

Transfer Report 2022

**A Report to the Texas Legislature per
Senate Bill 1, 87th Regular Session**

October 2022

Fall 2022

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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, Senate Bill 1, Article III, Section 47, 87th Texas Legislature, Regular Session, for the 2022-23 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 C](#).

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, and community college transfer students represent different proportions of the fall 2020 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 2017 through spring 2021.

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. More than 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.

Due to the COVID-19 pandemic, some of the recruitment events for 2021 continued to be held virtually. Texas public university recruitment on community college campuses remains the most frequently implemented outreach effort, and some of these retain their online option. All but two public universities reported participating in transfer fairs organized by community colleges. In addition, all but three public universities offered university campus preview days for prospective students. Another strategy public universities implemented was to occupy office space with a permanent recruiter on a community college campus to recruit, academically advise, and guide community college students through the transfer process. While physical proximity to students was more restricted, more than 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 (1,471 academic and 500 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 100% 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 (92%) 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, mental health counseling, learning communities, and student success offices. Most 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.

Public universities reported widespread faculty awareness of the Texas Core Curriculum, the state's mandated 42 semester credit hours of general education courses. Faculty awareness is far lower for the new statewide initiative of the Texas Transfer Framework and Texas Transfer Advisory Committee work for development of Field of Study Curricula (FOSC). This lack of awareness may reflect the newness of the initiative and the lack of opportunity for in-person meetings due to the pandemic. Additionally, faculty awareness was also limited for the course alignment efforts of the Lower-Division Academic Course Guide Manual.

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 (180,712) than community college transfer students (30,602) in fall 2021. However, the percentage of community college transfer students that were accepted and enrolled (76.1%) was greater than the percentage of new freshmen at universities (55.6%).

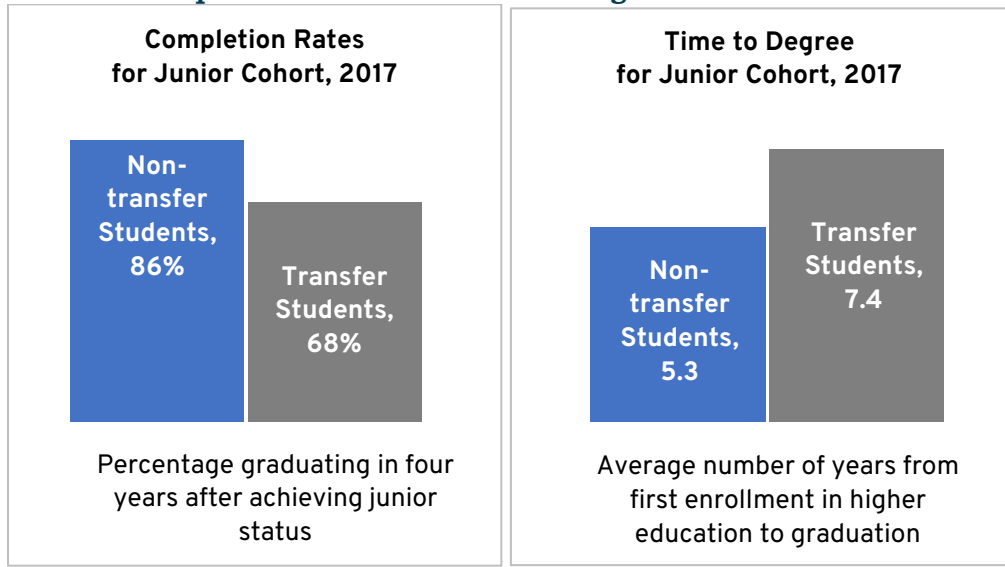
More than half the community college students transferring to a public university in 2021 enrolled at one of the state's eight emerging research institutions:

- 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 7.4 years, compared to 5.3 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 transfers 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 engaged and participating in transfer processes differently with the passage of Senate Bill 25 (SB 25) by the 86th Texas Legislature. The 2019 omnibus transfer legislation included many changes to improve transfer:

- 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 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 of improvements to come.

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 Senate Bill 25 (86th Texas Legislature) and to 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 FOSC 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 that will provide clarity to institutions on the Texas Transfer Framework and the other transfer initiatives that are underway, including the development of transfer modules that are being developed by the Texas OnCourse team.

Introduction

Legislative Directive

The General Appropriations Act, Senate Bill 1, Article III, Section 47, 87th Texas Legislature, Regular Session, for the 2022-23 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 C](#).

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 2021 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 2017 through spring 2021.

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 community college transfer student enrollment, retention, and graduation
- Articulation agreements
- Community college program enhancements
- Advising

- Website information
- Financial aid and scholarships
- Student success programs
- Degree program alignment
- Participation and 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 2021 at each institution.

The performance measures used in the report as part of the cohort study of non-transfer and community college transfers 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 (SCH) 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 cohort study follows the performance, over time, of community college transfer students who reached junior-level status at the time of enrollment. The report also follows each university’s non-transfer students who are classified as juniors during the same semester as the transfers. 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 2017 to possible graduation spring 2021 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 and community college transfers and are presented in this report’s tables and in [Appendix A: Institutional Profiles](#). Texas public universities’ data are displayed according to their peer group 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 those other students have attended multiple institutions before applying to the 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.

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 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 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.

Most (73%) Texas public universities have recruitment goals in place that are specific to new community college transfer students. Additionally, 57% of responding institutions indicated they have retention goals (first semester to second semester), and 47% 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. 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	37	100%
Transfer fairs on college campuses	35	94.6%
University campus preview days for all prospective students	34	91.9%
University campus preview days exclusive to transfer students	26	70.3%

Academic advising on college campuses	24	64.9%
Financial aid advising on college campuses	19	51.4%
Permanent transfer advisor on college campuses	13	35.1%

Source: THECB, survey of institutions

Transfer Orientation to Encourage Persistence

Transfer orientation introduces students to their new educational home with its multiple services and opportunities. Thirty-four universities (91.9%) provide an orientation specifically for transfer students. Most institutions offering a transfer-specific orientation (62.2%) require new students to attend. Three institutions provide orientation to FTU students and transfers at the same time. Table 2 outlines various types of orientation activities and the percentage of institutions that conduct those activities.

Table 2. Orientation Activities and Information to Encourage Persistence

Outreach Effort	Number of Public Universities Conducting Activities	Percentage of Total Public Universities (37)
Campus safety/security information	36	97.3%
Mental health/counseling services	34	91.9%
Campus tour	33	89.2%
Financial aid advising	33	89.2%
Career services	32	86.5%
Student organizations	32	86.5%
Registration	32	86.5%
Health services information	32	86.5%
Meetings specific to academic major	32	86.5%
Housing information	31	83.8%
Parent/family participation	31	83.8%
Food services/meals	29	78.4%
Advising with professional advisors	29	78.4%
Testing	23	62.2%
Advising with faculty advisors	20	54.1%
Assignment of student mentors	7	18.9%
Assignment of faculty/staff mentors	3	8.1%

Source: THECB, survey of institutions

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. Most universities (91.9%) require new transfer students to be advised. Because of the complexity, uniqueness, and amount of information to consider when advising transfer students, most universities (89.2%) provide training to advisors specific to the issues relevant to transfer students.

Universities' emphasis on advising may arise from concerns about barriers to seamless transfer. Twenty-eight of the 37 universities surveyed (75.7%) identify students transferring with excessive hours as problematic. The second most frequently identified barrier was a lack of financial aid support for transfer students, with 25 universities (67.6%) identifying this as a problem. Also among identified barriers to seamless transfer were students receiving inadequate advising at the community college, cited by 24 institutions (64.9%).

Universities reported that the 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 work to mitigate the negative consequences of these barriers through community college outreach advising and specialized training for their own advisors. Mitigation is good, but preventive solutions are better and require more than just the efforts of the universities. Students and community colleges must be proactive and realize that one size does not fit all. The student's intended transfer destination must be a focus.

Transfer Student Success Programs

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

Twenty-one universities (56.8%) reported adding new student success programs during the 2021-2022 academic year. Institutions reported offering introductions to campus resources, financial assistance for returning transfer students, transfer mentor programs, proactive advising and academic intervention, transfer student peer mentoring, online support tools, and many other creative new initiatives. Table 3 lists the most common initiatives.

Table 3. 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	34	91.9%
Academic early alerts for struggling students	33	89.2%
Math lab	31	83.8%
Discipline/major-specific tutorial services	30	81.1%
Student mentors	21	56.8%
Faculty/staff mentors	19	51.4%
Learning communities	15	40.5%
First-year transfer experience	13	35.1%
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 address the needs of transfer students. Typical 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 4 reviews the types of transfer information found on university websites.

Table 4. Information Provided on Websites

Information	Number of Public Universities Providing Information	Percentage of Total Public Universities (37)
Minimum SCH required for transfer admissions	37	100%
Minimum GPA required for transfer admissions	36	97.3%
Information about course transfer policy	36	97.3%

Number of SCH transfer students are required to take in residence for graduation	32	86.5%
Course equivalency guides or database	31	83.8%
Scholarship and financial aid information specific to transfer students	29	78.4%
Limit on transferrable SCH accepted	23	62.2%

Source: THECB, survey of institutions

Targeted Financial Aid

For the 2021-2022 academic year, 30 universities (81%) reported offering institutional and/or departmental scholarships/grants designated exclusively for community college transfer students, and on average, 33% of their new community college transfer students received the targeted aid. 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. Statewide, the award of targeted aid per student averaged \$2,048 per year. With current levels of targeted support, lack of financial aid (federal, state, and institutional) for transfer students continues to be the top-ranked barrier to transfer.

Articulation Agreements

Survey responses indicate 1,471 academic and 500 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 new agreements initiated this year by 18 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. The reported number of articulation agreements in effect at each institution ranges from one to more than 400. Disparity among universities in the number and types of 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 accumulating 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-nine universities (78%) reported conducting vertical team meetings.

The survey asked Texas public universities to identify barriers to articulation agreements. Two of the 37 respondents provided no answer or indicated they were able to successfully mitigate most barriers. Most institutions (28 of the 37) identified a lack of resources to 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.

Universities reported curriculum alignment as a barrier to creating articulation agreements for several reasons, including the following:

- Major requirements and core curriculum are not integrated at the community college.
- Institutional and programmatic missions of the institutions differ, with technical programs not preparing students for academic baccalaureate degrees in the same field or discipline area.
- Nonstandard course titles used by community colleges can confuse students and advisors.
- There is a limit on the semester credit hours for bachelor's degrees (120 SCH).
- Revising the agreement is necessary each time one of the partnering institutions makes curricular changes.
- Articulation agreements cannot guarantee institutional or program admission to students.
- Some degree programs are specialized with few common course requirements, and community colleges cannot efficiently offer preparatory courses.
- Changing and competing curricula linkages are already in effect through statewide initiatives.

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. However, without standardization to clarify student and course transfer, articulation agreements may not adequately address the complexity and specialized nature of academic planning, continuously evolving disciplines of study, and the increased mobility of students. 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 FOSC

The establishment of 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. Faculty have growing awareness of these new initiatives: 25 of the 37 universities indicated general faculty

awareness of the TTAC and FOSC, and 24 of the 37 universities indicated general faculty awareness of the *Lower-Division Academic Course Guide Manual* (ACGM) and the Texas Common Course Numbering System (TCCNS). Faculty continue to be engaged and interested in the development and application of the TCCNS, with 36 of the 37 universities reporting positive faculty awareness.

TTAC has responsibility to advise the Commissioner of Higher Education on the Texas Transfer Framework, including the development and revision of the FOSC. The TTAC may also form discipline-specific subcommittees to assist in the development of FOSC. 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 will include 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 FOSC, which are sets of lower-division courses that transfer and apply to degree programs, as required by state law. Under the new 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 FOSC, the Texas Core Curriculum, and any college or university courses required of all students regardless of major, then 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.

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.

