

Report on Non-Transferable Credit and Courses Taken at Public Two-Year Colleges

**A Report to the Texas Legislature
(Senate Bill 25, 86th Texas Legislature)**

February 2022

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Texas Higher Education Coordinating Board



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The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through *60x30TX*, 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.

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Executive Summary

Senate Bill (SB) 25, 86th Texas Legislature, outlines measures to facilitate the transfer, academic progress, and timely graduation of students in public higher education. This legislation includes a directive to the Texas Higher Education Coordinating Board (THECB or Coordinating Board) to provide a report that describes: (1) courses in the *Lower-Division Academic Course Guide Manual* that are not granted credit at a receiving general academic teaching institution and (2) the number of courses taken by students at each public two-year college (referred to as a “junior college” in statute) who either transferred to a general academic teaching institution or earned an associate degree at the college. This report satisfies that legislative directive as outlined in Texas Education Code, Section 51.4033 and 51.4034. Data requirements were fulfilled in partnership with general academic teaching institutions, public two-year colleges, and the THECB.

The “Report on Non-Transferable Credit and Courses Taken at Public Two-Year Colleges” provides a snapshot of the transfer landscape in Texas from the perspective of courses attempted and completed by students at public two-year institutions, including students enrolled in dual credit courses. This report dives more deeply into the impact of course selection for students transferring to a public university. Taking courses that do not count toward a degree can lead to excess credit hours and a longer time to graduate, further increasing the cost of a degree. Ensuring the success and timely graduation of transfer students is a priority for policymakers, institutions, and the Coordinating Board.

Data indicate the transfer pipeline across public institutions of higher education in Texas is robust. According to the 2021 Texas Public Higher Education Almanac, 70% of all FY 2020 graduates at public universities had taken at least one course at a public two-year college, with 34% of those students taking more than 30 semester credit hours (SCHs). In addition, data indicate of the first time in college and first time transfer students who enrolled at a public university in fall 2020, 68,000 or 49% of them had taken courses at a public two-year college during high school, after high school, or both.

Using existing data submitted by two-year public institutions, the analysis of student course-taking at two-year public institutions revealed that students who earned an associate degree without transferring had the highest number of courses attempted and completed, followed by students who transferred and did not receive an associate degree, and students who received an associate degree and did transfer. This pattern remained the same across all course classifications.¹ Furthermore, each of these three groups of students attempted and completed the most courses from the *Lower-Division Academic Course Guide Manual*. Importantly, these high rates of course completion reveal that students at two-year public institutions are successfully completing courses with an A, B, C, D, or pass.

Based on reports from the CBM00T (University Transfer Report), 14,365 students who transferred to a university from a two-year public institution in fall 2020 did not receive course credit for at least one of their courses taken at the two-year institution. In spring 2021, 5,020 students were denied credit for at least one course transferred from a two-year institution. The most frequently reported reason for credit denial in both semesters was the course being

¹ For the purposes of this report, course classification refers to courses included in the *Lower-Division Academic Course Guide Manual*, *Workforce Education Course Manual*, non-core courses, and/or courses taken for dual credit while in high school.

outside the degree requirement. For both semesters, approximately 48% of these students had two or fewer courses denied credit.

Among the top five courses denied credit in fall 2020, EDUC 1300 (Learning Frameworks) was the course with the highest percentage of course denial for being outside of the degree requirement (50.1%). MATH 1314 (College Algebra) was the most frequently reported course for which students were denied credit. In the fall semester, this course was most frequently denied credit because it was outside the degree requirement and did not meet the minimum grade requirement (37% and 36%, respectively). In the spring semester, this course was most frequently denied credit because it did not meet the minimum grade requirement (44.1%).

The topline findings from this report offer value in understanding transfer patterns and potential challenges facing transfer students. Over time, this report will offer rich longitudinal data about student course taking and patterns, including insight into excess credit hours. THECB staff, in partnership with institutions, continue to identify areas for improvement for future years of data collection and will refine methodology to understand the challenges in the transfer pipeline and identify potential improvements or areas that require additional attention or analysis.

Report on Non-Transferable Credit and Courses Taken at Public Two-Year Colleges

Non-Transferable Credit (CBM Transfer report)

CBM Transfer Report (CBM00T) Methodology

Four-year public institutions in Texas are required to submit information on the courses for which a student who transfers was not granted academic credit at the receiving institution or was not granted credit toward the student's major at the receiving institution. Courses reported on the CBM Transfer Report must meet the following criteria:

- They are in the *Lower-Division Academic Course Guide Manual* (ACGM) or its successor.
- They were taken by a student transferring for the first time from a Texas public two-year institution to a university.
- The student was granted academic credit for the course at the sending institution. (This criterion was added for this year's report but may not be implemented by all institutions yet.)
- The transfer student must have a declared major at the receiving institution.
- The transfer student did not change their major area of concentration (four-digit Classification Instructional Programs [CIP] code) between the time of admission (major listed on Apply Texas application) and the census date.
- At least 50% of the awarded SCHs for the course did not transfer and apply to the student's major at the receiving institution. For example, if 2 SCHs from a 3-SCH course transferred and applied toward the student's major, then the course would not need to be reported.

As of January 2022, 35 out of 37 Texas four-year institutions submitted information for fall 2020 and spring 2021 to the THECB. The data only include applicable courses from first-time transfer students enrolling in fall 2020 or spring 2021. See [Appendix A](#) for the full instructions for the Transfer Report.

