time transfers during only the first semester of their enrollment. Once community college transfer students return for the second semester, they fall into the larger category of “other undergraduates” along with the continuing, readmitted, and returning students.

While the analysis and observations below provide a valuable overview of the vertical transfer landscape in Texas, four institutions did not submit survey responses to the Coordinating Board, making the overall findings for 2023 incomplete.

More than half (51%) of Texas public universities have recruitment goals in place that are specific to new community college transfer students. Additionally, 40% of responding institutions indicated they have retention goals (first semester to second semester), and 43% of institutions have completion goals (graduation) for community college transfer students.

Outreach Services for Transfer Students

The most basic and common outreach to community college transfer students to encourage enrollment is recruitment. Almost all Texas public universities recruit on the campuses of community colleges. Recruiting may occur through a regularly scheduled visit of a university representative, transfer fairs, campus preview days, or through the placement of a permanent admissions/academic advisor on the community college campus.

Marketing, budget considerations, and competition (from other universities, public and private) drive recruitment activities and their success. For some smaller, rural, or remote universities, recruiting involves making some more distant community college students aware of the university. Recruiters also communicate information about their universities' facilities and campus resources, social life, extracurricular activities, and academic programs. After the COVID-19 shutdowns, some of these activities continued to be offered virtually.

[Table 1](#) outlines various types of outreach efforts and the percentage of institutions that engage in those efforts.

Table 1. Outreach Efforts to Encourage Enrollment

Outreach Effort	Number of Public Universities Conducting Activities	Percentage of Total Public Universities (37)
Regular recruitment visits to college campuses	33	89.2%
Transfer fairs on college campuses	33	89.2%
University campus preview days for all prospective students	32	86.4%
University campus preview days exclusive to transfer students	24	64.9%
Academic advising on college campuses	24	64.9%
Financial aid advising on college campuses	16	43.2%
Permanent transfer advisor on college campuses	11	29.7%

Source: THECB, survey of institutions

Most institutions in the state also provide transfer orientation activities, which introduce students to their new educational home and its multiple services and opportunities. Thirty-two universities (86.4%) provide an orientation specifically for transfer students. Most institutions offering a transfer-specific orientation (62.1%) require new students to attend.

Advising Transfer Students

Advising is important for recruiting students to enroll and for encouraging persistence at the university. Texas public universities use multiple opportunities and means to advise transfer students. Personal advising that occurs before enrollment and while a student is still at the community college takes initiative on the part of the institution and the student. Once a student commits to enrollment at a university, the institution can be more aggressive with advising. Over three-quarters of universities (78.4%) require new transfer students to be advised. Universities' emphasis on advising may arise from concerns about barriers to seamless transfer.

Eighteen of the 37 universities surveyed (48.7%) identify students transferring with excessive hours as problematic. Another frequently identified barrier was a lack of financial aid support for transfer students, with 20 universities (54.1%) identifying this as a problem. Also among identified barriers to seamless transfer were students receiving inadequate advising at the community college, cited by 13 institutions (35.1%), and a lack of course and program alignment with community colleges, cited by 11 institutions (29.8%). Of even greater concern was inadequate course scheduling and/or course rotations to meet the needs of new transfer students, an issue cited by 14 institutions (37.9%). Fourteen institutions (37.9%) similarly cited an issue with community college students being advised to complete an associate degree that included courses not applicable to the bachelor's degree upon transfer.

As noted by the universities that responded to the survey, barriers occurring before a student's admission and attendance at the university can complicate advising after students transfer. Excessive hours and courses not applicable to a degree plan also present challenges when

advising transfer students. Universities can work to mitigate the negative consequences of these barriers through community college outreach and transfer-specific advising. Mitigation is good, but preventive solutions are better and require more than just the efforts of the universities. While enrolled in a community college, the student’s intended transfer destination and the applicability of courses and credits must also be a focus. Challenges related to applicability of courses can also be addressed in fields for which there are revised Fields of Study, which require all 60 credit hours to be accepted as a block if the student is Core Curriculum and Field of Study complete for the institution to which they are transferring.

Transfer Student Success Programs

Texas public universities offer many programs to enhance and support the success of all students. Transfer students benefit from successful programs and strategies used at most universities, and institutions often tailor these programs to meet specific challenges of transfer students.

For the 2022-2023 academic year, institutions reported offering a variety of services and activities to transfer students to help them persist and succeed, including mentorships and tutoring, academic labs and learning communities, and assistance with childcare and transportation. Table 2 lists the most common initiatives.

Table 2. Student Success Programs and Services to Encourage Persistence and Graduation

Outreach Effort	Number of Public Universities Conducting Activities	Percentage of Total Public Universities (37)
Writing lab	32	89.4%
Academic early alerts for struggling students	31	83.8%
Discipline/major-specific tutorial services	29	73.4%
Math lab	26	70.3%
Student mentors	24	64.9%
Learning communities	16	43.2%
Faculty/staff mentors	15	40.5%
First-year transfer experience	15	40.5%
Childcare services on campus	11	29.7%
Commuting/transportation assistance	11	29.7%

Source: THECB, survey of institutions

Websites

All Texas public universities have webpages with information tailored to the needs of transfer students. Common information found on the transfer webpages focuses on transfer credit and course transferability, transfer grade point average (GPA), and financial aid/scholarship opportunities. Requirements for admissions vary by institution, so putting this information on websites is important to prospective students as they compare institutions. Table 3 reviews the types of transfer information found on university websites.