Academic Course Guide Manual (ACGM)

The ACGM has been a publication of the Coordinating Board from the mid-1980s and was originally called the *Community College Course Guide Manual*. Over the years, it has evolved to

include course descriptions and learning outcomes. In 1996, the 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 a common course numbering system, the TCCNS, has been operational in Texas since the mid-1990s and mandated in state statute since 2003. All community colleges have adopted the common numbering system as their institutional numbering system for academic courses. Twenty-six (74%) of the 35 public universities offering lower-division courses indicate they use the TCCNS as the institutional numbering system for lower-division courses that have TCCNS equivalents. The remaining public universities 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 actually 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

The public universities were asked to rank 15 barriers to transfer identified in previous survey years (outlined in Table 5) 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 5. Barriers to Transfer Identified by Public Universities

Barrier	Number of Public Universities Citing the Barrier	Percentage of Total Public Universities (37)
Students transferring with excessive hours	28	75.7
Lack of financial aid support for transfer students	25	67.6
Inaccurate and/or inadequate advising at the community college	24	64.9

Insufficient staff and/or financial resources to facilitate transfer	23	62.2
Associate degrees with courses not applicable to bachelor's degrees	22	59.5
Transfer students unprepared for the rigor of university curriculum	19	51.4
Inadequate course scheduling and/or course rotations	19	51.4
Transfer students' interest/demand for degree programs not offered	19	51.4
Lack of timely and/or accurate transcript evaluation	19	51.4
Differing program admission requirements	18	48.6
Lack of course and program alignment with community colleges	16	43.2
Students undecided about their major	15	40.5
Lack of adequate and appropriate services for online transfer students	14	37.8
Degree programs at capacity	13	35.1
Distance from areas with large college student populations	13	35.1

Source: THECB, survey of institutions

Not included in the chart but identified as a barrier was the diverse nature of transfer students. Transfer students can be traditionally aged full-time students, veterans, working parents returning to postsecondary education, migrating students who bring a mixed bag of courses from a long list of previously attended institutions, online-only students, students from technical non-transfer programs at community colleges, commuting students, and students seeking on-campus housing. Low unemployment with many readily available jobs was also cited as a barrier because potential students are less conscious of the benefits of continuing their education. The impact of COVID-19 on enrollments at community colleges, online instruction delivery, and providing support services during the pandemic were also cited as posing challenges to transfer.

The survey asked institutions about changes they made to overcome the transfer barriers experienced by students. Twenty-two universities indicated they had made changes to help facilitate seamless transfer. Thirteen institutions made changes to their systems or processes to facilitate transfer including better recruitment, improved advising, transcript evaluations, degree pathways, program alignment, and collaboration with transfer partner institutions. Three institutions made improvements to their transfer student scholarships. Two institutions worked on articulation agreements, and one incorporated FOSC to degree audits. Four

institutions participated in alliances or consortia to better communicate with regional or system institutions.

Emerging Challenges

Twenty of the 37 universities responding to the survey either did not answer the question about emerging challenges or said there were no emerging challenges that are perceived as barriers to transfer in the future. Of the remaining institutions, the following were included as potential barriers to transfer in the future:

- Declining enrollments of community college students. As one institution put it, "Because of the pandemic, supply chains, large government aid, the Ukraine war, etc., inflation has pushed itself in the front of the line. Cost increases are coming at individuals and business from every direction. Many individuals are evaluating the ROI on pursuing/continuing a college education at this time in the face of so many elements. These individuals are conducting their own cost benefit analyses and reprioritizing things right now."
- Staff and funding issues, including administrators and advisors
- Alignment, availability, and equivalency of courses across programs
- Dual credit courses not applying to majors or students not understanding how they affect transcripts
- Transitions to online course offerings
- Consistency with off-site instructional locations
- Government reporting requirements regarding transfer students
- Transfer of financial aid across institutions

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 2021. Universities processed more applications for FTUs (180,712) than community college transfer students (30,602) in fall 2021.

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 76.1%, compared with 55.6% 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 a bachelor's degree.

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

- The University of Houston enrolled 1,859 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 1,081 students, more than three times that of The University of Texas at Austin, which enrolled 355 community college transfer students. Both research institutions showed a decrease in the enrollment of new transfer students.
- Sam Houston State University enrolled 1,055 transfer students, the most for doctoral institutions.
- Tarleton State University enrolled the most transfer students for the Comprehensive Institutions category (599 students).
- University of Houston-Downtown enrolled the most transfers for master's institutions (787 students).

Table 6. Fall 2021 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	2,613	1,779	68.1%	839	47.2%	200	175	87.5%	128	73.1%
MSU Texas	3,725	3,193	85.7%	698	21.9%	309	246	79.6%	156	63.4%
Sul Ross State University	531	448	84.4%	167	37.3%	51	40	78.4%	29	72.5%
Sul Ross-Rio Grande	*	*	*	*	*	126	123	97.6%	88	71.5%
TAMU-Galveston	1,950	1,935	99.2%	293	15.1%	44	41	93.2%	27	65.9%
TAMU-Central Texas	48	37	77.1%	32	86.5%	233	180	77.3%	144	80%
TAMU-San Antonio	6,643	6,112	92%	924	15.1%	688	628	91.3%	396	63.1%
TAMU-Texarkana	1,401	899	64.2%	185	20.6%	168	149	88.7%	112	75.2%
UT-Tyler	3,418	3,211	93.9%	1,118	34.8%	800	791	98.9%	482	60.9%
UT-Permian Basin	1,050	941	89.6%	393	41.8%	220	213	96.8%	141	66.2%
UH-Clear Lake	1,741	1,591	91.4%	331	20.8%	904	866	95.8%	650	75.1%
UH-Downtown	5,927	5,627	94.9%	1,332	23.7%	1,233	1,198	97.2%	787	65.7%
UH-Victoria	1,275	1,076	84.4%	141	13.1%	315	310	98.4%	202	65.2%
UNT-Dallas	2,535	2,298	90.7%	358	15.6%	460	438	95.2%	279	63.7%
Master's Institutions	32,857	29,147	88.7%	6,811	23.4%	5,751	5,398	93.9%	3,621	67.1%
Lamar	5,887	5,177	87.9%	1,423	27.5%	442	419	94.8%	255	60.9%
Prairie View	5,588	4,189	75%	1,474	35.2%	427	367	85.9%	160	43.6%
SFA	8,056	7,422	92.1%	1,654	22.3%	657	647	98.5%	416	64.3%
Tarleton State	7,671	5,749	74.9%	2,064	35.9%	938	866	92.3%	599	69.2%
TAM-International	3,502	2,573	73.5%	1,115	43.3%	420	384	91.4%	302	78.6%
West Texas A&M	4,217	3,790	89.9%	1,146	30.2%	485	459	94.6%	365	79.5%
Comprehensive Institutions	34,921	28,900	82.8%	8,876	30.7%	3,369	3,142	93.3%	2,097	66.7%
UT-RGV	11,630	10,788	92.8%	5,346	49.6%	1,303	1,266	97.2%	863	68.2%
SHSU	11,249	10,891	96.8%	2,850	26.2%	1,756	1,687	96.1%	1,055	62.5%
TAMU-Commerce	4,085	2,892	70.8%	770	26.6%	659	609	92.4%	390	64%
TAMU-Corpus Christi	6,911	6,312	91.3%	1,761	27.9%	487	446	91.6%	281	63%

TAMU-Kingsville	4,743	4,312	90.9%	918	21.3%	247	236	95.5%	155	65.7%
Texas Southern	8,633	5,949	68.9%	1,061	17.8%	447	241	53.9%	130	53.9%
Texas Woman's	5,443	5,029	92.4%	1,213	24.1%	1,054	1,050	99.6%	437	41.6%
Doctoral Institutions	52,694	46,173	87.6%	13,919	30.1%	5,953	5,535	93%	3,311	59.8%
Texas State	24,583	22,165	90.2%	6,471	29.2%	2,563	2,360	92.1%	1,484	62.9%
Texas Tech	29,534	17,122	58%	5,965	34.8%	1,961	1,552	79.1%	1,133	73%
UT-Arlington	13,720	12,808	93.4%	4,367	34.1%	2,987	2,774	92.9%	1,574	56.7%
UT-Dallas	14,722	12,997	88.3%	3,736	28.7%	1,416	1,254	88.6%	877	69.9%
UT-El Paso	9,724	9,723	100%	2,829	29.1%	1,041	1,002	96.3%	739	73.8%
UT-San Antonio	20,531	18,625	90.7%	5,366	28.8%	2,177	2,060	94.6%	1,415	68.7%
UH	23,120	17,229	74.5%	5,207	30.2%	2,959	2,701	91.3%	1,859	68.8%
UNT	21,963	17,927	81.6%	5,022	28%	2,908	2,575	88.5%	1,711	66.4%
Emerging Research Institutions	157,897	128,596	81.4%	38,963	30.3%	18,012	16,278	90.4%	10,792	66.3%
TAMU	35,045	22,302	63.6%	10,854	48.7%	2,124	1,224	57.6%	1,081	88.3%
UT-Austin	38,049	15,265	40.1%	7,865	51.5%	1,478	453	30.6%	355	78.4%
Research Institutions	73,094	37,567	51.4%	18,719	49.8%	3,602	1,677	46.6%	1,436	85.6%
Statewide Summary	180,712	157,785	87.3%	87,711	55.6%	30,602	27,917	91.2%	21,249	76.1%

Source: THECB, CBM001, and CBM00B

Note: FTU applicants are students who applied on CBM00B with no previous college work, seeking a bachelor's or an associate degree. These results matched to CBM001 for those coded as first-time undergraduates. Transfer applicants are students who applied as transfer on CBM00B, seeking a bachelor 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 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 2017 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 2017 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 87,711 non-transfer students and 21,249 community college transfer students classified as juniors in fall 2017 and included in the cohort. Statewide, the completion rate for non-transfer students in this cohort was 86%, with 46,714 non-transfer students graduating, and the completion rate for transfer students classified as juniors in the cohort was 68%, with 12,010 transfer students graduating within four years.

The overall statewide performance of non-transfer students included in the 2017 cohort group of juniors continued the slight upward trend for completion rates over the past three years. The performance of transfer students in the latest cohort demonstrated just over the same completion rate as the previous year (68% compared to 67%), while the non-transfer student completion rate is the same as last year. However, as Table 7 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 7. Completion Rates for Junior Cohorts 2005-2017

Cohort Year	Total Nontransf.	Total Non-transf. Graduates	Percentage Graduating in 4 years	Total Junior CC Trans.	Total Junior CC Trans. Graduates	Percentage Graduating in 4 years	Difference Percentage Graduating in 4 years
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%			66%	18%

Source: Coordinating Board CBM009

Table 8 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 2017 cohort. The range for the completion rates for non-transfer students in the Fall 2017 cohort is from 65-94%. The range for the completion rates for community college transfers is 51-89%.