CBM Transfer Report Results

In the instructions provided to institutions for the CBM Transfer report, all general academic teaching institutions in the state of Texas were asked to supply a reason why a course was denied credit at their institution. These reasons can be found in [Appendix A](#) and are also reflected in [Table 1](#). Fall 2020 statewide data show that 58,390 courses were denied credit at the receiving public four-year institution, impacting 14,365 students. Additionally, spring 2021 statewide data revealed 19,563 courses were denied credit at the receiving four-year institution, impacting 5,020 students. The most frequently reported reason for credit denial was the course being outside the degree requirement (48.4% in fall and 35.9% in spring).

Table 1. Frequency and Percentage of Credit Denial Across All General Academic Teaching Institutions, Fall 2020 and Spring 2021

Credit Denial Reason	Fall 2020		Spring 2021	
	Frequency	%	Frequency	%
Course Outside the Degree Requirement	28,240	48.4	7,025	35.9
Minimum Grade Requirement*	14,689	25.2	6,020	30.8
Repeated Course	8,009	13.8	3,042	15.5
Exceeded Maximum Transfer Hours	3,486	6.0	1,575	8.1
Other	3,966	6.8	1,901	9.7
Total	58,390	100.0	19,563	100.0

Source: CBM00T

Note: Data for two universities are not included in this table.

*While the criterion to only report courses for which the student received academic credit at the sending institution was added for this year's submission process, not all institutions have been able to implement this change to their data systems. For this reason, some failed or withdrawn courses taken at the sending community college may have been reported. Institutions will be expected to implement this new criterion fully when submitting next year's data.

Although the number of courses that were denied credit varied between fall and spring, the percentages in Table 2 show similar patterns of course denial. The percentage of students having two or fewer courses reported as not receiving credit hovered around 49% in the fall and 47% in the spring. Another 21% and 22% of students in the fall and spring semesters, respectively, had six or more courses that were not accepted for credit. For each semester, the average number of courses per student that was denied credit was four, and the median was three courses.

Table 2. Number of Course Denials Per Student, Fall 2020 and Spring 2021

Number of Course Denials Per Student	Fall 2020		Spring 2021	
	Frequency	%	Frequency	%
1	4,209	29.3	1,411	28.1
2	2,782	19.4	943	18.8
3	1,941	13.5	631	12.6
4	1,361	9.5	533	10.6
5	1,037	7.2	389	7.8
6 or more	3,035	21.1	1,113	22.2
Total	14,365	100.0	5,020	100.0

Source: CBM00T

Tables 3 and 4 show the top five courses denied credit in fall 2020 and spring 2021, with a complete list of courses and their reason for credit denial provided in Appendix D and Appendix E. Across both semesters, MATH 1314 (College Algebra), ENGL 1301 (Composition I), PSYC 2301 (General Psychology), and HIST 1301 (United States History I) were among the top five courses with the highest frequency of credit denial. Only one course differed between the semesters: EDUC 1300 (Learning Framework) was one of the top 5 most denied courses in the fall, while ENGL 1302 (Composition II) was one of the top 5 most denied courses in the spring.

While MATH 1314 had the highest frequency of credit denial across both semesters, the reasons for credit denial varied. Specifically, in the fall, approximately 37% of MATH 1314 courses were denied credit for being outside the degree requirement, and 36% were denied credit for not meeting the minimum grade requirement. Conversely, the spring semester showed that approximately 44% of MATH 1314 courses were denied credit for not meeting the minimum grade requirement. Furthermore, in the fall semester, EDUC 1300 was found to have the highest percentage of course denial for being outside of the degree requirement.

In the fall semester, three of the top five courses were most frequently denied credit because they were outside the degree requirement (MATH 1314, EDUC 1300, and PSYC 2301). Of those three courses, MATH 1314 was the only course with two similar percentages across two credit denial reasons (outside the degree requirement and not meeting the minimum grade requirement). Additionally, in this semester, ENGL 1301 and HIST 1301 were most frequently denied credit because they did not meet the minimum grade requirement, though ENGL 1301 did share a similar percentage with another course denial reason (repeated course).

In the spring semester, MATH 1314, ENGL 1301, ENGL 1302, HIST 1301, and PSYC 2301 were most frequently denied credit because they did not meet the minimum grade requirement. As was the case in the fall semester, ENGL 1301 shared a similar percentage with another course denial reason (repeated course).

Table 3. Top 5 Courses Denied Credit and Reasons for Denial, Fall 2020

Full Course Name	Outside Degree Requirement	Did Not Meet Min. Grade Requirement	Repeated Course	Exceeded Max. Transfer Hours	Other	Total
MATH 1314: College Algebra	959 (36.9%)	922 (35.5%)	448 (17.2%)	183 (7.0%)	88 (3.4%)	2,600
EDUC 1300: Learning Framework	1,097 (50.1%)	94 (4.3%)	32 (1.5%)	196 (9.0%)	771 (35.2%)	2,190
ENGL 1301: Composition I	573 (27.6%)	671 (32.3%)	677 (32.6%)	106 (5.1%)	53 (2.6%)	2,080
PSYC 2301: General Psychology	789 (41.1%)	456 (23.7%)	418 (21.8%)	97 (5.1%)	162 (8.4%)	1,922
HIST 1301: United States History I	338 (18.7%)	782 (43.2%)	538 (29.7%)	96 (5.3%)	57 (3.2%)	1,811