Table 3. Information Provided on Websites

Information	Number of Public Universities Providing Information	Percentage of Total Public Universities (37)
Minimum GPA required for transfer admissions	31	83.8%
Information about course transfer policy	31	83.8%
Minimum SCHs required for transfer admissions	30	81.1%
Number of SCHs transfer students are required to take in residence for graduation	30	81.1%
Course equivalency guides or database	28	75.7%
Scholarship and financial aid information specific to transfer students	26	70.3%
Limit on transferrable SCHs accepted	16	43.2%

Source: THECB, survey of institutions

Targeted Financial Aid

For the 2022-2023 academic year, 24 universities (65%) reported offering institutional and/or departmental scholarships/grants designated exclusively for community college transfer students. This is beyond the conventional financial aid packages available for all eligible students. Eligibility for institutional and departmental scholarships may be based on need, but merit and academic record may also be considered. Sometimes scholarships are used to attract high-performing transfer students from community colleges. The percentage of transfer students who receive institutional or departmental scholarships and the amount of the awards varies widely among the public universities.

Articulation Agreements

Survey responses indicate 1,082 academic and 370 workforce (Associate of Applied Science, or AAS, and Bachelor of Applied Arts and Sciences, or BAAS) articulation agreements are currently in effect among universities and community colleges, with 120 new agreements initiated this year by 17 institutions. Views about articulation agreements are disconnected and inconsistent. Some institutions suggest there are other instruments, such as degree guides, that accomplish the same purpose with less difficulty and better reliability. Disparity among

universities in the number and types of articulation agreements highlights the lack of standardization across the state.

To develop articulation agreements, community colleges and universities often engage in “vertical teaming.” Vertical teams, comprised of community college and university discipline-specific faculty, help students avoid learning gaps and excessive hours. Their intention is to level the preparation of students from community colleges with the preparation of non-transfer university students in the same program. Twenty-three universities (62%) reported conducting vertical team meetings in numerous disciplines.

The survey asked Texas public universities to identify barriers to articulation agreements. Over half of institutions (22 of the 37) identified a lack of dedicated staff and resources to administer and invest in the development and maintenance of articulation agreements as the most common barrier. This included the time commitment of faculty and staff to resolve the logistical challenges of identifying and coordinating the efforts of the appropriate staff at the university, along with identifying their counterparts at multiple community colleges.

Many universities also reported curriculum alignment and ongoing poor communication across sectors as barriers to creating articulation agreements.

Although touted as a means to seamless transfer, articulation agreements are often inadequate in addressing the challenges faced by institutions in the organizationally decentralized and diverse Texas higher education landscape. Without standardization to clarify student and course transfer, articulation agreements may not adequately address the complexity and specialized nature of academic planning, the continuously evolving disciplines of study, and the increased mobility of students. At least three institutions indicated they were moving away from articulation agreements as a strategy to seamless transfer, while two others stated that regional compacts or agreements offered more promise. With the variety of agreements, challenges of creating them, and the necessity of continual maintenance, it is important to continue assessing the collective success and value of articulation agreements.

Statewide Initiatives

The need for local vertical teaming efforts and multiple articulation agreements may be lessened by successful statewide initiatives to improve transfer. Considering the increased mobility of students, local customization of programs and courses may create unintended hindrances, which could be avoided by adjusting courses and curricula to be aligned with statewide initiatives.

TTAC and FOSCs

The Texas Transfer Advisory Committee (TTAC) and the Texas Transfer Framework (through the adoption of the new rules by the Coordinating Board in March 2021) are the latest initiatives intended to improve transfer through curricular alignment. TTAC has the responsibility to advise the Commissioner of Higher Education on the Texas Transfer Framework, including the development and revision of the Field of Study Curriculum (FOSC). The TTAC may also form discipline-specific subcommittees to assist in the development of FOSCs. Texas Education Code, Section 61.823, authorizes the establishment of this committee, and rules governing this committee can be found under Texas Administrative Code, Title 19, Part 1, Chapter 1, Subchapter V.

The committee's goal is to use a data-informed approach to support transfer students and, specifically, to maximize transfer students' ability to transfer and apply their courses to a major. TTAC's work includes determining appropriate disciplines for FOSC development and convening discipline-specific subcommittees of faculty experts to develop recommended lower-division curricula for transfer students.

The committee is composed of 24 members, with equal representation from public junior colleges and public universities. A majority of members are faculty who currently teach undergraduate courses and are engaged in transfer policy development. Other members include administrators who understand transcript evaluation and those actively engaged in promoting seamless transfer of students from public two-year to four-year institutions.

A critical component of the Texas Transfer Framework is FOSCs, which are sets of lower-division courses that transfer and apply to degree programs, as required by state law. Under the revised framework, a complete FOSC will consist of the following elements:

- Discipline-relevant Texas Core Curriculum courses
- Up to 12 semester credit hours of Discipline Foundation Courses
- At least 6 semester credit hours of Directed Electives, which will be submitted by the relevant faculty of each public university

The FOSC courses transfer as a block and are applied to the student's selected major. If a student completes the relevant FOSC, the Texas Core Curriculum, and any college or university courses required of all students regardless of major, the student is finished with all the lower-division courses.

If a student transfers with an incomplete FOSC, then each completed FOSC course transfers and applies to the degree program, and the institution may require the student to complete additional lower-division courses.

More recently, TTAC convened a workgroup charged with developing an alternative transfer framework that allows for more flexibility for disciplines that may require less than the full 42 SCHs of the Texas Core Curriculum and/or require more than 18 SCHs of lower-division coursework for the completion of an academic associate degree. This workgroup will present their recommendations at the next TTAC meeting in fall 2023. Ongoing statewide initiatives, such as the *Lower-Division Academic Course Guide Manual (ACGM)*, the ACGM Learning Outcomes Project, and the Texas Common Course Numbering System, are intended to help with course alignment.

In addition, HB 8, passed during the 88th legislative session, builds upon SB 25, which was passed during the 86th legislative session. The legislation revises the transfer resolution process to create clear expectations and standards of accountability for students regarding the timeline, how parties are informed, and how a dispute is to be resolved. The legislation also creates "Texas Direct" associate degree notations on a student's transcript allowing community colleges to certify that the student has completed a field of study and either the Texas Core Curriculum or a portion of the Texas Core Curriculum.