Table 8. Junior Fall 2017 Cohort Completion Rate within Four Years after Junior Status

Institution	Non-trans. Juniors Total	Non-trans. Junior Graduates	Percentage Non-trans. Juniors Graduating in 4 Years	CC Trans. Juniors Total	CC Trans. Junior Graduates	Percentage Trans. Juniors Graduating in 4 Years
Angelo State	673	580	86%	23	20	87%
MSU Texas	462	386	84%	122	83	68%
Sul Ross	138	100	72%	30	24	80%
Sul Ross-Rio Grande	NA	NA	NA	120	55	46%
TAMU-Galveston	227	202	89%	23	19	83%
TAMU-Central Texas	NA	NA	NA	142	87	61%
TAMU-San Antonio	17	14	82%	545	347	64%
TAMU-Texarkana	60	41	68%	113	73	65%
UT-Tyler	386	330	85%	440	325	74%
UT-Permian Basin	285	220	77%	174	112	64%
UH-Clear Lake	154	126	82%	673	406	60%
UH-Downtown	560	398	71%	917	553	60%
UH-Victoria	91	68	75%	224	115	51%
UNT-Dallas	93	70	75%	267	158	59%
Master's Institutions	3,146	2,535	81%	3,813	2,377	62%
Lamar	790	644	82%	201	108	54%
Prairie View	849	679	80%	107	81	76%
SFA	1,361	1,212	89%	256	210	82%
Tarleton State	1,171	992	85%	564	391	69%
TAM-International	687	564	82%	267	185	69%
West Texas A&M	793	676	85%	388	247	64%

Comprehensive Institutions	5,651	4,767	84%	1,783	1,222	69%
SHSU	1,742	1,510	87%	811	585	72%
TAMU-Commerce	578	459	79%	464	296	64%
TAMU-Corpus Christi	1,043	881	84%	441	311	71%
TAMU-Kingsville	691	569	82%	157	117	75%
Texas Southern	465	297	64%	78	46	59%
Texas Woman's	752	618	82%	497	345	69%
UT-RGV	2,560	1,815	71%	587	349	59%
Doctoral Institutions	7,831	6,149	79%	3,035	2,049	68%
Texas State	4,001	3,456	86%	818	606	74%
Texas Tech	3,727	3,297	88%	666	541	81%
UT-Arlington	1,804	1,519	84%	1,314	838	64%
UT-Dallas	2,300	2,104	91%	958	721	75%
UT-El Paso	2,003	1,487	74%	629	323	51%
UT-San Antonio	2,942	2,541	86%	923	649	70%
UH	3,053	2,578	84%	1,465	971	66%
UNT	3,260	2,746	84%	1,284	907	71%
Emerging Research	23,090	19,728	85%	8,057	5,556	69%
TAMU	7,818	7,402	95%	602	535	89%
UT-Austin	6,533	6,133	94%	305	271	89%
Research Institutions	14,351	13,535	94%	907	806	89%
Statewide Summary	54,069	46,714	86%	17,595	12,010	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, the number of SCH attempted, and the number of semesters students take to complete their degrees. Within the junior fall 2017 cohort, time to degree is compared for non-transfer student and transfer students.

As Table 9 shows, previous transfer student groups that were part of the cohorts had time to degree measures that clustered at 7.7 years, and non-transfer students had time to degree that clustered at 5.4 years. When measured by SCH, non-transfer students attempted 130.8, on

average, an improvement on last year's average of 137. The average attempted SCH for transfer students improved from last year as well, decreasing from 142.6 to 137.6. Transfer students attempted an average of 6.8 SCH more than non-transfer students to complete their degrees. Transfer students also enrolled in one additional semester: non-transfer students averaged 10 semesters to graduate, and transfers averaged 11.2 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, the result is that transfer students extended their time to degree by an average of two years.

Table 9. Statewide Summary Time to Degree, Fall 2005-2017 Junior Cohorts

Cohort Year	Total Non-trans. Junior Graduates	Non-trans. Juniors Average Time to Degree in Years	Non-trans. Juniors Average Number of SCH Attempted	Non-trans. Juniors Average Number of Semesters	Total Trans. Junior Graduates	Trans. Juniors Average Time to Degree in Years	Trans. Juniors Average Number of SCH Attempted	Trans. Juniors Average Number of Semesters
2017	46,714	5.3	129.9	9.8	12,010	7.4	137.40	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 10 presents the differences in time expended in years, SCH attempted, and the number of semesters enrolled by non-transfer and community college transfer students by institution. The difference in SCH attempted varied widely from institution to institution, with several institutions graduating, on average, 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 10. Average Time to Degree in Years, SCH Attempted, and Semesters for Fall 2017 Junior Cohort

Institution and Peer Group	Total Non-trans. Junior Graduates	Non-trans. Juniors Average Time to Degree in Years	Non-trans. Juniors Average Number of SCH Attempted	Non-trans. Juniors Average Number of Semesters	Total Trans. Junior Graduates	Trans. Juniors Average Time to Degree in Years	Trans. Juniors Average Number of SCH Attempted	Trans. Juniors Average Number of Semesters
Angelo State	600	5.5	130.5	10.1	580	5.4	130.4	10.1
MSU Texas	469	5.8	132.5	10.3	386	5.4	132.7	10.2
Sul Ross	124	5.4	131.0	9.8	100	5.3	129.5	9.7
Sul Ross-Rio Grande	55	7.6	129.0	11.6	NA	NA	NA	NA
TAMU-Galveston	221	5.3	136.3	9.6	202	5.1	135.5	9.4
TAMU-Central Texas	87	8.8	134.0	10.6	NA	NA	NA	NA
TAMU-San Antonio	361	8.4	137.5	11.9	14	5.6	96.1	10.6
TAMU- Texarkana	114	7.5	126.9	10.4	41	5.3	123.0	9.4
UT-Tyler	655	6.2	128.6	10.3	330	5.4	123.6	10.0
UT-Permian Basin	332	6.5	133.3	10.6	220	5.6	131.7	10.4
UH-Clear Lake	532	7.8	137.4	11.4	126	5.5	121.4	10.2
UH-Downtown	951	7.4	136.9	11.3	398	6.0	138.1	11.0
UH-Victoria	183	7.7	137.2	11.3	68	5.4	136.9	10.1
UNT-Dallas	228	6.8	130.0	10.3	70	4.8	123.0	8.9
Master's Institutions	4,912	6.8	133.6	10.7	2,535	5.5	130.8	10.2
Lamar	752	6.2	137.2	10.8	644	5.8	137.3	10.7
Prairie View	760	5.5	148.2	10.1	679	5.3	148.6	10.0
SFA	1,422	5.6	128.8	10.0	1,212	5.2	127.7	9.8
Tarleton State	1,383	6.2	131.1	10.4	992	5.4	130.8	10.2
TAM- International	749	6.2	131.4	10.9	564	5.8	129.6	10.8
West Texas A&M	923	6.4	123.5	10.5	676	5.6	122.4	10.3
Comprehensive Institutions	5,989	6.0	132.4	10.4	4,767	5.5	132.1	10.2
SHSU	2,095	5.9	133.7	10.3	1,510	5.2	130.9	9.8
TAMU- Commerce	755	6.5	133.6	10.5	459	5.5	135.4	10.2
TAMU-Corpus Christi	1,192	6.3	139.3	10.8	881	5.6	137.2	10.4

TAMU-Kingsville	686	6.0	139.1	10.7	569	5.7	138.0	10.6
Texas Southern	343	6.0	147.4	10.4	297	5.6	145.0	10.1
Texas Woman's	963	6.3	133.2	10.4	618	5.5	133.8	10.1
UT-RGV	2,164	6.1	139.3	11.0	1,815	5.8	138.3	10.8
Doctoral Institutions	8,198	6.1	137.0	10.6	6,149	5.6	136.0	10.4
Texas State	4,062	5.7	129.2	10.3	3,456	5.4	127.4	10.0
Texas Tech	3,838	5.5	136.0	10.2	3,297	5.4	135.2	10.1
UT-Arlington	2,357	6.0	134.3	10.3	1,519	5.4	132.9	10.0
UT-Dallas	2,825	5.3	132.0	9.5	2,104	4.8	128.9	9.0
UT-El Paso	1,810	6.1	139.0	10.9	1,487	5.8	139.1	10.7
UT-San Antonio	3,190	5.8	131.3	10.3	2,541	5.5	130.2	10.1
UH	3,549	5.5	134.7	10.0	2,578	5.1	133.4	9.5
UNT	3,653	5.5	129.0	9.8	2,746	5.1	127.3	9.5
Emerging Research	25,284	5.6	132.7	10.1	19,728	5.3	131.3	9.8
TAMU	7,937	5.2	128.4	9.7	7,402	5.1	127.8	9.6
UT-Austin	6,404	4.9	120.6	9.0	6,133	4.8	120.0	9.0
Research Institutions	14,341	5.0	124.9	9.4	13,535	5.0	124.2	9.3
Statewide Summary Summary	58,724	5.7	131.5	10.1	46,714	5.3	129.9	9.8

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 with the passage of Senate Bill 25 (SB 25) by the 86th Texas Legislature. The 2019 omnibus transfer legislation included many changes to improve transfer:

- 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 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 of improvements to come.

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 new Texas Transfer Framework, the THECB should continue working to revise the existing FOSC into the new Texas Transfer Framework and develop new FOSC 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: Institutional Profiles

Master's Institutions Peer Group

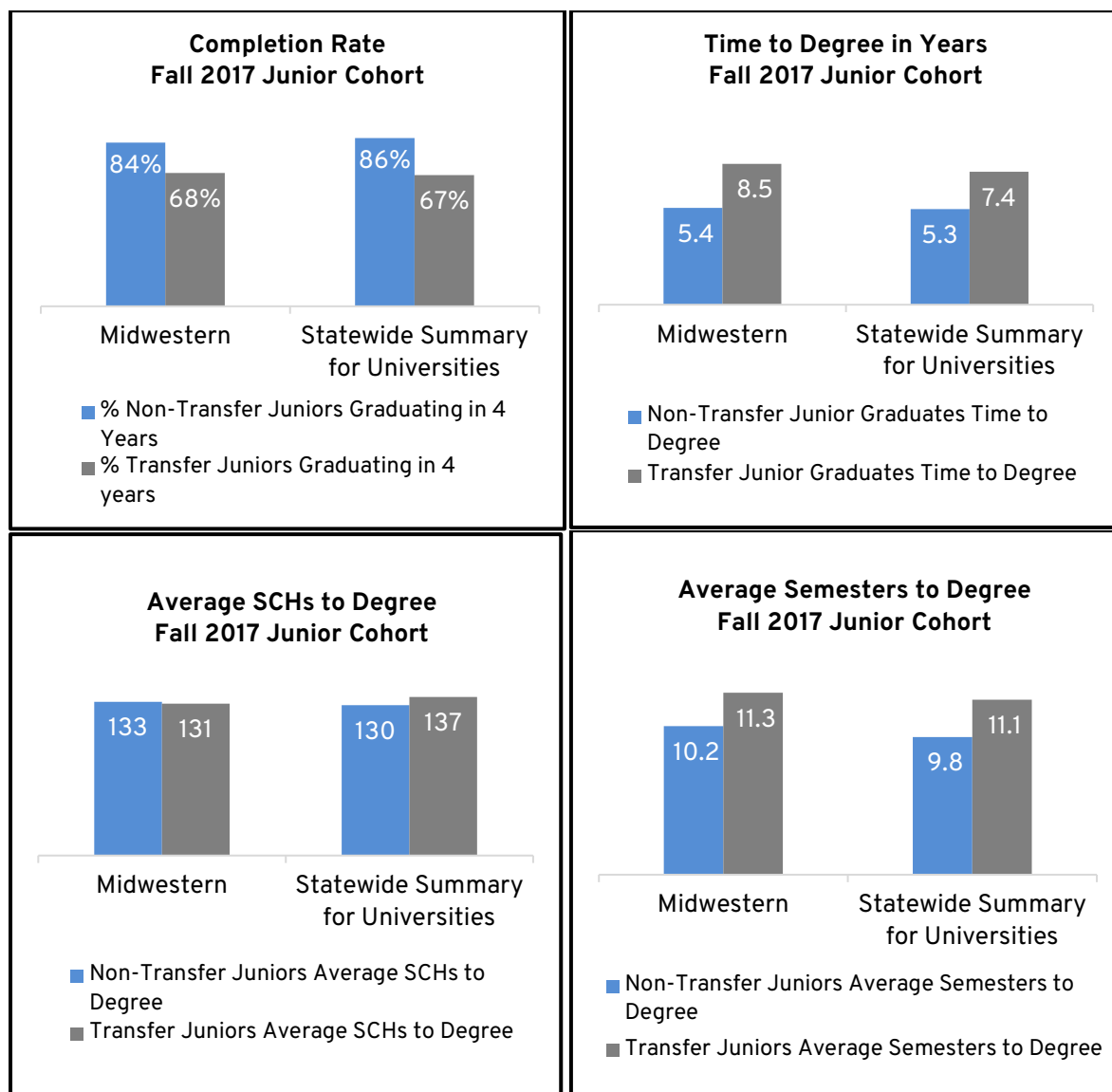
Angelo State University



Angelo State University (Angelo) enrolls many more first-time-in-college students than community college transfer students each fall semester. The U.S. Department of Education classifies Angelo as a Hispanic-Serving Institution. Due to location and proximity, Angelo's community college transfer students come primarily from Howard College.