Source: CBM00T

Table 4. Top 5 Courses Denied Credit and Reasons for Denial, Spring 2021

Full Course Name	Outside Degree Requirement	Did Not Meet Min. Grade Requirement	Repeated Course	Exceeded Max. Transfer Hours	Other	Total
MATH 1314: College Algebra	192 (21.6%)	392 (44.1%)	159 (17.9%)	65 (7.3%)	80 (9.0%)	888
ENGL 1301: Composition I	91 (11.6%)	290 (37.0%)	275 (35.1%)	43 (5.5%)	84 (10.7%)	783
ENGL 1302: Composition II	90 (13.2%)	312 (45.8%)	177 (26.0%)	53 (7.8%)	50 (7.3%)	682
HIST 1301: United States History I	15 (2.2%)	341 (50.7%)	208 (31.0%)	38 (5.7%)	70 (10.4%)	672
PSYC 2301: General Psychology	192 (28.7%)	227 (33.9%)	152 (22.7%)	51 (7.6%)	47 (7.0%)	669

CBM Transfer Report Data Collection Considerations

Fall 2021 was the second year of data collection for the CBM00T. Institutions provided information on courses that were denied transfer credit in spring 2021 and re-reported denied course information for fall 2020. Because of refinements in data reporting over the past year, the numbers presented for fall 2020 in this report differ from the numbers presented for fall 2020 in the initial report.

The THECB continues to work with stakeholders to better define the parameters of this report, and the data provided is expected to improve moving forward. The most common continued challenge for this data collection was differing interpretations of certain report parameters and definitions among institutions. For example, some institutions reported courses for which a student failed or withdrew at the public two-year institution, and some only reported courses for which the student received credit at the two-year institution. Additionally, many transfer students bring in credits from public two-year institutions as well as other four-year public or private institutions of higher education, adding complexity for institutions in determining which students to include in the CBM Transfer Report.

Moving forward, the THECB will continue to partner with key stakeholders on the development of reporting instructions and additional data collection items to advance our understanding of the student transfer experience.

Courses Taken at Public Two-Year Colleges

Context

In Texas, courses at public two-year colleges are usually categorized as falling in the *Workforce Education Course Manual* (WECM) or the *Lower-Division Academic Course Guide Manual* (ACGM). THE WECM includes the Coordinating Board's official statewide inventory of workforce education courses (Technical Course Inventory). The ACGM includes a list of general academic transfer courses that may be offered for state funding by public community and technical colleges in Texas and are transferable among all public institutions of higher education in the state.

One important distinction between courses in the WECM and ACGM is that courses in the WECM are not typically intended for transfer. Another important distinction whether a course falls within the core curriculum. Importantly, state law mandates that core curriculum courses must transfer between all public institutions of higher education, but depending on the students major, may not be applicable to the major requirements.

Methodology

Public two-year colleges are required to report the number of courses and semester credit hours attempted and completed at their institutions and whether these courses were in the *Lower-Division Academic Course Guide Manual*, *Workforce Education Course Manual*, non-core courses, or courses taken for dual credit while in high school. The cohort for this analysis is limited to those students who were flagged as first-time transfers at a general academic teaching institution and had community and technical college hours in the previous year or any student who earned an associate degree in the previous year. As such, this report captures six years of course-level data for three groups of students for FY 2020: (1) transfers with no associate degree, (2) transfers with an associate degree, and (3) associate degree earners who did not transfer.

For the purpose of this report, course completion was defined as a student receiving an A, B, C, D, or pass. Data from the THECB, CBM001, CBM009, CBM00S, and CBM00N were linked together to produce [Table 5](#) and [Appendix F](#). The full table with courses attempted and completed and number of semester hours attempted and completed for each public two-year college will be posted on the THECB data site with this report.

Results

Statewide data in [Appendix F](#) show that students, regardless of transfer status, attempted and completed the most courses from the ACGM. This finding is promising, as ACGM courses are transferable among all public institutions of higher education in Texas. Another promising finding reflected in [Appendix F](#) was the high percentage of course completion across course type for all three groups of students. In other words, students completed a very high percentage of their courses with an A, B, C, D, or pass. Still, we know that oftentimes the receiving institution may have a higher grade requirement for transfer/applicability.

Although WECM courses are not typically intended for transfer, the numbers of WECM courses transferred with and without an associate degree were around 35,000 and 22,000, respectively. Furthermore, the numbers of non-core courses transferred with and without an associate degree were around 118,000 and 80,000, respectively. Given that only core courses and ACGM courses are required to be transferable across institutions, these high numbers of

non-core courses taken by transfer students may offer insights as to the course applicability at the receiving university.

[Table 5](#) shows a breakdown of statewide data using the average number of SCHs completed for students who transferred. As such, Table 5 includes data for transfers with and without an associate degree. Given that most associate degree programs require 60 SCHs, it is not surprising that transfers with an associate degree completed more semester credit hours than their counterparts without an associate degree. On average, transfers without an associate degree completed 43 SCHs, while transfers with an associate degree completed 60 SCHs. For transfers without an associate degree, those 43 SCHs are made up of about 34 SCHs of core courses and 9 SCHs of non-core courses. For transfers with an associate degree, those 60 SCHs are made up of about 45 SCHs of core courses and 15 SCHs of non-core courses.