Academic Course Guide Manual (ACGM)

The Coordinating Board has published the ACGM since the mid-1980s. Originally called the *Community College Course Guide Manual*, over the years, it has evolved to include course descriptions and learning outcomes. In 1996, TCCNS course numbers appeared in the ACGM. Only courses approved by the Coordinating Board and appearing in the ACGM are active in the TCCNS.

Texas Common Course Numbering System (TCCNS)

The use of the Texas Common Course Numbering System began in the mid-1990s and was mandated by state statute in 2003. All community colleges have adopted the common numbering system as their institutional numbering system for academic courses. Universities that have not adopted the TCCNS as their numbering system use a crosswalk matrix to match their institutional course numbers with the TCCNS number. Institutions are required to provide the TCCNS number next to the institutional course prefix and number at the beginning of each course description if the course has a common number equivalent. Public universities also must include in their electronic catalog a list of all common courses offered, along with an explanation of the TCCNS and its significance.

Most institutions comply with THECB rules in identifying common courses in their descriptions. For some public universities that use common numbers for their equivalent courses, the institution does not distinguish between their common courses and their non-common lower-division courses. This lack of distinction can create the impression that a greater number of courses are common than are, and it can lead to confusion rather than clarity for transfer students. Additionally, a comprehensive list that would help clarify which courses are truly common is sometimes difficult to locate. The deeper one delves into institutional websites, catalogs, and departmental pages, the less frequently information about the TCCNS appears.

Barriers to Transfer

Public universities were asked to rank 15 barriers to transfer identified in previous survey years (outlined in Table 4) and to add any others not included in the list. Numerous barriers to transfer exist and, for purposes of the report and survey, can be categorized as problems associated with advising; financial constraints on institutions for services and on students in paying for their education; and programmatic challenges, such as admissions, capacity, and course scheduling. There were no problems identified that were common to all institutions.

Table 4. Barriers to Transfer Identified by Public Universities

Barrier	Number of Public Universities Citing the Barrier	Percentage of Total Public Universities (37)
Lack of financial aid support for transfer students	21	56.8%
Students transferring with excessive hours	18	48.6%
Insufficient staff and/or financial resources to facilitate transfer	18	48.6%

Barrier	Number of Public Universities Citing the Barrier	Percentage of Total Public Universities (37)
Inadequate course scheduling and/or course rotations	15	40.5%
Associate degrees with courses not applicable to bachelor's degrees	14	37.8%
Inaccurate and/or inadequate advising at the community college	13	35.1%
Transfer students' interest/demand for degree programs not offered	11	29.8%
Lack of timely and/or accurate transcript evaluation	11	29.8%
Lack of course and program alignment with community colleges	11	29.8%
Distance from areas with large college student populations	8	21.6%
Transfer students unprepared for the rigor of university curriculum	8	21.6%
Lack of adequate and appropriate services for online transfer students	7	18.9%
Degree programs at capacity	5	13.5%
Students undecided about their major	5	13.5%
Differing program admission requirements	2	5.4%

Source: THECB, survey of institutions

Emerging Challenges

Twelve of the 33 universities responding to the survey either did not answer the question about emerging challenges or said they were not aware of emerging challenges that could pose barriers to transfer in the future. Of the remaining institutions, the following were included as potential barriers to transfer:

- A lack of resources, most noticeably gaps in staffing and funding necessary to meet the specific needs of transfer students (cited by several institutions)
- Alignment, availability, and equivalency of courses across programs
- Cost-of-living challenges and the adverse effect they have on transfer students, many of whom are unable to attend classes on a full-time basis or pay for the rising cost of a postsecondary education (As one institution put it, "Many individuals are evaluating the return on investment on pursuing/continuing a college education at this time in the face of so many elements.")
- Dual credit courses not applying to majors or students not understanding how they affect transcripts
- Transitions to online course offerings (or the lack of access to online courses)

- The “swirling” patterns emerging from students transferring multiple times from multiple institutions

Emerging Opportunities

All but one of the 33 institutions responding to the survey shared ideas for how they are working to improve transfer pathways moving forward, including the following examples:

- Expanding online and digital learning opportunities to provide increased access to students requiring greater flexibility with their schedules
- Redesigning the admissions process to make it more transparent and transfer friendly
- Implementing transfer mentor programs and creating “transfer centers” with dedicated staff to address the expectations and needs of incoming transfer students
- Improving childcare options and capacity through the creation of “Educare” centers for transfer students who are Pell eligible and need the extra support to complete their education
- Establishing regional compacts or consortiums that can address issues related to course alignment, program maps and guided pathways, and proactive and informed advising for transfer students
- Revamping certain degree programs to allow more room for electives for students with excessive transfer credits

Analysis and Observations – Application/Enrollment and Performance Data

Applications, Acceptances, and Enrollments

There are differences among the institutions in the proportion of the student population made up of new freshmen, continuing students, new community college transfer students, transfer students from other universities, and graduate students. These differences are attributable to many factors including (but not limited to) location, population growth and migration patterns, longevity as a standalone institution, historical mission, changes in degree programs, financial resources, and leadership.

In this report, applications for undergraduate university admission are limited to two groups: FTU and transfer students who are transferring from a Texas public community college to a Texas public university. The data in this report is from fall 2022. Universities processed more applications for FTUs (201,615) than community college transfer students (27,323) in fall 2022.

The two groups behave differently. The data show that the total number of applicants (including duplicates) and the number of acceptances for FTUs is much higher than for community college transfer students; however, a higher percentage of accepted transfer students enroll. The percentage of community college transfer students that were accepted and enrolled was greater, at 76.3%, compared with 53.5% for new freshmen at universities. This pattern exists in data for all previous years of the study and may mean that transfer students are more certain than FTUs of their choice of institutions from which they wish to graduate with bachelor's degrees.