Angelo cited inaccurate or inadequate advising at community colleges as their top barrier to transfer, followed by distance from areas with large community college student populations.

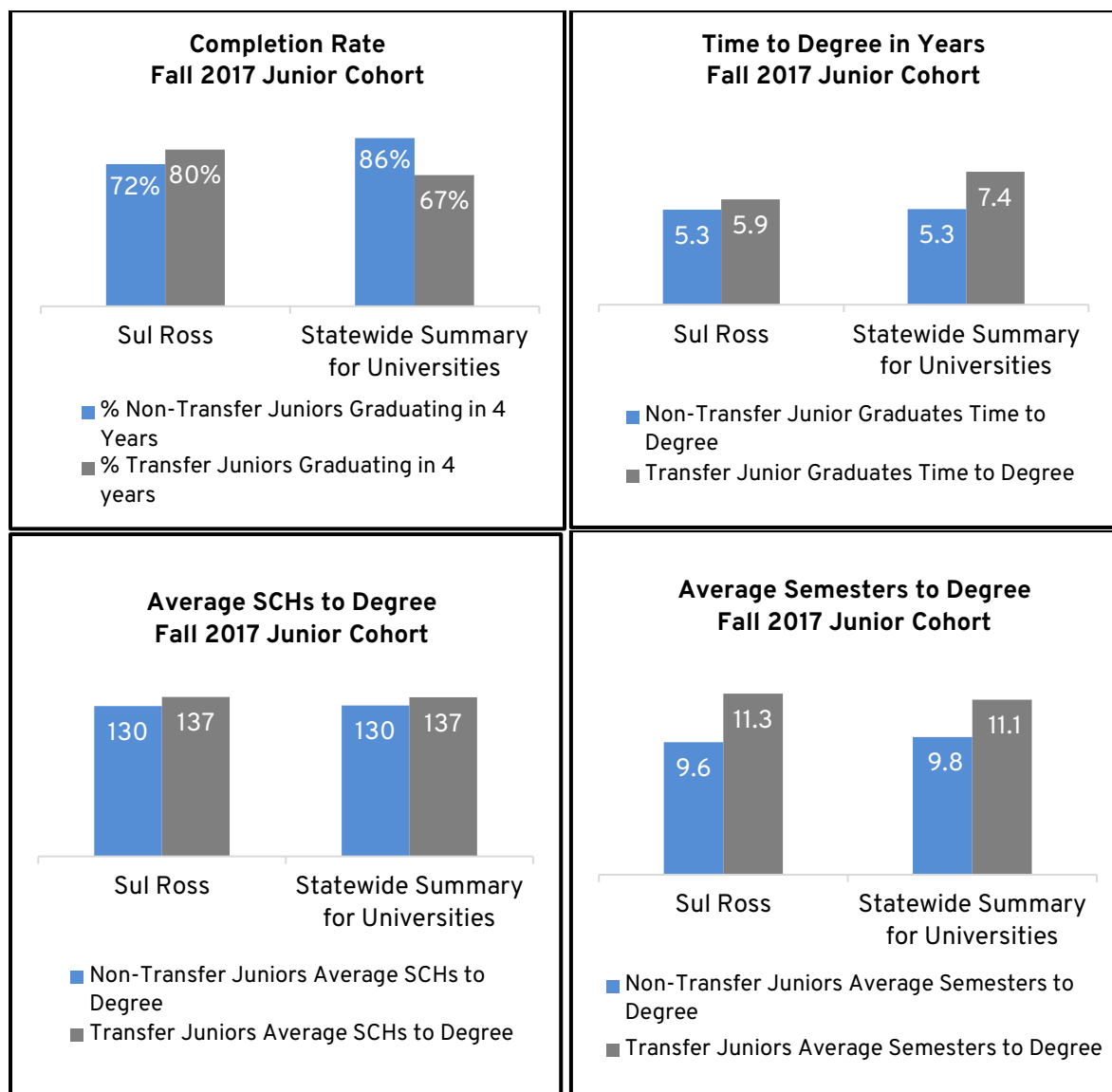
Midwestern State University



Midwestern State University (MSU) accepts some transfer students from community colleges in the Metroplex area of Dallas-Fort Worth. However, the main feeder institution for the university is Vernon College, which is approximately 50 miles west of Wichita Falls.

The top barrier to transfer for MSU concerns admission requirements, specifically differences between what programs requires and what the institution prescribes.

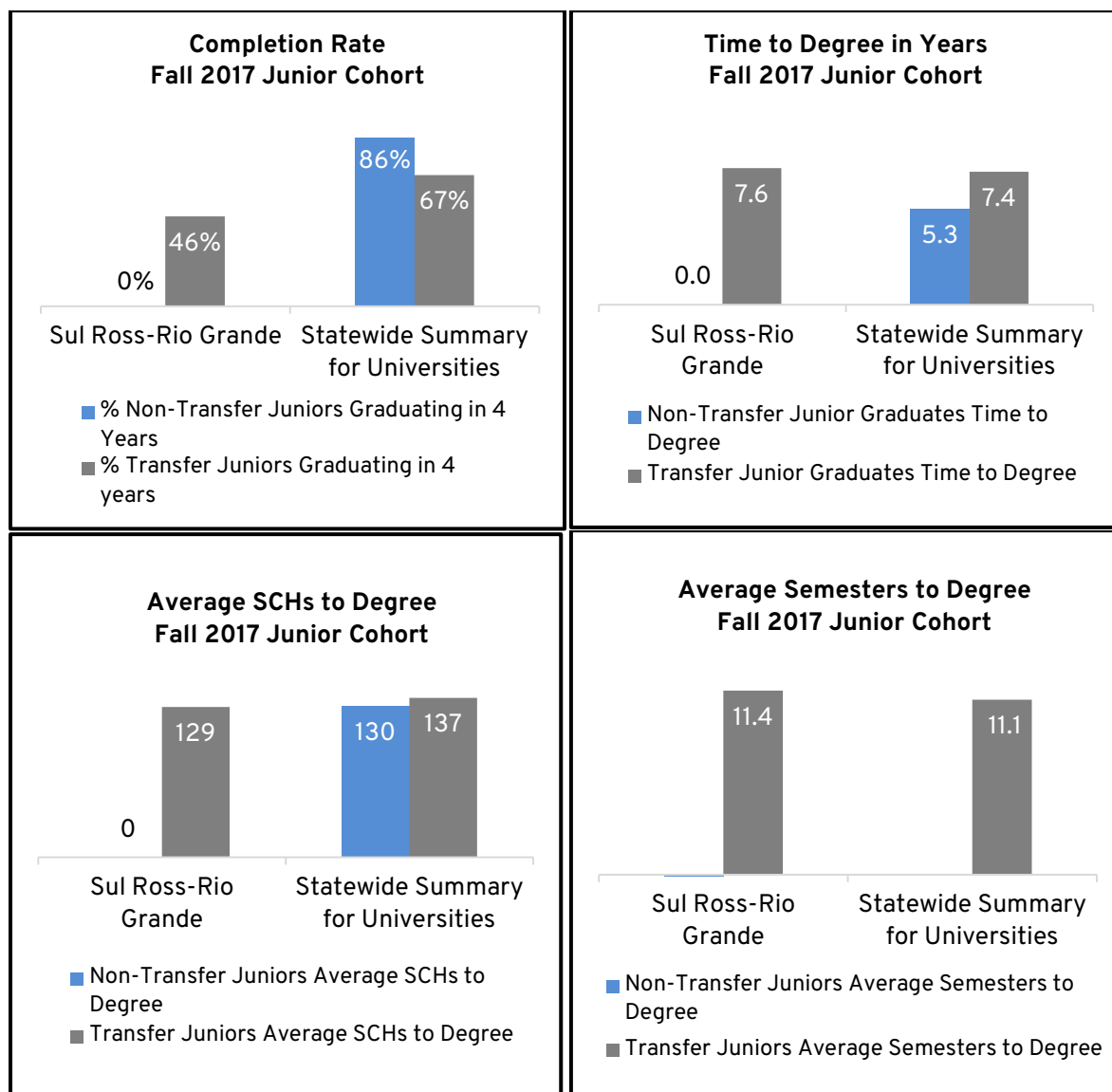
Sul Ross State University



Sul Ross State University (Sul Ross), established as a teacher's college in the early 20th century, is in the low-population-density area of the Big Bend. There are no community colleges close Sul Ross. Midland College, which has been the most consistent feeder institution for Sul Ross in the last few years, is over 150 miles away. The remote location of the university may explain why Sul Ross admits and enrolls many more first-time-in-college students than community college transfer students.

The institution specified its challenge related to its location and distance from areas with a large community college student population as its top barrier to transfer, followed by insufficient staff and/or financial resources to facilitate transfers.

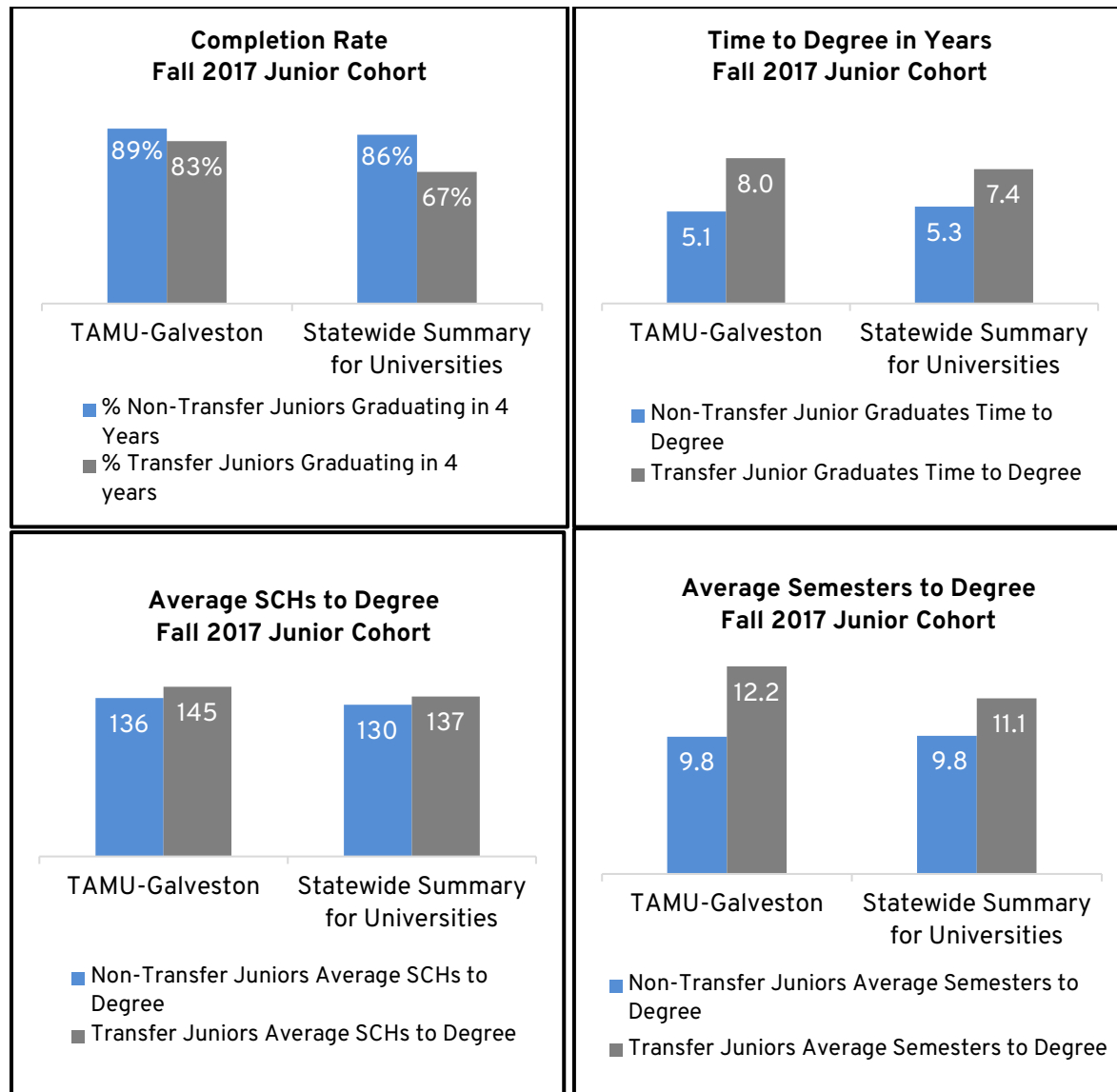
Sul Ross State University-Rio Grande College



Sul Ross State University-Rio Grande College (Sul Ross-Rio Grande) is an upper-division institution that offers courses on the campuses of Southwest Texas Junior College in Del Rio, Eagle Pass, and Uvalde. It offers a limited number of master's and bachelor's degree programs and maintains an overall enrollment of around 1,000 students. Almost all of Sul Ross-Rio Grande's community college transfer students are from Southwest Texas Junior College.