Table 5. Statewide Public Two-Year Institution Courses for Transfers With and Without an Associate Degree, FY 2020

	Average Number of SCHs Completed at Public Two-Year Colleges	
	Transferred, did not earn associate (n=35,887)	Earned associate and transferred (n=14,883)
All Courses	43.1	59.5
ACGM Courses	39.8	54.3
WECM Courses	2.8	4.2
Course not ACGM or WECM	0.5	1.0
Core Courses	33.9	44.7
Non-Core Courses	9.2	14.8
College Courses	41.0	56.7
Dual Credit Courses	2.8	3.1

Conclusion

The data captured and reflected within this report offer unique insights for institutions and policymakers on understanding transfer patterns and potential challenges facing transfer students. The THECB will continue to refine this data collection and use it as a tool in its overarching efforts to improve vertical transfer pathways for Texas students.

Appendix A

Instructions for Transfer Report (CBM00T)

Item #1 Record Code. Always enter 'T'.

Item #2 Institution Code. Enter the FICE Code of the reporting institution.

Item #3 Student Identification Number. Enter the social security number of the student. The institution will assign unique (nine-digit) identification numbers to students without social security numbers.

Item #4 Term Transferred. Enter the semester code of the student's first long-semester enrollment after transfer (1 Fall; 2 Spring).

Item #5 Reporting Period. Always enter '5'.

Item #6 Year. Enter all four digits of the calendar year in which the report is due.

Item #7 ACGM Course Prefix. Enter the subject abbreviation of the transfer course as transcribed by the institution where the student received the credit.

Item #8 ACGM Course Number. Enter the course identification number.

Item #9 Institution Code from Transfer Transcript. Enter the FICE Code of the institution where the student received the course credit.

Item #10 Reason for Not Granting Credit. Choose from the following reasons for why the receiving institution did not grant academic credit for the ACGM course. A course may have multiple reasons for why it was not accepted at the receiving institution. Please mark one reason for why it was not accepted.

1 Course Outside the Degree Requirement – Course was outside the degree plan requirements for the student's current major at the time of matriculation.

2 Minimum Grade Requirement – The student did not earn a grade that meets the receiving institution's policy (including program-level requirements) for transfer credit. For example, institutions have policies requiring a C- or better for the course to transfer and be applicable to a degree, and if a student does not receive a C- or better the course may not transfer.

3 Repeated Course – A student may only receive credit once for a repeated course and any other credits for the course will not be transferable.

4 Exceeded Maximum Transfer Hours – The Texas Higher Education Coordinating Board (THECB) rule 4.25 (f) states an institution is "not required to accept in transfer, or apply toward a degree, more than sixty-six SCH of lower division academic credit" or students' transfer hours may not exceed the institution's policy on maximum transfer hours set by the institution.

5 Other – If no other category fits the reason for the course not transferring, select "other."

Item #11 Major Area of Concentration. Enter the first four-digits of the CIP code of the major area of concentration at the receiving institution at the time of matriculation.

Appendix B

Institutional Breakdown of Number of Courses Denied Credit, Number of Unduplicated Students, and Transfer Students With Course Credit from a Two-Year College, Fall 2020

Institution Name	Total Courses Denied Credit	Unduplicated Students with Denied Course Credit	Transfer students with course credit from a two-year college (including dual credit)*
Angelo State University	212	69	960
Lamar University	42	23	762
Midwestern State University	Not received	Not received	673
Prairie View A&M University	471	165	705
Sam Houston State University	4,059	1,219	2,580
Stephen F. Austin State University	422	139	1,376
Sul Ross State University	245	50	124
Sul Ross State University Rio Grande College	387	94	143
Tarleton State University	3,521	650	2,110
Texas A&M International University	762	247	1,036
Texas A&M University	6,626	1,782	6,593
Texas A&M University at Galveston	414	81	195
Texas A&M University-Central Texas	273	105	296
Texas A&M University-Commerce	895	379	1,044
Texas A&M University-Corpus Christi	337	92	1,046
Texas A&M University-Kingsville	72	50	805
Texas A&M University-San Antonio	2,199	349	687

Texas A&M University-Texarkana	Not received	Not received	241
Texas Southern University	13	5	336
Texas State University	4,123	728	4,134
Texas Tech University	1,016	367	4,548
Texas Woman's University	2,568	472	1,284
The University of Texas at Arlington	2,461	433	4,529
The University of Texas at Austin	289	179	3,509
The University of Texas at Dallas	869	497	2,693
The University of Texas at El Paso	2,058	668	1,613
The University of Texas at San Antonio	2,199	745	4,359
The University of Texas at Tyler	1,406	424	1,328
The University of Texas Permian Basin	797	232	563
The University of Texas Rio Grande Valley	1,979	559	3,758
University of Houston	4,221	1,242	4,839
University of Houston-Clear Lake	8,401	370	1,111
University of Houston-Downtown	899	463	2,056
University of Houston-Victoria	1,702	338	528
University of North Texas	2,482	761	4,635
University of North Texas at Dallas	773	326	644
West Texas A&M University	149	62	596
Total	58,390	14,365	68,439

Source: CBM00T, CBM001

*Includes students reported as first-time transfers at a university with a Federal Interagency Committee of Education (FICE) code from a public two-year institution and students who were flagged as first-time in college and had dual credit in the past four years.