Institutions distinguish themselves within their peer group as a top destination for community college transfer students in several ways:

- The University of Houston enrolled 1,732 community college transfer students, the most among emerging research institutions and for any institution statewide.
- Texas A&M University, as one of the state's two research institutions, enrolled 939 transfer students, more than three times that of The University of Texas at Austin, which enrolled 294 community college transfer students. Both research institutions showed a decrease in the enrollment of new transfer students for the second year in a row.
- Sam Houston State University enrolled 836 transfer students, the most among doctoral institutions.
- Tarleton State University enrolled the most transfer students for the Comprehensive Institutions category (547 students).
- University of Houston-Downtown enrolled the most transfers for master's institutions (678 students).

Table 5. Fall 2022 FTU and Community College Transfer Applicants, Acceptances, and Enrollments

Institution	FTU Apply	FTU Accept	FTU % of Apply	FTU Enroll	FTU % of Accept	Trans. Apply	Trans. Accept	Trans. % of Apply	Trans. Enroll	Trans. % of Accept
Angelo State	4,111	3,235	78.7%	1,170	36.2%	204	180	88.2%	125	69.4%
MSU Texas	4,991	4,299	86.1%	729	17.0%	228	197	86.4%	136	69.0%
Sul Ross State University	696	677	97.3%	235	34.7%	74	71	95.9%	52	73.2%
Sul Ross-Rio Grande	*	*	*	*	*	122	122	100%	81	66.4%
TAMU-Galveston	1,705	1,699	99.6%	735	43.3%	31	28	90.3%	24	85.7%
TAMU-Central Texas	74	52	70.3%	33	63.5%	245	173	70.6%	129	74.6%
TAMU-San Antonio	6,641	6,113	92.0%	*	*	612	566	92.5%	311	54.9%
TAMU-Texarkana	1,557	956	61.4%	229	24.0%	165	150	90.9%	110	73.3%
UT-Tyler	3,357	3,155	94.0%	1,083	34.3%	747	741	99.2%	462	62.3%
UT-Permian Basin	1,428	1,298	90.9%	601	46.3%	318	297	93.4%	188	63.3%
UH-Clear Lake	1,928	1,349	70.0%	352	26.1%	843	802	95.1%	588	73.3%
UH-Downtown	5,839	5,164	88.4%	1,341	26.0%	1,047	989	94.5%	678	68.6%
UH-Victoria	1,913	1,573	82.2%	186	11.8%	268	260	97.0%	184	70.8%
UNT-Dallas	2,526	2,286	90.5%	340	14.9%	343	327	95.3%	201	61.5%
Master's Institutions	36,766	31,856	86.6%	7,038	22.1%	5,247	4,903	93.4%	3,269	66.7%
Lamar	6,834	5,778	84.5%	1,477	25.6%	430	411	95.6%	260	63.3%
Prairie View	4,813	3,545	73.7%	1,387	39.1%	277	253	91.3%	136	53.8%
SFA	9,808	8,881	90.5%	1,820	20.5%	561	544	97.0%	338	62.1%
Tarleton State	8,643	6,614	76.5%	2,354	35.6%	846	764	90.3%	547	71.6%
TAM-International	3,988	3,506	87.9%	1,277	36.4%	403	377	93.5%	293	77.7%
West Texas A&M	4,448	4,070	91.5%	1,074	26.4%	488	443	90.8%	333	75.2%
Comprehensive Institutions	38,534	32,394	84.1%	9,389	29.0%	3,005	2,792	92.9%	1,907	68.3%
UT-RGV	13,585	11,901	87.6%	5,694	47.8%	1,201	1,150	95.8%	822	71.5%
SHSU	15,951	13,538	84.9%	3,319	24.5%	1,375	1,325	96.4%	836	63.1%
TAMU-Commerce	5,339	4,566	85.5%	834	18.3%	586	542	92.5%	333	61.4%
TAMU-Corpus Christi	7,996	7,003	87.6%	1,897	27.1%	392	345	88.0%	249	72.2%
TAMU-Kingsville	5,515	5,380	97.6%	1,085	20.2%	191	179	93.7%	121	67.6%
Texas Southern	6,984	6,765	96.9%	1,821	26.9%	249	216	86.7%	133	61.6%
Texas Woman's	7,393	6,822	92.3%	1,283	18.8%	868	868	100.0%	414	47.7%
Doctoral Institutions	62,763	55,975	89.2%	15,933	28.5%	4,862	4,625	95.1%	2,908	62.9%
Texas State	27,412	24,633	89.9%	7,346	29.8%	2,114	1,917	90.7%	1,245	64.9%
Texas Tech	30,101	17,273	57.4%	6,100	35.3%	1,613	1,274	79.0%	953	74.8%
UT-Arlington	19,087	15,456	81.0%	4,619	29.9%	2,966	2,626	88.5%	1,485	56.5%

UT-Dallas	16,554	14,098	85.2%	3,851	27.3%	1,398	1,244	89.0%	859	69.1%
UT-El Paso	9,986	9,985	100.0%	3,456	34.6%	965	912	94.5%	684	75.0%
UT-San Antonio	22,067	19,228	87.1%	5,502	28.6%	1,889	1,775	94.0%	1,250	70.4%
UH	24,230	16,628	68.6%	5,189	31.2%	2,855	2,596	90.9%	1,732	66.7%
UNT	28,004	22,411	80.0%	5,976	26.7%	2,383	2,299	96.5%	1,562	67.9%
Emerging Research Institutions	177,441	139,712	78.7%	42,039	30.1%	16,183	14,643	90.5%	9,770	66.7%
TAMU	34,939	21,396	61.2%	10,413	48.7%	1,781	1,061	59.6%	939	88.5%
UT-Austin	35,879	15,505	43.2%	7,943	51.2%	1,164	399	34.3%	294	73.7%
Research Institutions	70,818	36,901	52.1%	18,356	49.7%	2,945	1,460	49.6%	1,233	84.5%
Statewide Summary	201,615	174,579	86.6%	93,358	53.5%	27,323	24,997	91.5%	19,081	76.3%