Sul Ross-Rio Grande's top barrier to transfer was insufficient staff and/or financial resources to facilitate transfers.

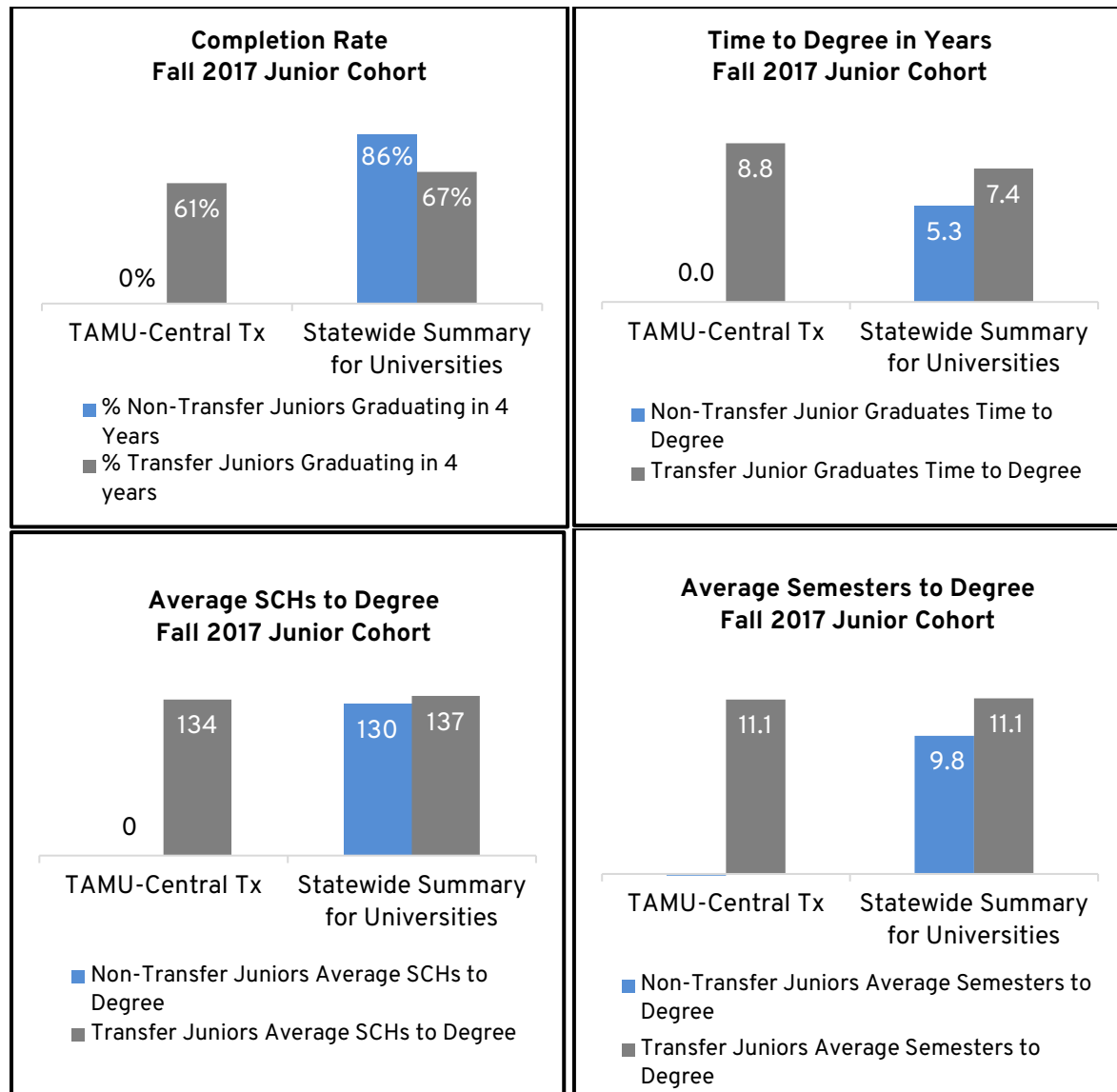
Texas A&M University at Galveston



Texas A&M University at Galveston (TAMU-Galveston) is a special-purpose institution that focuses on undergraduate and graduate instruction in marine and maritime studies. The institution is under the management and control of the Texas A&M University System, with degrees offered under the name and authority of Texas A&M University at College Station. The specific degree requirements that students must take for maritime license programs are sequential and highly specialized and not usually available at community colleges. The highly specialized nature of these course requirements adds time to degree.

For this year's report, the institution cited as their top barrier insufficient staff and/or financial resources to facilitate transfer.

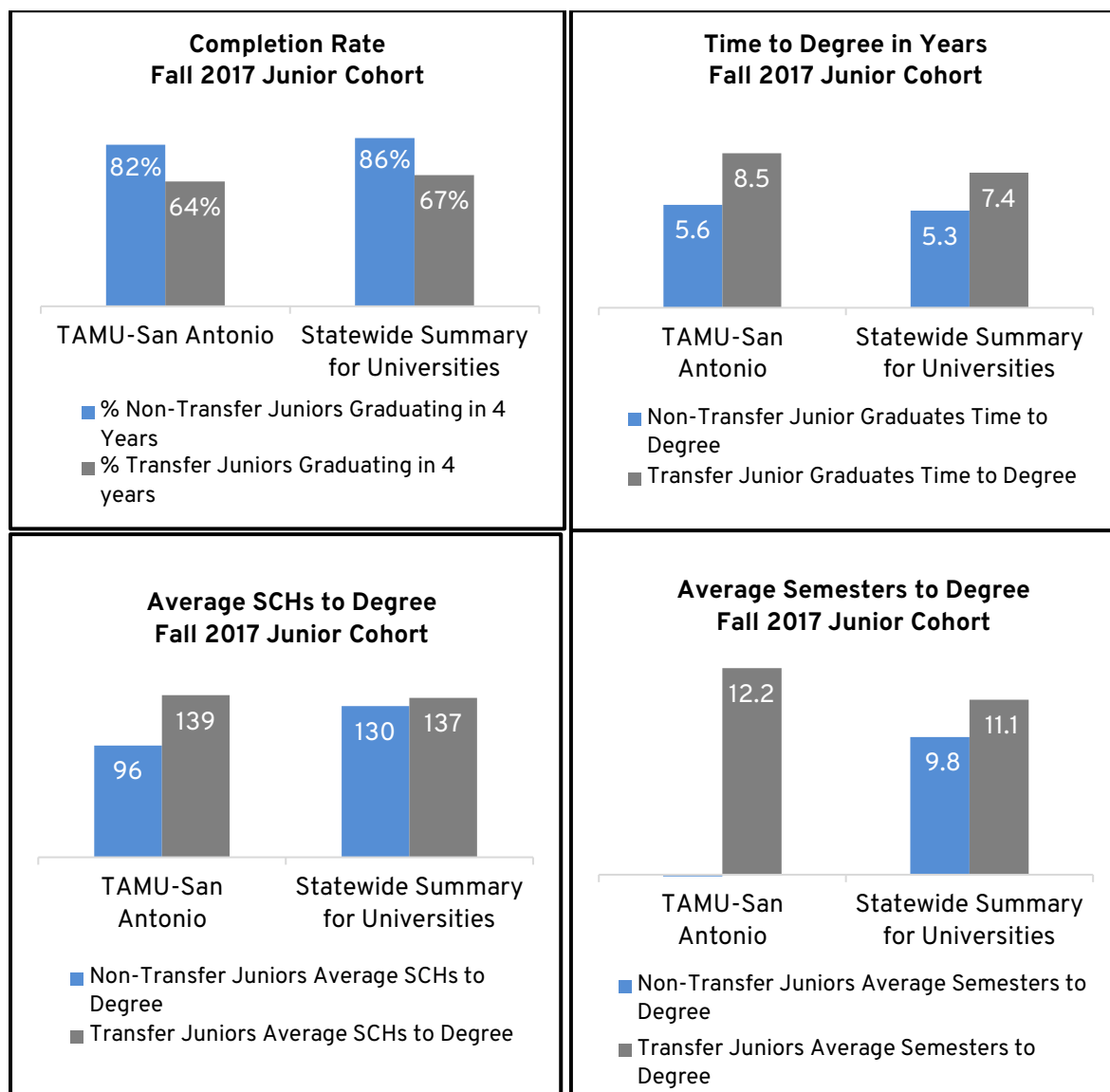
Texas A&M University-Central Texas



Texas A&M University-Central Texas (TAMU-Central Texas) is an upper-division-only institution with approximately 2,500 students. In addition to its campus in Killeen, TAMU-Central Texas offers courses at area community colleges and at Fort Hood. As such, most transfer students come from nearby Central Texas College.

The institution cited several barriers to transfer, the top two being insufficient staff and/or resources and inadequate course scheduling to meet the needs of transfer students.

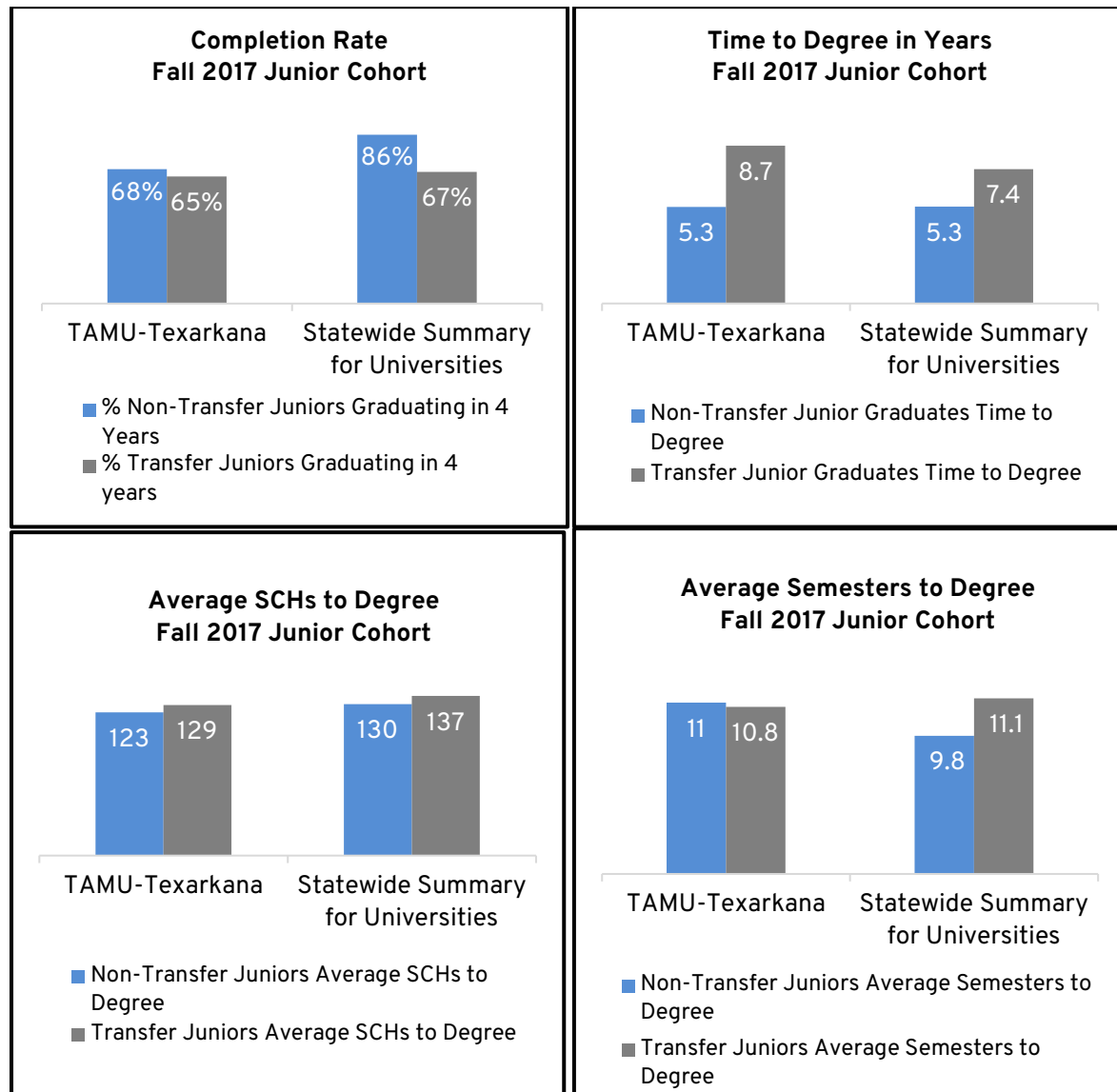
Texas A&M University-San Antonio



Texas A&M University-San Antonio (TAMU-San Antonio) was established as a standalone institution in 2009. Until fall 2016, TAMU-San Antonio was an upper-division institution and served an undergraduate student population comprised of only transfer students. Most of the community college transfer students at TAMU-San Antonio come from the Alamo Colleges.