Appendix C

Institutional Breakdown of Number of Courses Denied Credit, Number of Unduplicated Students, and Transfer Students With Course Credit from a Two-Year College, Spring 2021

Institution Name	Total Courses Denied Credit	Unduplicated Students with Denied Course Credit	Transfer students with course credit from a two-year college (including dual credit)*
Angelo State University	6	4	114
Lamar University	51	31	241
Midwestern State University	Not received	Not received	203
Prairie View A&M University	186	61	117
Sam Houston State University	60	18	664
Stephen F. Austin State University	0	0	259
Sul Ross State University	20	5	28
Sul Ross State University Rio Grande College	69	15	69
Tarleton State University	0	0	496
Texas A&M International University	195	64	270
Texas A&M University	2,107	584	812
Texas A&M University at Galveston	81	17	19
Texas A&M University-Central Texas	152	54	165
Texas A&M University-Commerce	0	0	360
Texas A&M University-Corpus Christi	184	48	291
Texas A&M University-Kingsville	0	0	117
Texas A&M University-San Antonio	1,028	333	262

Texas A&M University-Texarkana	Not received	Not received	104
Texas Southern University	72	21	131
Texas State University	1,887	320	725
Texas Tech University	0	0	541
Texas Woman's University	0	0	495
The University of Texas at Arlington	2,582	426	1,827
The University of Texas at Austin	66	52	303
The University of Texas at Dallas	0	0	637
The University of Texas at El Paso	1,377	432	632
The University of Texas at San Antonio	928	326	924
The University of Texas at Tyler	608	173	414
The University of Texas Permian Basin	404	104	166
The University of Texas Rio Grande Valley	1,155	315	785
University of Houston	1,701	521	1,361
University of Houston-Clear Lake	0	0	704
University of Houston-Downtown	515	258	1,038
University of Houston-Victoria	1,103	217	292
University of North Texas	1,230	379	1,185
University of North Texas at Dallas	1703	193	254
West Texas A&M University	93	49	299
Total	19,563	5,020	17,304

Source: CBM00T, CBM001

*Includes students reported as first-time transfers at a university with a Federal Interagency Committee of Education (FICE) code from a public two-year institution and students who were flagged as first-time in college and had dual credit in the past four years.

Appendix D

Reason for Credit Denial by Course for Top 100 Most Reported Courses, Fall 2020

Course Name	Course Outside the Degree Req.	Min. Grade Req.	Repeated Course	Exceeded Max. Transfer Hours	Other	Total
MATH 1314 College Algebra (3-SCH version)	959	922	448	183	88	2,600
EDUC 1300 Learning Framework (3-SCH version)	1,097	94	32	196	771	2,190
ENGL 1301 Composition I	573	671	677	106	53	2,080
PSYC 2301 General Psychology	789	456	418	97	162	1,922
HIST 1301 United States History I	338	782	538	96	57	1,811
ENGL 1302 Composition II	614	660	406	69	55	1,804
HIST 1302 United States History II	385	565	396	70	51	1,467
GOVT 2305 Federal Government (federal Constitution & topics)	304	514	465	68	47	1,398
BIOL 2401 Anatomy & Physiology I (lecture + lab)	335	447	325	37	42	1,186
GOVT 2306 Texas Government (Texas Constitution & topics)	287	427	317	54	44	1,129
MATH 2412 Pre-Calculus Math (4-SCH version)	550	186	87	134	21	978
SOCI 1301 Introduction to Sociology	479	227	120	74	69	969
ECON 2301 Principles of Macroeconomics	487	262	106	57	34	946
SPCH 1315 Public Speaking	482	201	93	26	77	879
BCIS 1305 Business Computer Applications (3-SCH version)	547	148	39	29	54	817
PSYC 2314 Lifespan Growth & Development	519	119	95	42	41	816
BIOL 1406 Biology for Science Majors I (lecture + lab)	299	323	173	8	10	813
ARTS 1301 Art Appreciation	425	195	127	40	17	804
MATH 1316 Plane Trigonometry	434	151	77	68	19	749
MATH 1324 Mathematics for Business & Social Sciences	260	245	122	73	26	726
PHED 1164 Introduction to Physical Fitness & Wellness	516	64	31	34	71	716