Source: THECB, CBM001, and CBM00B

Note: FTU applicants are students on CBM00B who applied with no previous college work, seeking a bachelor's or an associate degree. These results are matched to CBM001 for those coded as first-time undergraduates. Transfer applicants are students on CBM00B who applied as transfer, seeking a bachelor's or associate degree. These results were matched back six years to CBM001 to make sure students were FTUs at a two-year institution and not a university. These results are matched to CBM001 for same fall year as application year to see if student enrolled.

Completion Rates

In the cohort study of the report, which follows 2018 junior-level students for four years, the completion rates of institutions are one measure of performance and success. For the study, completion rates are determined as a percentage of the fall 2018 cohort group of non-transfer and community college (CC) transfers who are classified by their institutions as juniors and who graduate within the subsequent four years.

Completion rate for non-transfer students =

$$\frac{\text{Junior non-transfer students in cohort and who graduate in four years}}{\text{Total non-transfer students in cohort}}$$

Completion Rate for CC transfer students =

$$\frac{\text{Junior CC transfer students in cohort who graduate in four years}}{\text{Total CC transfer students in cohort}}$$

There were 56,412 non-transfer students and 17,350 community college transfer students classified as juniors in fall 2018 and included in the cohort. Statewide, the completion rate for non-transfer students in this cohort was 86%, with 48,546 non-transfer students graduating, and the completion rate for transfer students classified as juniors in the cohort was 68%, with 11,775 transfer students graduating within four years.

The overall statewide performance of non-transfer students included in the 2018 cohort group of both non-transfer and transfer students remains the same as for the 2017 cohort, ending a slight upward trend in completion rates over the past three years. However, as [Table 6](#) indicates, there has been little change in the completion for either non-transfer or community college transfer students in the cohorts. While 83-86% of non-transfer students graduated in four years, only 64-69% of transfer students did.

Table 6. Completion Rates for Junior Cohorts 2005-2018

Cohort Year	Total Nontransfer Students	Total Non-transfer Graduates	Percentage Graduating in 4 years	Total Junior CC Transfers	Total Junior CC Transfer Graduates	Percentage Graduating in 4 years	Difference Percentage Graduating in 4 years
Fall 2018	56,412	48,546	86%	17,350	11,775	68%	18%
Fall 2017	54,069	46,714	86%	17,595	12,010	68%	18%
Fall 2016	51,756	44,401	86%	17,055	11,429	67%	19%
Fall 2015	48,804	41,645	85%	16,270	10,858	67%	18%
Fall 2014	46,586	39,300	84%	15,669	10,207	65%	19%
Fall 2013	44,790	37,743	84%	15,067	9,929	66%	18%
Fall 2012	42,884	35,956	84%	15,150	9,672	64%	20%
Fall 2011	41,185	34,341	83%	14,069	9,076	65%	18%
Fall 2010	40,042	33,593	84%	13,824	9,121	66%	18%
Fall 2009	39,987	33,566	84%	12,462	8,277	66%	18%
Fall 2008	39,394	33,157	84%	11,569	7,930	69%	16%
Fall 2007	38,720	32,461	84%	11,517	7,875	68%	15%
Fall 2006	38,355	31,898	83%	11,951	7,991	67%	16%
Fall 2005	37,695	31,153	83%	11,486	7,709	67%	16%
Average			84%			67%	18%

Source: Coordinating Board CBM009

Table 7 shows the number of students and completion rates by institution and by peer groups for the non-transfer and community college transfers included in the fall 2018 cohort. The range for the completion rates for non-transfer students in the fall 2018 cohort is 66-94%. The range for the completion rates for community college transfers is 51-88%.

Table 7. Junior Fall 2018 Cohort Completion Rate within Four Years after Junior Status

Institution	Non-transfer Juniors Total	Non-transfer Junior Graduates	Percentage Non-transfer Juniors Graduating in 4 Years	CC Transfer Juniors Total	CC Transfer Junior Graduates	Percentage Trans. Juniors Graduating in 4 Years
Angelo State	735	610	83%	14	10	71%
MSU Texas	408	351	86%	160	117	73%
Sul Ross	133	103	77%	25	14	56%
Sul Ross-Rio Grande	NA	NA	NA	92	49	53%
TAMU-Galveston	195	183	94%	25	14	56%
TAMU-Central Texas	NA	NA	NA	141	91	65%