As its most significant barrier to transfer, TAMU-San Antonio lists inadequate course scheduling and/or course rotations to meet the needs of transfer students. The second most significant barrier was the advising students received that leads to completion of an associate degree with courses not applicable to the bachelor's degree they want to pursue.

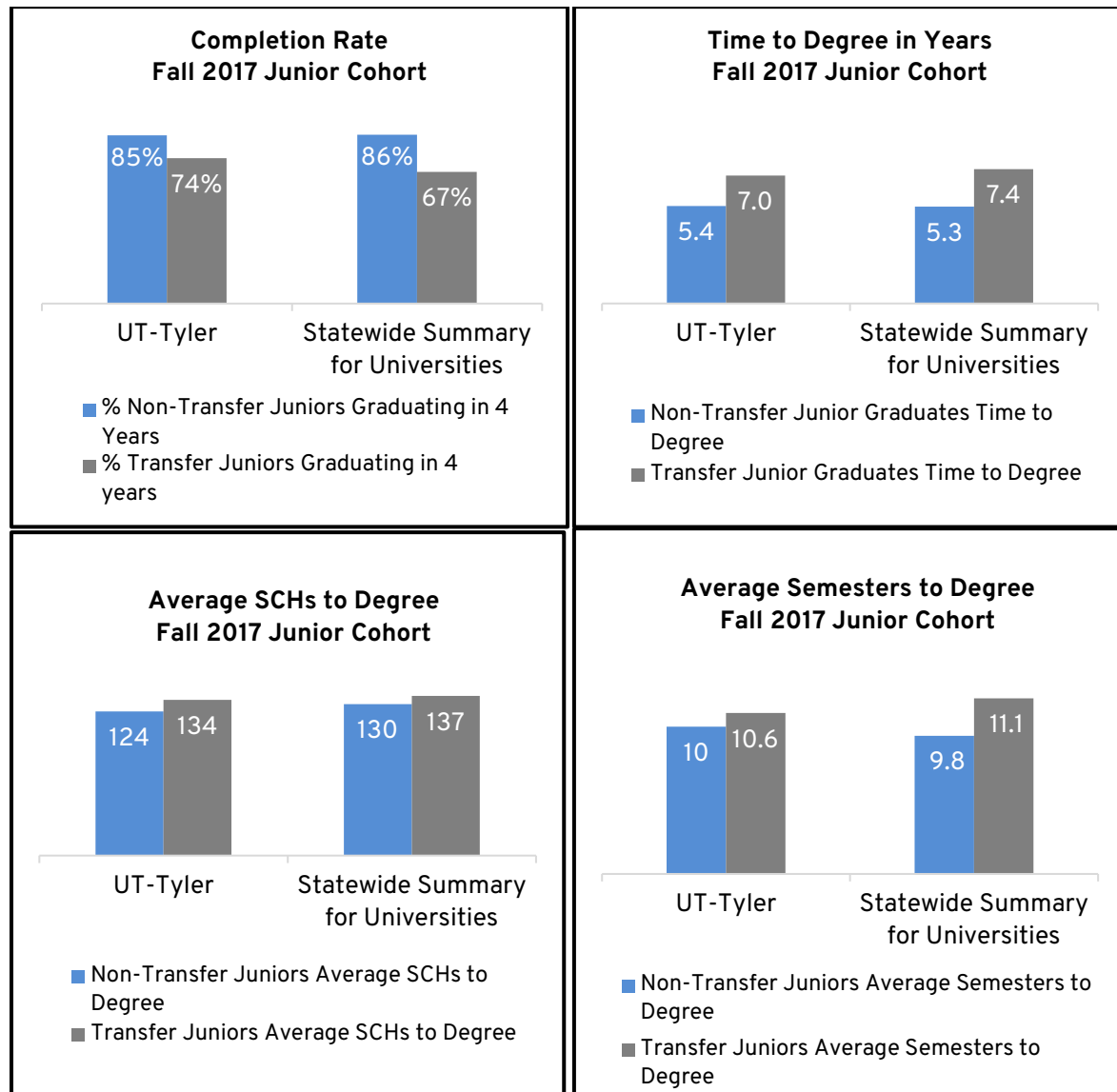
Texas A&M University-Texarkana



Texas A&M University-Texarkana (TAMU-Texarkana) was originally an upper-division institution and began to enroll native freshman and sophomore students in 2010. TAMU-Texarkana is a top destination for transfer students from Texarkana College and Northeast Texas Community College.

Students transferring with excessive hours is ranked first among TAMU-Texarkana's barriers to transfer.

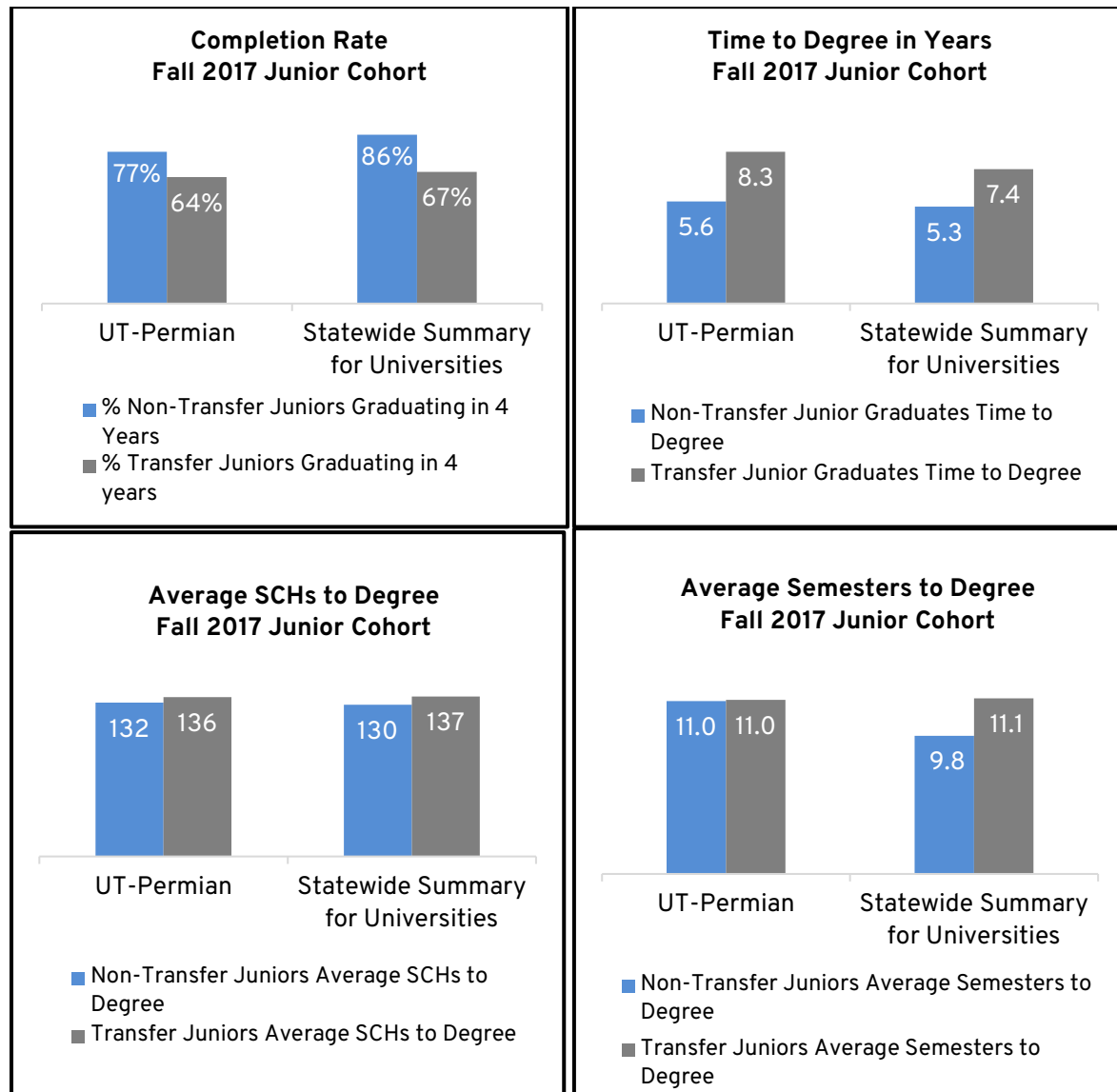
The University of Texas at Tyler



Most transfer students attending The University of Texas at Tyler (UT-Tyler) transfer from community colleges in the North Central and Northeast Texas areas. Tyler Junior College, Kilgore College, and Trinity Valley Community College students represent most of UT-Tyler's transfer population.

Students being unprepared for the rigor of university work was the most significant barrier to transfer reported by UT-Tyler, followed by students transferring with excessive credit hours.