SPCH 1311 Introduction to Speech Communication	338	149	88	60	79	714
SPAN 1411 Beginning Spanish I (1st-semester Spanish, 4-SCH version)	495	108	35	48	26	712
ACCT 2301 Principles of Financial Accounting (3-SCH version)	361	191	72	22	31	677
MATH 1342 Elementary Statistical Methods (3-SCH version, freshman level)	237	242	100	31	30	640
PHIL 1301 Introduction to Philosophy	273	216	71	48	31	639
BIOL 2402 Anatomy & Physiology II (lecture + lab)	232	198	166	25	15	636
CHEM 1411 General Chemistry I (lecture + lab)	250	234	122	19	2	627
ECON 2302 Principles of Microeconomics	264	184	62	21	23	554
MATH 2413 Calculus I (4-SCH version)	125	218	145	41	13	542
BUSI 1301 Business Principles	369	61	23	8	22	483
HUMA 1301 Introduction to Humanities I	276	93	20	20	54	463
COSC 1301 Introduction to Computing (3-SCH version)	290	80	32	33	17	452
MATH 1325 Calculus for Business & Social Sciences (3-SCH version)	175	169	48	27	12	431
BIOL 1322 Nutrition & Diet Therapy	230	85	53	24	21	413
BIOL 2420 Microbiology for Non-Science Majors (lecture + lab)	166	109	77	18	16	386
PHIL 2306 Introduction to Ethics	202	98	16	35	21	372
BIOL 1408 Biology for Non-Science Majors I (lecture + lab)	156	135	64	0	10	365
MATH 1414 College Algebra (4-SCH version)	119	80	69	91	0	359
CHEM 1405 Introductory Chemistry I (lecture + lab)	152	79	24	15	86	356
CHEM 1311 General Chemistry I (lecture)	157	103	44	24	11	339
SPAN 1412 Beginning Spanish II (2nd-semester Spanish, 4-SCH version)	239	42	10	29	16	336
BIOL 1407 Biology for Science Majors II (lecture + lab)	140	106	64	6	15	331
PSYC 1300 Learning Framework (3-SCH version)	199	17	4	3	101	324
CHEM 1111 General Chemistry I (lab)	161	68	30	28	21	308
ACCT 2302 Principles of Managerial Accounting (3-SCH version)	185	64	18	7	22	296
SPCH 1318 Interpersonal Communication	193	46	14	15	27	295
MUSI 1306 Music Appreciation	119	111	41	5	10	286
BUSI 2301 Business Law	204	38	14	10	10	276

EDUC 1301 Introduction to the Teaching Profession	142	47	20	2	62	273
GEOL 1403 Physical Geology (lecture + lab)	116	112	22	4	11	265
MATH 1332 Contemporary Mathematics (Quantitative Reasoning)	117	93	19	11	17	257
MATH 2414 Calculus II (4-SCH version)	53	109	59	23	12	256
ENGR 1201 Introduction to Engineering (single-semester course)	157	37	2	33	15	244
CHEM 1412 General Chemistry II (lecture + lab)	87	88	50	4	7	236
SPCH 1321 Business & Professional Communication	143	61	12	5	14	235
BIOL 1106 Biology for Science Majors Laboratory I (lab)	99	73	13	22	24	231
BIOL 1308 Biology for Non-Science Majors I (lecture)	126	65	12	8	15	226
ENGL 2311 Technical & Business Writing (single-semester course)	162	37	13	7	7	226
DRAM 1310 Theater Appreciation (title change)	133	50	22	10	10	225
CRIJ 1301 Introduction to Criminal Justice	136	38	20	12	9	215
PHYS 1401 College Physics I (lecture + lab)	94	64	20	12	13	203
PSYC 2306 Human Sexuality	142	26	4	15	6	193
MATH 1350 Mathematics for Teachers I (Fundamentals of Mathematics I)	128	36	19	5	4	192
ENGL 2322 British Literature I	115	39	6	5	20	185
ENGL 2323 British Literature II	118	31	7	4	22	182
BIOL 2101 Anatomy & Physiology I (lab)	86	46	25	3	19	179
ENGL 2327 American Literature I	70	63	9	20	15	177
HIST 2301 Texas History	79	49	18	1	21	168
MATH 1351 Mathematics for Teachers II (Fundamentals of Mathematics II)	115	35	11	3	2	166
BIOL 2301 Anatomy & Physiology I (lecture)	56	46	45	3	14	164
CRIJ 1306 Court Systems & Practices	123	15	13	7	6	164
EDUC 2301 Introduction to Special Populations	103	21	17	4	15	160
COSC 1336 Programming Fundamentals I (3-SCH version)	71	24	11	44	8	158
MATH 2415 Calculus III (4-SCH version)	102	30	16	9	0	157
BIOL 1409 Biology for Non-Science Majors II (lecture + lab)	65	50	18	0	22	155
BIOL 1108 Biology for Non-Science Majors Laboratory I (lab)	118	19	1	1	11	150
BIOL 1306 Biology for Science Majors I (lecture)	55	60	16	13	6	150

KINE 1164 Intro to Physical Fitness & Wellness	127	18	3	0	2	150
BIOL 2404 Anatomy & Physiology (specialized, single-semester course, lecture + lab)	44	60	11	6	23	144
DRAM 2366 Film Appreciation	103	18	6	6	8	141
ARTS 1303 Art History I (prehistoric to the 14th century)	76	38	11	6	9	140
BIOL 2102 Anatomy & Physiology II (lab)	71	33	22	0	12	138
COMM 1307 Introduction to Mass Communication	80	15	13	13	14	135
CRIJ 1310 Fundamentals of Criminal Law	96	12	16	5	4	133
ARTS 1316 Drawing I	96	15	9	11	1	132
MUSI 1310 American Music	98	20	4	4	6	132
EDUC 1100 Learning Framework (1-SCH version)	95	10	2	2	17	126
PSYC 2319 Social Psychology	92	15	10	4	1	122
BIOL 1107 Biology for Science Majors Laboratory II (lab)	66	26	5	10	10	117
GEOG 1303 World Regional Geography	68	25	5	10	5	113
GEOL 1301 Earth Sciences for Non-Science Majors I (lecture)	75	10	8	12	8	113
COSC 1436 Programming Fundamentals I (4-SCH version)	61	23	19	3	5	111
PHYS 2425 University Physics I (lecture + lab)	36	44	18	10	3	111
TECA 1354 Child Growth & Development	72	13	7	1	18	111
PSYC 2308 Child Psychology	82	10	2	4	11	109
PHED 1304 Personal/Community Health	72	15	9	1	10	107
CRIJ 2313 Correctional Systems & Practices	80	14	5	6	1	106
KINE 1306 First Aid	90	2	2	8	3	105
BCIS 1405 Business Computer Applications (4-SCH version)	61	30	6	1	6	104