Institution	Non-transfer Juniors Total	Non-transfer Junior Graduates	Percentage Non-transfer Juniors Graduating in 4 Years	CC Transfer Juniors Total	CC Transfer Junior Graduates	Percentage Trans. Juniors Graduating in 4 Years
TAMU-San Antonio	108	89	82%	474	285	60%
TAMU-Texarkana	60	48	80%	121	78	64%
UT-Tyler	424	365	86%	422	312	74%
UT-Permian Basin	249	197	79%	189	109	58%
UH-Clear Lake	179	143	80%	955	561	59%
UH-Downtown	504	360	71%	1,076	648	60%
UH-Victoria	92	66	72%	182	107	59%
UNT-Dallas	125	95	76%	275	173	63%
Master's Institutions	3,212	2,610	81%	4,151	2,568	62%
Lamar	815	652	80%	176	106	60%
Prairie View	953	773	81%	84	55	65%
SFA	1,472	1,295	88%	271	204	75%
Tarleton State	1,264	1,075	85%	553	396	72%
TAM-International	713	579	81%	276	181	66%
West Texas A&M	810	668	82%	373	237	64%
Comprehensive Institutions	6,027	5,042	84%	1,733	1,179	68%
SHSU	1,798	1,557	87%	757	563	74%
TAMU-Commerce	594	457	77%	441	305	69%
TAMU-Corpus Christi	1,082	905	84%	233	159	68%
TAMU-Kingsville	734	586	80%	173	125	72%
Texas Southern	534	355	66%	79	40	51%
Texas Woman's	800	641	80%	430	318	74%
UT-RGV	2,792	1,987	71%	608	389	64%
Doctoral Institutions	8,334	6,488	78%	2,721	1,899	70%
Texas State	4,163	3,610	87%	793	606	76%
Texas Tech	3,585	3,128	87%	669	519	78%
UT-Arlington	1,937	1,634	84%	975	569	58%
UT-Dallas	2,598	2,335	90%	1,066	807	76%
UT-El Paso	2,120	1,554	73%	662	349	53%
UT-San Antonio	3,009	2,586	86%	1,005	720	72%
UH	3,436	2,902	84%	1,547	1,001	65%
UNT	3,293	2,820	86%	1,309	923	71%
Emerging Research	24,141	20,569	85%	8,026	5,494	68%
TAMU	7,671	7,204	94%	572	506	88%
UT-Austin	7,027	6,633	94%	147	129	88%
Research Institutions	14,698	13,837	94%	719	635	88%
Statewide Summary	56,412	48,546	86%	17,350	11,775	68%

Source: THECB CBM009

Time to Degree

Time to degree is another measure of performance used in the cohort study. Time to degree considers the number of years, SCHs attempted, and semesters students take to complete their degrees. As Table 8 shows, since 2005, transfer student cohorts had times to degree that averaged 7.5 years, and non-transfer students had times to degree that clustered at 5.4 years. When measured by SCHs, non-transfer students attempted 128.7, a small improvement on last year's 129.9. The average attempted SCHs for transfer students improved slightly from last year as well, decreasing from 137.4 to 135.4. Transfer students attempted an average of 6.7 SCHs more than non-transfer students to complete their degrees.

Transfer students also enrolled in one additional semester: non-transfer students averaged 9.8 semesters to graduate, and transfers averaged 11 semesters. Non-transfer students appear more likely to be continuously enrolled. The “stop outs” that transfer students are more likely to take may result in inefficiencies, including degree requirements that changed during their absence and having to repeat courses as "refreshers." Whatever the cause, transfer students extended their time to degree by an average of two years.

Table 8. Statewide Summary Time to Degree, Fall 2005-2018 Junior Cohorts

Cohort Year	Total Non-transfer Junior Graduates	Non-transfer Juniors Average Time to Degree in Years	Non-transfer Juniors Average Number of SCHs Attempted	Non-transfer Juniors Average Number of Semesters	Total Transfer Junior Graduates	Transfer Juniors Average Time to Degree in Years	Transfer Juniors Average Number of SCHs Attempted	Transfer Juniors Average Number of Semesters
2018	48,546	5.2	128.7	9.8	11,775	7.3	135.4	11.0
2017	46,714	5.3	129.9	9.8	12,010	7.4	137.4	11.1
2016	44,401	5.3	131.0	9.9	11,429	7.5	138.2	11.2
2015	41,645	5.4	132.0	10.0	10,858	7.4	139.1	11.3
2014	39,300	5.5	132.6	10.1	10,207	7.5	139.4	11.4
2013	37,743	5.5	133.5	10.1	9,929	7.6	140.3	11.3
2012	35,956	5.5	134.8	10.1	9,672	7.6	142	11.4
2011	34,341	5.4	136.4	10.1	9,087	7.6	142.9	11.3
2010	33,593	5.4	137.5	10.1	9,121	7.7	143.9	11.4
2009	33,565	5.4	138.4	10	8,277	7.7	144	11.3
2008	33,157	5.4	139.1	10	7,930	7.5	145	11.3
2007	32,461	5.4	142.3	9.9	7,875	7.4	144.2	11.2
2006	31,898	5.4	142.9	9.9	7,991	7.4	145.9	11.3
2005	31,153	5.4	143.6	10	7,709	7.3	146.3	11.2

Source: THECB, CBM001 CBM009

Table 9 presents the differences in time expended in years, SCHs attempted, and the number of semesters enrolled by non-transfer and community college transfer students by institution. The difference in SCHs attempted varied widely from institution to institution, with several institutions graduating their community college transfer students with fewer hours attempted

than their non-transfer students. All universities had an average time to degree in years for their transfer students that was higher than that of their non-transfer students.

Table 9. Average Time to Degree in Years, SCHs Attempted, and Semesters for Fall 2018 Junior Cohort