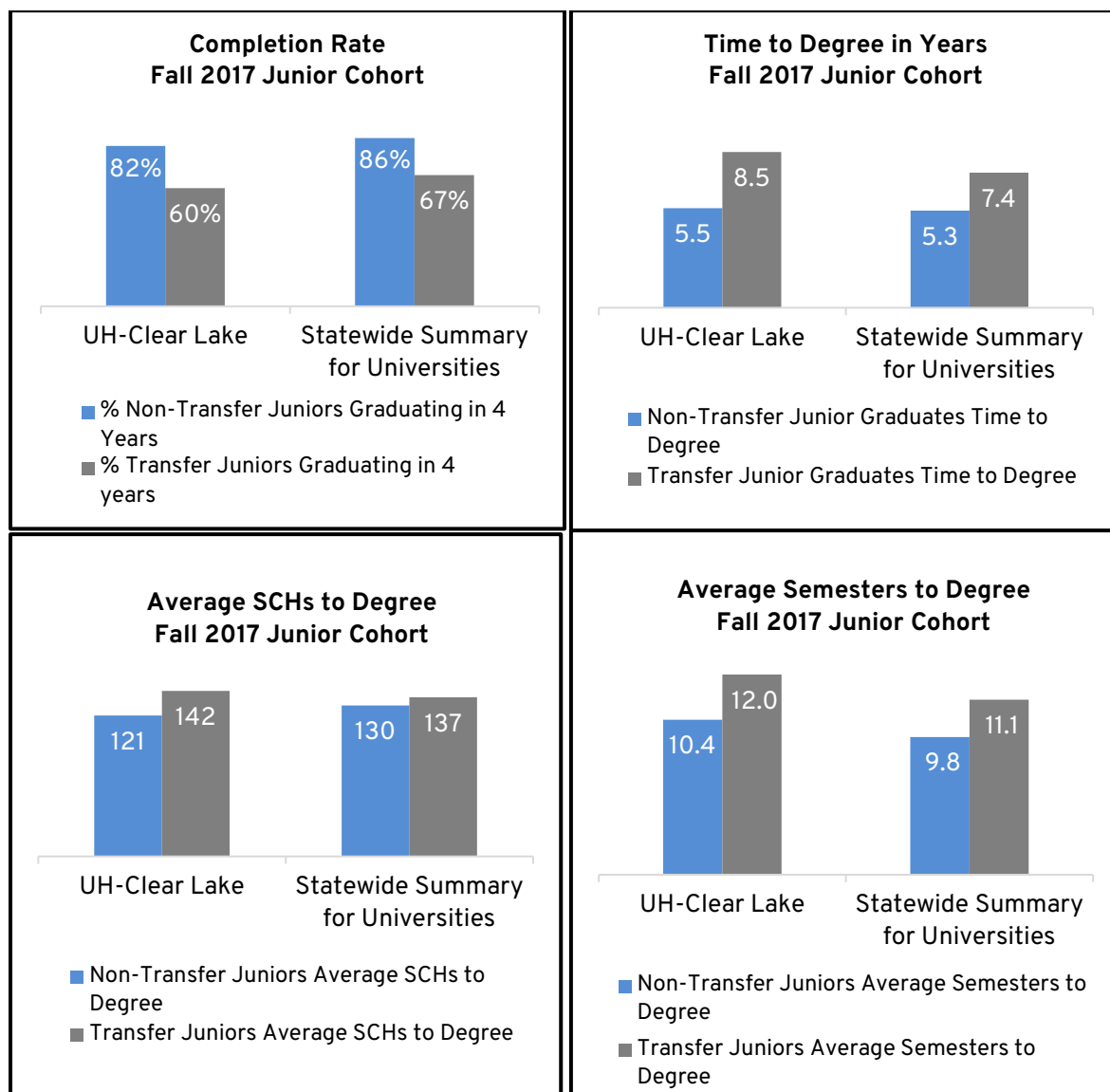
The University of Texas Permian Basin



The University of Texas Permian Basin (UT-Permian Basin) receives transfer students from several community colleges across the state. Most of its transfer students come from Midland College and Odessa College.

UT-Permian Basin's top barrier to transfer was students being advised to complete an associate degree with courses not applicable to bachelor's degrees. The institution also cited transfer students not being prepared for the rigor of university classes.

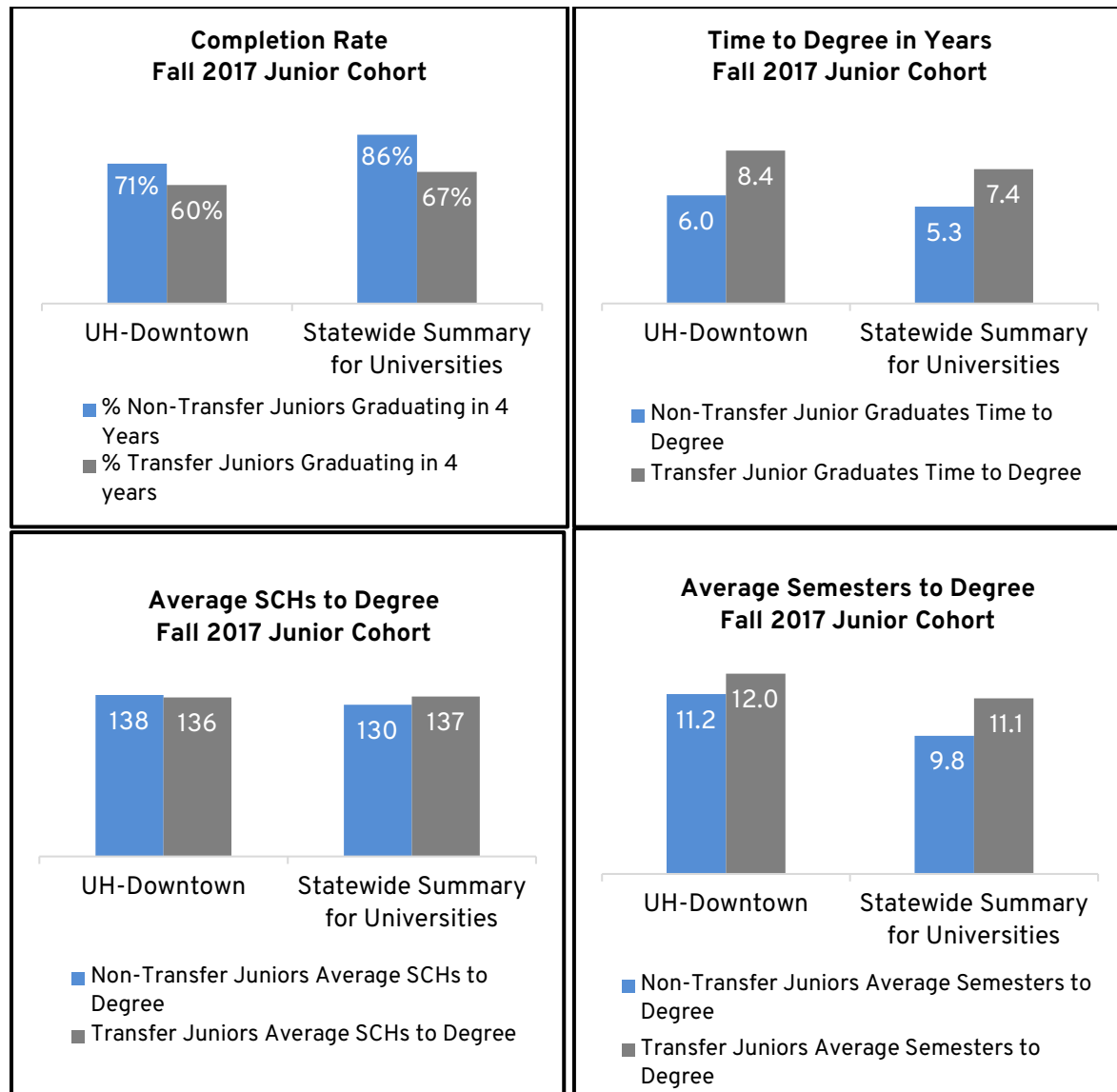
University of Houston-Clear Lake



As a relatively young institution of higher education, University of Houston-Clear Lake (UH-Clear Lake) served as an upper-division only institution until fall 2014. UH-Clear Lake enrolls transfer students primarily from San Jacinto College, but several other Gulf Coast community colleges south of Houston are also well represented in the student population.

For this year's report, UH-Clear Lake names the lack of timely or accurate transcript evaluation as its top barrier to transfer.

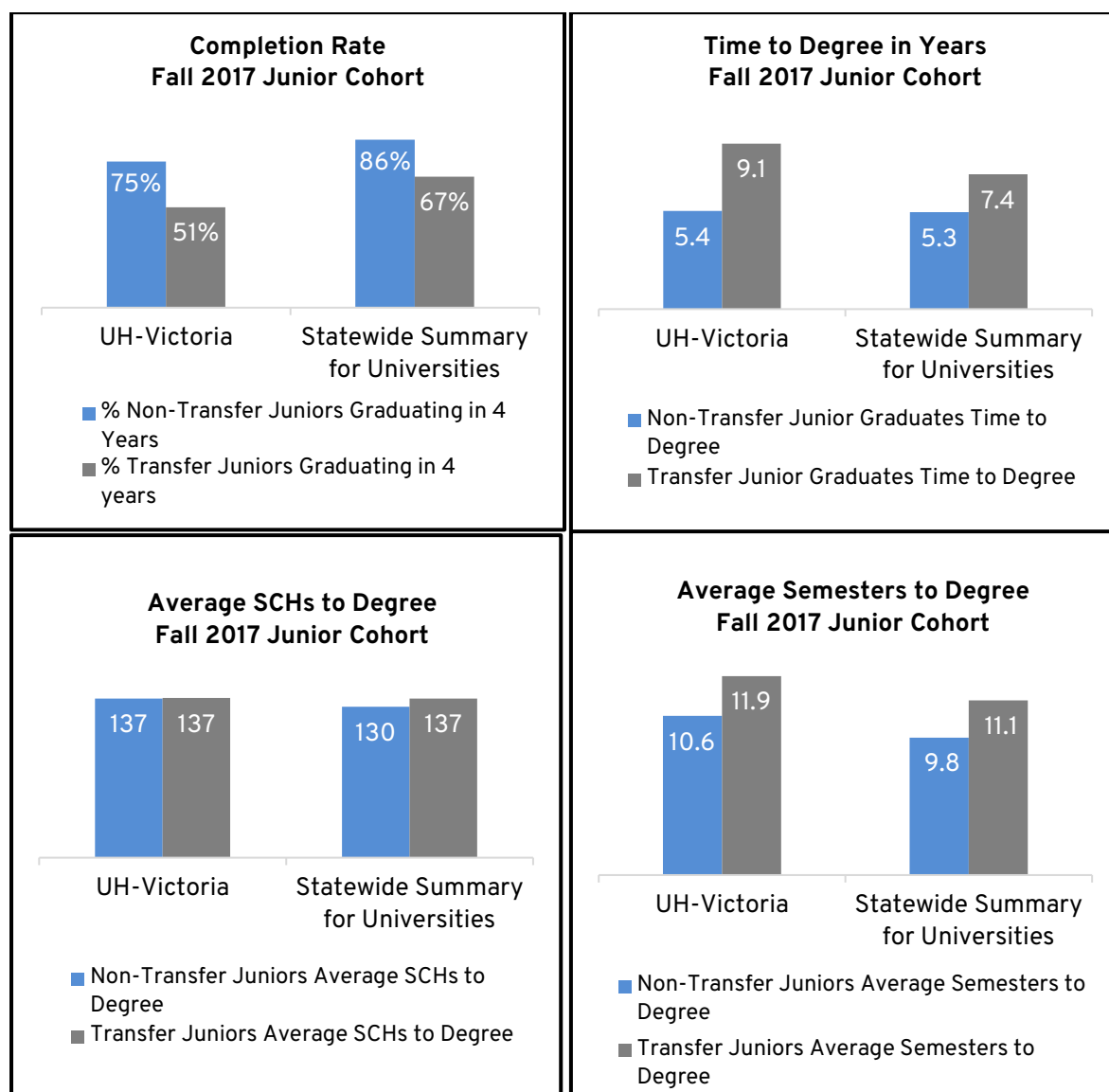
University of Houston-Downtown



The University of Houston-Downtown (UH-Downtown) was founded in 1974 as a four-year institution to serve the city's workforce. Most of UH-Downtown's transfer students come from Houston metropolitan area community colleges.

The most problematic barrier to transfer for UH-Downtown in this year's report is the lack of financial support for transfer students, followed by insufficient staff and/or resources to support efficient transfer.