Source: CBM00T

Appendix E

Reason for Credit Denial by Course for Top 100 Most Reported Courses, Spring 2021

Course Name	Course Outside the Degree Req.	Min. Grade Req.	Repeated Course	Exceeded Max. Transfer Hours	Other	Total
MATH 1314 College Algebra (3-SCH version)	192	392	159	80	65	888
ENGL 1301 Composition I	91	290	275	84	43	783
ENGL 1302 Composition II	90	312	177	50	53	682
HIST 1301 United States History I	15	341	208	70	38	672
PSYC 2301 General Psychology	192	227	152	47	51	669
EDUC 1300 Learning Framework (3-SCH version)	399	38	24	77	71	609
HIST 1302 United States History II	27	236	170	46	29	508
BIOL 2401 Anatomy & Physiology I (lecture + lab)	79	223	129	20	40	491
GOVT 2305 Federal Government (federal Constitution & topics)	14	194	170	34	28	440
SOCI 1301 Introduction to Sociology	177	105	61	36	30	409
PSYC 2314 Lifespan Growth & Development	194	83	52	14	10	353
ECON 2301 Principles of Macroeconomics	113	111	43	22	27	316
GOVT 2306 Texas Government (Texas constitution & topics)	14	159	92	22	23	310
ARTS 1301 Art Appreciation	114	94	47	11	13	279
BIOL 1406 Biology for Science Majors I (lecture + lab)	41	106	46	10	75	278
SPCH 1311 Introduction to Speech Communication	127	61	31	18	36	273
BIOL 2402 Anatomy & Physiology II (lecture + lab)	52	105	71	15	26	269
SPCH 1315 Public Speaking	101	96	34	9	22	262
CHEM 1411 General Chemistry I (lecture + lab)	55	113	31	11	22	232
SPAN 1411 Beginning Spanish I (1st-semester Spanish, 4-SCH version)	113	31	14	18	55	231
MATH 1316 Plane Trigonometry	108	56	33	15	13	225

MATH 2412 Pre-Calculus Math (4-SCH version)	85	48	23	49	17	222
MATH 1342 Elementary Statistical Methods (3-SCH version, freshman level)	46	112	33	11	13	215
ACCT 2301 Principles of Financial Accounting (3-SCH version)	83	46	37	14	30	210
BCIS 1305 Business Computer Applications (3-SCH version)	104	33	16	20	34	207
PHIL 1301 Introduction to Philosophy	51	80	24	15	19	189
COSC 1301 Introduction to Computing (3-SCH version)	112	36	17	11	11	187
PHED 1164 Introduction to Physical Fitness & Wellness	124	29	7	4	18	182
MATH 2413 Calculus I (4-SCH version)	21	76	51	27	4	179
MATH 1324 Mathematics for Business & Social Sciences	34	62	36	27	13	172
MATH 1414 College Algebra (4-SCH version)	37	46	38	41	5	167
PHIL 2306 Introduction to Ethics	69	45	9	20	17	160
BIOL 2420 Microbiology for Non-Science Majors (lecture + lab)	32	68	36	7	14	157
ECON 2302 Principles of Microeconomics	29	64	20	12	9	134
BIOL 1322 Nutrition & Diet Therapy	46	43	18	13	13	133
HUMA 1301 Introduction to Humanities I	71	34	12	8	4	129
SPAN 1412 Beginning Spanish II (2nd-semester Spanish, 4-SCH version)	62	20	5	9	31	127
CHEM 1405 Introductory Chemistry I (lecture + lab)	25	29	19	11	41	125
BIOL 1407 Biology for Science Majors II (lecture + lab)	22	38	11	6	29	106
BUSI 1301 Business Principles	70	8	10	8	9	105
EDUC 1301 Introduction to the Teaching Profession	71	12	8	2	11	104
MATH 1332 Contemporary Mathematics (Quantitative Reasoning)	34	37	14	11	8	104
CRIJ 1301 Introduction to Criminal Justice	63	14	15	4	4	100
MATH 1325 Calculus for Business & Social Sciences (3-SCH version)	22	45	18	7	7	99
SPCH 1318 Interpersonal Communication	52	22	3	7	12	96
CHEM 1412 General Chemistry II (lecture + lab)	24	39	16	6	9	94
CHEM 1111 General Chemistry I (lab)	32	24	4	17	16	93
BIOL 1408 Biology for Non-Science Majors I (lecture + lab)	21	52	11	0	8	92
CHEM 1311 General Chemistry I (lecture)	23	45	9	9	6	92