Institution and Peer Group	Total Non-transfer Junior Graduates	Non-transfer Juniors Average Time to Degree in Years	Non-transfer Juniors Average # of SCHs Attempted	Non-transfer Juniors Average Number of Semesters	Total Transfer Junior Graduates	Transfer Juniors Average Time to Degree in Years	Transfer Juniors Average # of SCHs Attempted	Transfer Juniors Average Number of Semesters
Angelo State	610	5.5	130.0	10.1	10	7.3	118.7	9.8
MSU Texas	351	5.4	133.5	10.3	117	8.8	131.5	11.2
Sul Ross	103	5.3	132.0	9.9	14	5.9	136.4	10.1
Sul Ross-Rio Grande	NA	NA	NA	NA	49	8.8	122.0	11.2
TAMU-Galveston	183	5.1	133.5	9.4	14	7.8	150.4	12.0
TAMU-Central Texas	NA	NA	NA	NA	91	8.0	124.4	10.3
TAMU-San Antonio	89	5.1	119.2	9.6	285	8.8	137.7	12.0
TAMU-TeXarkana	48	5.1	124.6	9.7	78	9.3	124.6	10.3
UT-Tyler	365	5.3	120.5	9.9	312	7.4	132.4	10.8
UT-Permian Basin	197	5.8	129.8	10.8	109	8.4	134.5	11.1
UH-Clear Lake	143	5.6	123.8	10.4	561	8.1	139.4	11.7
UH-Downtown	360	5.9	136.7	10.9	648	8.5	133.8	11.4
UH-Victoria	66	5.4	140.3	10.0	107	8.4	136.8	11.3
UNT-Dallas	95	5.3	121.6	9.6	173	7.9	132.6	10.9
Master's Institutions	2,610	5.5	129.5	10.2	2,568	8.3	134.5	11.3
Lamar	652	5.6	137.1	10.6	106	8.4	135.2	11.4
Prairie View	773	5.2	146.4	9.8	55	6.9	144.0	11.5
SFA	1,295	5.2	127.3	9.7	204	7.7	128.7	10.3
Tarleton State	1,075	5.4	131.8	10.2	396	8.2	129.9	11.0
TAM-International	579	5.6	129.6	10.5	181	7.3	139.6	11.4
West Texas A&M	668	5.6	121.8	10.3	237	8.2	125.3	10.9
Comprehensive Institutions	5,042	5.4	132.0	10.1	1,179	8.0	131.4	11.0
SHSU	1,557	5.3	128.8	9.9	563	6.9	136.2	10.8
TAMU-Commerce	457	5.5	135.3	10.3	305	8.3	132.7	10.8
TAMU-Corpus Christi	905	5.5	135.5	10.3	159	7.9	136.9	11.5
TAMU-Kingsville	586	5.5	138.0	10.4	125	8.1	139.9	11.4
Texas Southern	355	5.4	140.5	9.9	40	8.3	157.7	11.6
Texas Woman's	641	5.4	130.8	9.9	318	7.5	136.2	10.9
UT-RGV	1,987	5.7	137.5	10.5	389	7.3	140.3	11.6

Institution and Peer Group	Total Non-transfer Junior Graduates	Non-transfer Juniors Average Time to Degree in Years	Non-transfer Juniors Average # of SCHs Attempted	Non-transfer Juniors Average Number of Semesters	Total Transfer Junior Graduates	Transfer Juniors Average Time to Degree in Years	Transfer Juniors Average # of SCHs Attempted	Transfer Juniors Average Number of Semesters
Doctoral Institutions	6,488	5.5	134.5	10.2	1,899	7.5	137.2	11.1
Texas State	3,610	5.3	126.3	10.0	606	7.2	136.9	11.4
Texas Tech	3,128	5.3	133.0	10.0	519	6.7	139.2	10.6
UT-Arlington	1,634	5.4	131.3	10.0	569	7.2	135.1	11.0
UT-Dallas	2,335	4.8	128.9	9.0	807	6.4	138.6	10.5
UT-El Paso	1,554	5.6	135.5	10.5	349	7.4	137.8	11.6
UT-San Antonio	2,586	5.4	129.2	10.0	720	7.0	134.0	10.8
UH	2,902	5.0	131.1	9.4	1,001	6.6	135.9	10.8
UNT	2,820	5.0	125.8	9.4	923	6.7	132.7	10.5
Emerging Research	20,569	5.2	129.7	9.8	5,494	6.8	136.0	10.8
TAMU	7,204	5.1	126.4	9.6	506	6.0	136.3	10.4
UT-Austin	6,633	4.8	119.9	9.0	129	5.7	135.7	10.4
Research Institutions	13,837	5.0	123.3	9.3	635	5.9	136.2	10.4
Statewide Summary	48,546	5.2	128.7	9.8	11,775	7.3	135.4	11.0

Source: THECB, CBM001 CBM009. Note: Δ means difference.

Conclusions

Universities use many different programs and strategies to attract, advise, and graduate students, including customized efforts for community college students. Statewide, the THECB has launched initiatives to clarify and facilitate the transfer process. Even so, community college transfer students graduate with bachelor's degrees at a lower rate and take longer to do so than students who start and graduate from the same university. This difference between transfer and non-transfer students has been confirmed each year of the study.

Improving completion rates and reducing the difference in time to degree between non-transfer students and community college transfer students needs to be addressed through the combined efforts of both Texas public universities and community colleges. Texas public community colleges, universities, and students are engaged and participating in transfer processes differently as a result of the passage of SB 25 by the 86th Texas Legislature. The 2019 omnibus transfer legislation included many changes to improve transfer, including:

- Earlier degree planning
- Greater awareness of applicability of specific courses
- Clarification of degree requirements and the sequence of courses to complete a degree
- Better and more easily exchanged student information
- Expanded funding for dual credit courses
- A fresh look at the core curriculum

All the requirements of SB 25 that required Coordinating Board implementation have been accomplished. The work of the Texas Transfer Framework and the Texas Transfer Advisory Committee that were established through the adoption of rules in March 2021 are providing additional improvements to transfer pathways.

Collaboration and commitment among institutions and clarity in messages to students about degree completion are key elements to improving transfer moving forward.

Recommendations

The THECB should continue to work closely with universities and community colleges to monitor the implementation of the requirements of SB 25 and to develop transparent, student-centered academic pathways through the new Texas Transfer Framework.

Given the importance of the Texas Transfer Framework, the THECB should continue working to revise the existing FOSCs into the new framework and develop new FOSCs in popular transfer disciplines.

Both universities and community colleges should commit to implementing requirements of SB 25 and the Texas Transfer Framework, including increasing awareness and encouraging positive participation in these new transfer initiatives.

The agency should continue to develop communication materials that will provide clarity to institutions on the Texas Transfer Framework and other transfer initiatives underway, including the development of transfer modules that are being developed by the Texas OnCourse team.

Appendix A: The General Appropriations Act, House Bill 1, Article III, Section 45, 88th Texas Legislature, Regular Session

Sec. 45. Community College Transfer Student Reporting Requirement. All General Academic Institutions shall use their respective Education and General funds appropriated in this Act to develop and submit an annual report to the Texas Higher Education Coordinating Board (THECB) that details the institution's goals to increase the number, success, and persistence of community college transfer students as measured by THECB. The report shall assess each institution's existing academic and technical transfer pathways, identify each institution's barriers to transfer, and define emerging issues. The report shall detail institution actions to serve current and future transfer students through local and regional articulation agreements with faculty collaboration, community college program enhancements, student outreach and advising, website information development, targeted financial aid, university student success programs, and degree program alignment.

The THECB shall provide performance data by institution (application rates, admission rates, financial aid awarded, time-to-degree, and baccalaureate graduation rates) of transfer and native students by program completion at community colleges and universities during the preceding fiscal year. The THECB shall conduct a comparative analysis of the institutional reports and the performance data. The THECB shall submit an annual report to the Legislature that evaluates actions to increase the number, success, and persistence of community college transfer students and make recommendations to meet state goals.

The report shall be delivered to the House Appropriations Committee, the Senate Finance Committee, the Legislative Budget Board and the Governor by November 1 of each year.

Appendix B: Transfer Survey Instrument 2023

Community College Transfer Student Report Survey 2023

*Thank you for responding to the Community College Transfer Student Report Survey. On the pages that follow, you will see the questions for the survey. Please respond to all questions and complete the survey **by 5 PM, Monday, August 28, 2023**. You can access a paper copy of the survey here: [Community College Transfer Student Report Survey 2023.docx](#)*

*At the bottom of each page of questions, you may click on the **Save & Go Back** button to return to a previous page. When you are ready to go to the next page of questions, click on the **Next** button. Please click on the **Submit** button when you have reviewed your responses and finished the survey.*

*You don't need to complete the survey in one sitting. Qualtrics will automatically save your progress and resume where you left off the next time you access the online survey. However, remember to **enable cookies and use the same computer when returning to the survey**. It could be helpful for you to jot down the last question you answered before closing the browser.*

You may review your institution's most recent responses to the annual survey at the link below: <https://reportcenter.highered.texas.gov/reports/legislative/transfer-report-2022/>

Thank you for your timely assistance in completing this important reporting requirement.

I. Institutional Information

A. Please select the institution's name.

B. Please enter the contact information of the person responsible for completing the responses required in this survey and include:

1. Name and position
2. Email address
3. Telephone number(s)

C. Please enter the contact information of an alternate contact person and include:

4. Name and position
5. Email address
6. Telephone number(s)

II. Institutional Goals for Increasing Numbers (Enrollment), Persistence (Retention), and Success (Completion) of Community College Transfer Students

1. Does your institution have a goal for the number of new community college transfer students for fall 2023?
 Yes, and number: _____
 No
 Community college transfer students are not tracked separately.

2. Does your institution have a spring 2024 retention goal for the number of community college students who transferred in fall 2023?
 Yes, and number: _____
 No
 Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?
 Yes, and describe: _____
 No
 Community college transfer students are not tracked separately.

III. Service to Transfer Students

A. Advising

4. Does your institution require academic advising for new transfer students?
 Yes
 No

B. Orientation

5. Does your institution offer an orientation program (in person or virtual) specifically tailored for transfer students? [Select one]
 Yes, offered, but not required
 Yes, offered and required
 No, transfer students are required to attend orientation with first-time-in-college students.
 No, transfer students are invited, but not required, to attend orientation with first-time-in-college students.
 No, transfer students are not offered an orientation.

C. Outreach and Success Programs

6. Which of the following student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2022-2023 school year? [Select all that apply.]

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students
- None of the outreach efforts listed were conducted.

7. Check the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). [Select all that apply.]

- Student mentors
- Faculty/staff mentors
- Discipline/major-specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus
- Commuting/transportation assistance
- Learning communities
- First-year transfer experience

D. Website

8. Check the items included on the institutional website for transfer students. [Select all that apply.]

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable semester credit hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

E. Targeted Financial Aid

For the purposes of this survey, **targeted** financial aid is scholarships/grants generated from institutional funds and designated exclusively for community college transfer students.

9. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

No

IV. Transfer Pathways

A. Academic and Workforce Articulation Agreements

Academic and workforce articulation agreements should include course equivalencies and specific degree program applicability of transfer courses. These agreements are signed by institutional representatives. Multiple transfer planning guides/degree guides attached to a general transfer agreement are not considered separate agreements.

10. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2022-2023 school year?

Yes, and number: _____

No

11. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect? _____

12. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

13. With how many Texas community colleges does your institution have at least one degree program articulation agreement? _____

14. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

B. Faculty Participation

15. List the degree programs in which the institution's faculty participated in "vertical team" meetings with two-year college faculty to align program and course requirements during the 2022-2023 school year.

C. Barriers and Opportunities to Improve Transfer

16. Please select the **top five** barriers to transfer at your institution.

- Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
- Lack of financial aid support (federal, state, and institutional) for transfer students
- Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
- Inaccurate and/or inadequate advising at the community college
- Transfer students' interest/demand for degree programs not offered at your institution
- Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
- Program admission requirements that are different from your institution's admission requirements
- Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
- Students transferring with excessive hours
- Degree programs at capacity at your institution
- Distance from areas with large community college student population
- Students undecided about their major
- Lack of adequate and appropriate services for online transfer students
- Transfer students unprepared for the rigor of university curriculum
- Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring

17. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

18. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

**Texas Higher
Education**
COORDINATING BOARD

This document is available on the Texas Higher Education Coordinating Board website:
<https://highered.texas.gov>.

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