MATH 2414 Calculus II (4-SCH version)	3	46	26	13	2	90
GEOL 1403 Physical Geology (lecture + lab)	18	43	6	0	20	87
MUSI 1306 Music Appreciation	10	45	15	4	13	87
BIOL 1106 Biology for Science Majors Laboratory I (lab)	25	23	1	16	21	86
SPCH 1321 Business & Professional Communication	33	34	4	2	8	81
ENGR 1201 Introduction to Engineering (single-semester course)	44	8	1	17	10	80
PSYC 2306 Human Sexuality	55	6	4	11	3	79
BIOL 1409 Biology for Non-Science Majors II (lecture + lab)	15	20	6	0	34	75
ACCT 2302 Principles of Managerial Accounting (3-SCH version)	21	28	11	4	9	73
BIOL 2101 Anatomy & Physiology I (lab)	31	21	6	1	9	68
BIOL 1308 Biology for Non-Science Majors I (lecture)	24	26	6	8	3	67
PHYS 1401 College Physics I (lecture + lab)	12	26	15	1	12	66
BCIS 1405 Business Computer Applications (4-SCH version)	11	13	2	1	38	65
MATH 1350 Mathematics for Teachers I (Fundamentals of Mathematics I)	38	11	6	3	4	62
PSYC 2319 Social Psychology	43	10	2	3	2	60
DRAM 1310 Theater Appreciation (title change)	31	15	5	3	5	59
ENGL 2311 Technical & Business Writing (single-semester course)	29	16	4	3	7	59
BIOL 2301 Anatomy & Physiology I (lecture)	9	26	19	1	2	57
EDUC 2301 Introduction to Special Populations	35	5	5	1	9	55
CRIJ 1306 Court Systems & Practices	38	4	2	4	6	54
BIOL 1306 Biology for Science Majors I (lecture)	9	28	3	9	3	52
ENGL 2327 American Literature I	10	35	2	3	2	52
COSC 1336 Programming Fundamentals I (3-SCH version)	22	8	2	16	3	51
ENGL 2323 British Literature II	34	7	1	4	5	51
BIOL 2404 Anatomy & Physiology (specialized, single-semester course, lecture + lab)	18	20	5	4	3	50
ENGL 2322 British Literature I	23	16	1	4	6	50
HIST 2301 Texas History	25	15	6	2	2	50
BIOL 1107 Biology for Science Majors Laboratory II (lab)	33	4	1	5	6	49
CRIJ 1310 Fundamentals of Criminal Law	38	4	1	4	2	49

GEOL 1401 Earth Sciences for Non-Science Majors I (lecture + lab)	4	2	0	0	43	49
BIOL 2102 Anatomy & Physiology II (lab)	26	10	5	0	7	48
ARTS 1303 Art History I (prehistoric to the 14th century)	13	22	3	4	5	47
PHYS 1115 Physical Science Laboratory I (lab)	47	0	0	0	0	47
TECA 1354 Child Growth & Development	28	10	3	0	6	47
COMM 1307 Introduction to Mass Communication	21	11	5	5	3	45
KINE 1306 First Aid	38	1	1	2	3	45
BUSI 2301 Business Law	28	6	5	1	4	44
ARTS 1316 Drawing I	28	6	2	5	2	43
CRIJ 2328 Police Systems & Practices	30	2	8	1	2	43
KINE 1164 Introduction to Physical Fitness & Wellness	39	1	2	0	1	43
MATH 1351 Mathematics for Teachers II (Fundamentals of Mathematics II)	24	12	4	1	2	43
SPAN 2311 Intermediate Spanish I (3rd-semester Spanish)	26	7	3	5	2	43
CHEM 1305 Introductory Chemistry I (lecture)	8	16	11	3	3	41
GEOG 1303 World Regional Geography	16	12	3	4	5	40
PSYC 2317 Statistical Methods in Psychology	25	12	1	1	1	40
PHYS 2125 University Physics Laboratory I (lab)	12	5	3	1	18	39
ANTH 2351 Cultural Anthropology	23	6	2	4	3	38
CHEM 1406 Introductory Chemistry I (lecture + lab, allied health emphasis)	5	26	6	0	1	38
CRIJ 2313 Correctional Systems & Practices	27	2	4	3	1	37
PSYC 2308 Child Psychology	31	3	0	3	0	37
MATH 2415 Calculus III (4-SCH version)	10	15	8	3	0	36

Appendix F

Statewide Public Two-Year Institution Courses for Transfers and Associate Degree Graduates, FY 2020

Course Type		Course Counts and Completion Percentages by Student Degree and Transfer Status		
		Received Associate Degree/Did Not Transfer	Transferred/Did Not Receive Associate Degree ²	Received Associate Degree and Transferred
Academic Courses from the ACGM	# Courses Attempted	1,007,228	528,628	291,182
	# Courses Completed ¹	911,572 (90.5%)	464,767 (87.9%)	264,991 (91%)
Workforce Courses from the WECM	# Courses Attempted	278,197	38,110	22,971
	# Courses Completed ¹	266,655 (95.9%)	34,647 (90.9%)	21,684 (94.4%)
Courses Not in ACGM or WECM	# Courses Attempted	33,800	12,214	9,931
	# Courses Completed ¹	32,055 (94.8%)	11,403 (93.4%)	9,511 (95.8%)
Non-Core Courses	# Courses Attempted	480,638	131,061	86,083
	# Courses Completed ¹	452,652 (94.2%)	117,806 (89.9%)	80,427 (93.4%)
College Courses Taken for Dual Credit before Traditional Transfer	# Courses Attempted	185,447	34,427	16,010
	# Courses Completed ¹	179,210 (96.6%)	32,473 (94.3%)	15,241 (95.2%)

Source: CBM001, CBM009, CBM005, and CBM00N

¹ Includes courses passed with a grade of A, B, C, D, or pass.

² This category does not include dual credit students who directly enrolled in a four-year institution from high school. These students may be included elsewhere in this table if they completed an associate degree before enrolling in the four-year institution.