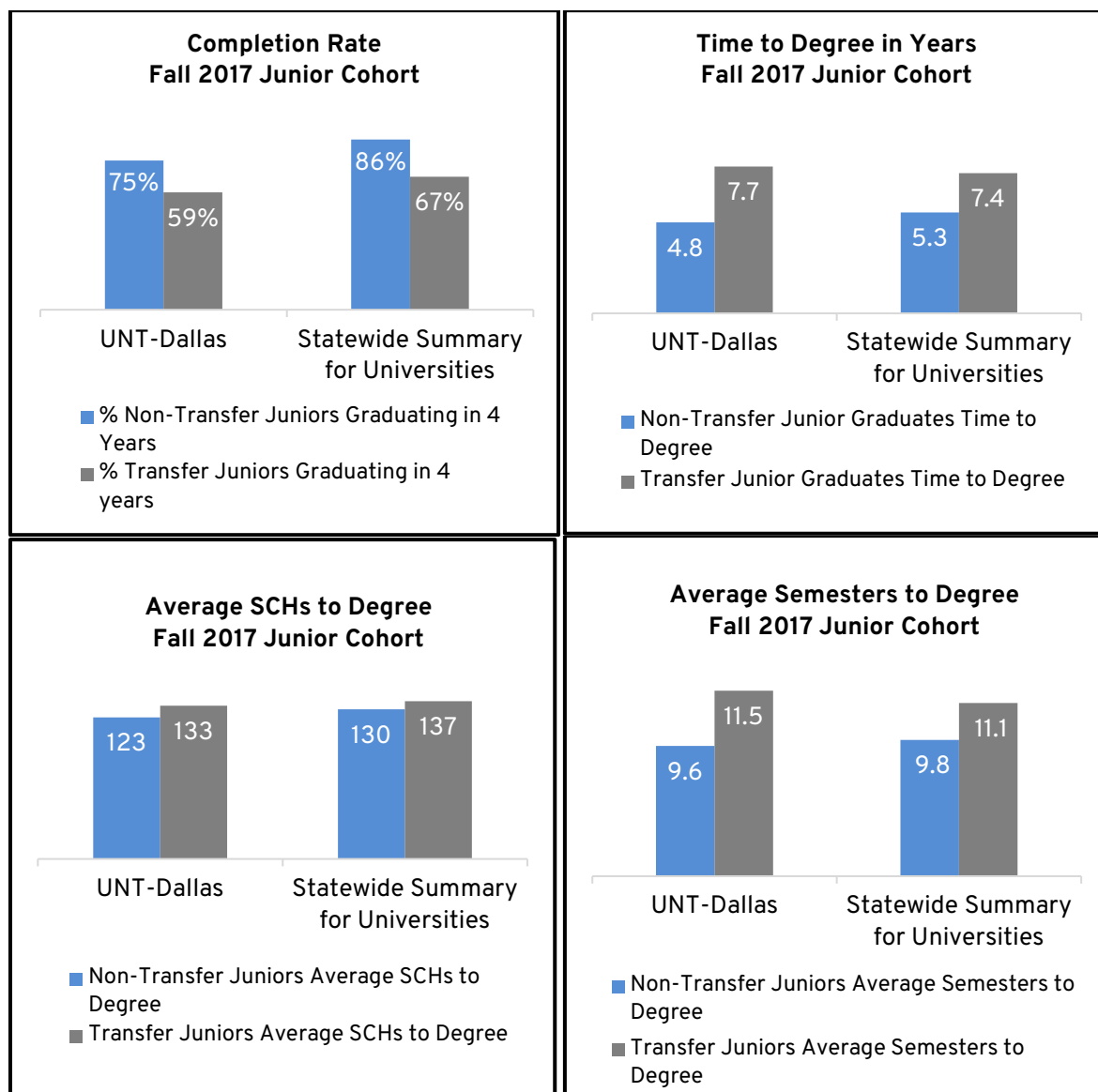
University of Houston-Victoria



The University of Houston-Victoria (UH-Victoria) admitted its first freshman cohort in 2010. Transfer students to UH-Victoria come primarily from Houston Community College, Victoria College, and Wharton County Junior College. UH-Victoria is designated as a Hispanic-Serving Institution by the U.S. Department of Education.

UH-Victoria states that its most significant barrier to transfer is students being advised to complete associate's degrees that include courses not applicable to bachelor's programs.

University of North Texas-Dallas



University of North Texas-Dallas (UNT-Dallas) receives transfers from several community colleges. Most of its transfer students come from Dallas County Community College District campuses.

As its top barrier to smooth transfer, North Texas-Dallas has consistently listed excessive hours accrued before transfer as the most problematic. Inaccurate or inadequate advising students received before transfer is also listed as an additional barrier to transfer.

Comprehensive Institutions

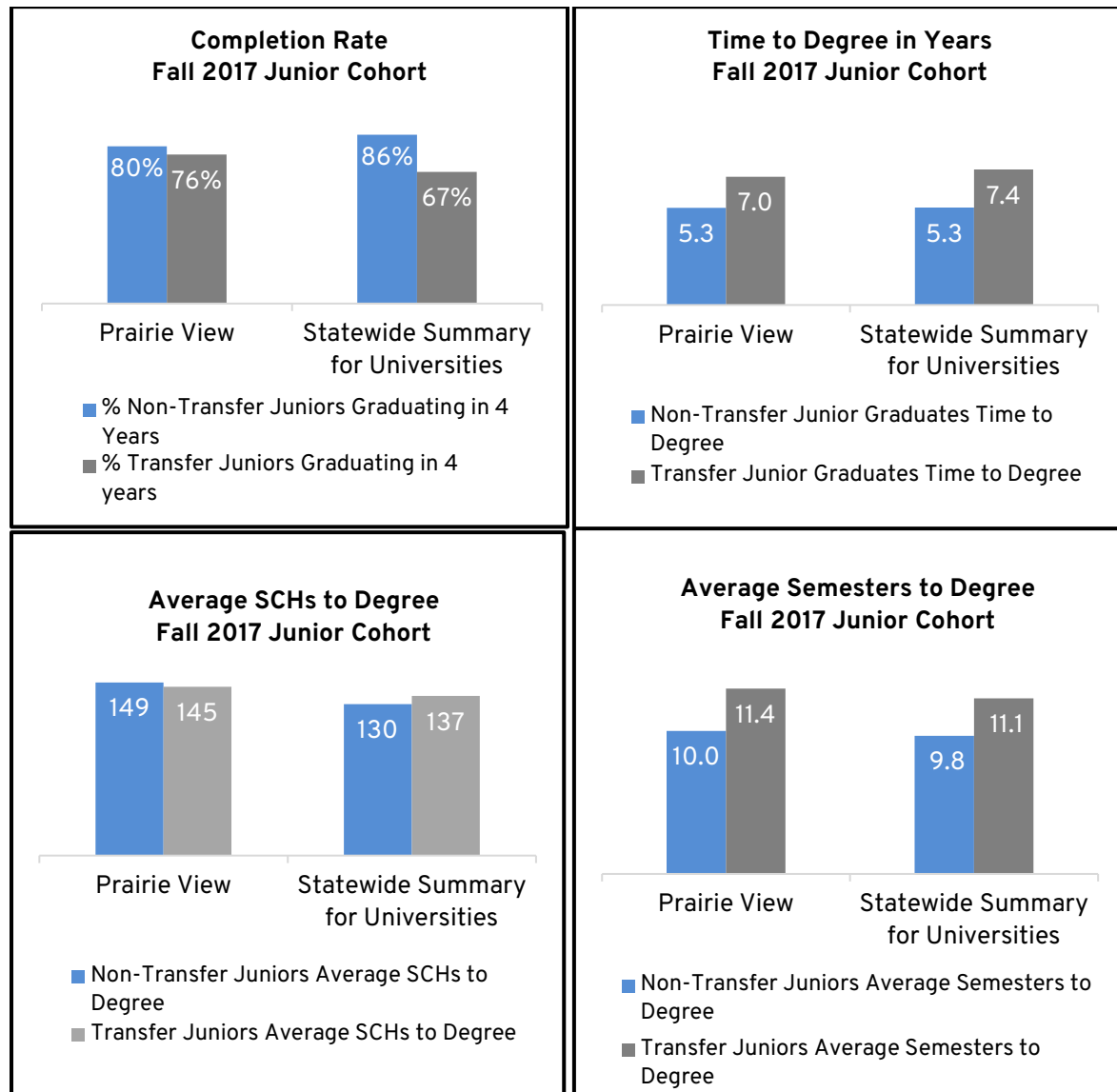
Lamar University



Lamar University (Lamar) serves the Southeast corner of Texas near the border with Louisiana. Transfer students at Lamar primarily come from Lamar State Colleges and the Lamar Institute of Technology. Houston-area community college systems also send students.

Lamar cited inaccurate or inadequate advising at the community colleges as the top barrier to transfer, followed by the related issue of students transferring with excess semester credit hours.

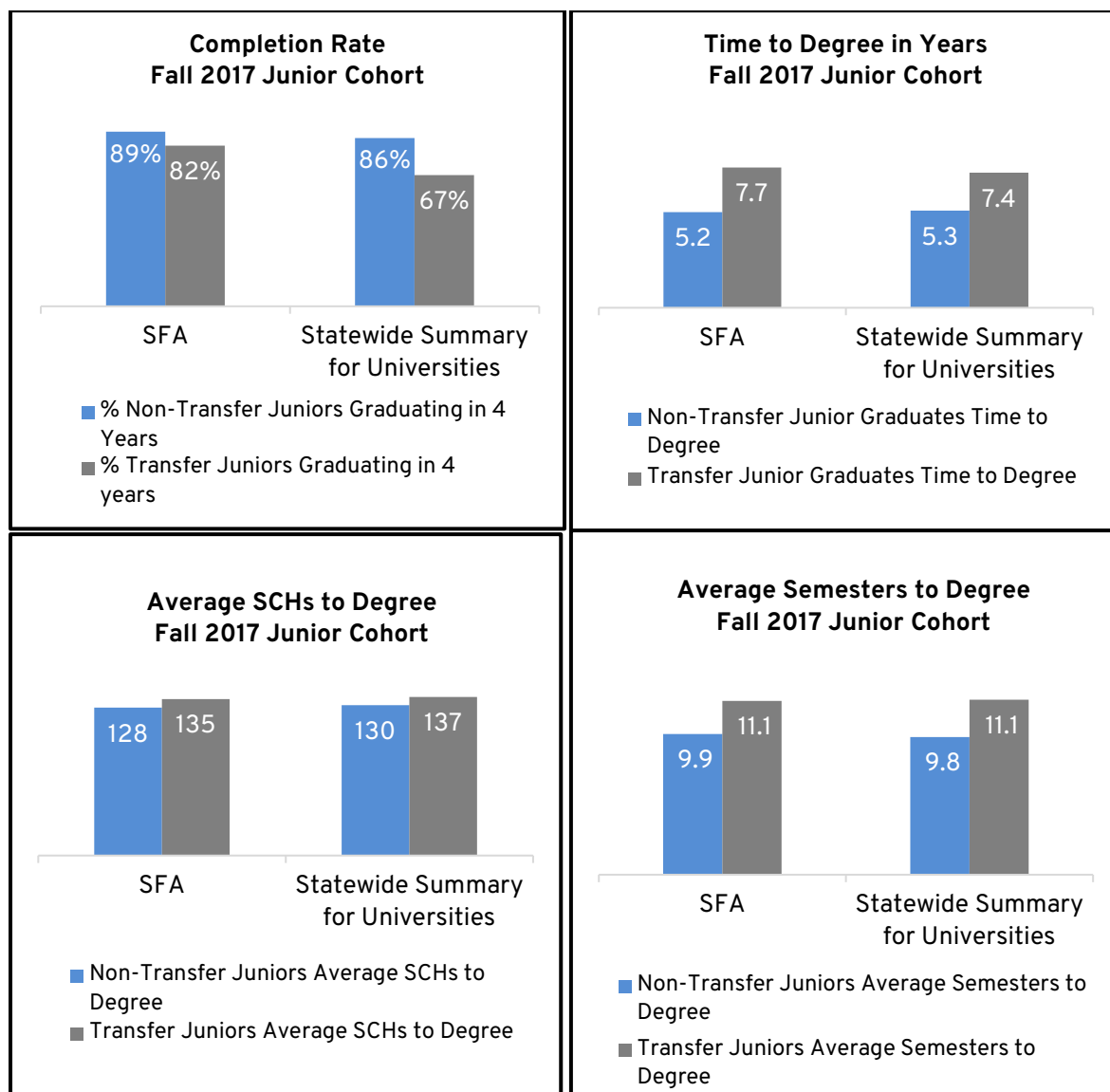
Prairie View A&M University



Prairie View A&M University (Prairie View) is an historically Black institution and one of the oldest colleges in Texas. Prairie View has traditionally enrolled many more first-time-in-college students than community college transfer students. The primary feeder colleges for Prairie View are the large districts of Houston Community College and Lone Star College.

Insufficient resources at the institution to facilitate seamless transfer of students from community colleges is ranked as the most significant barrier faced by the institution.

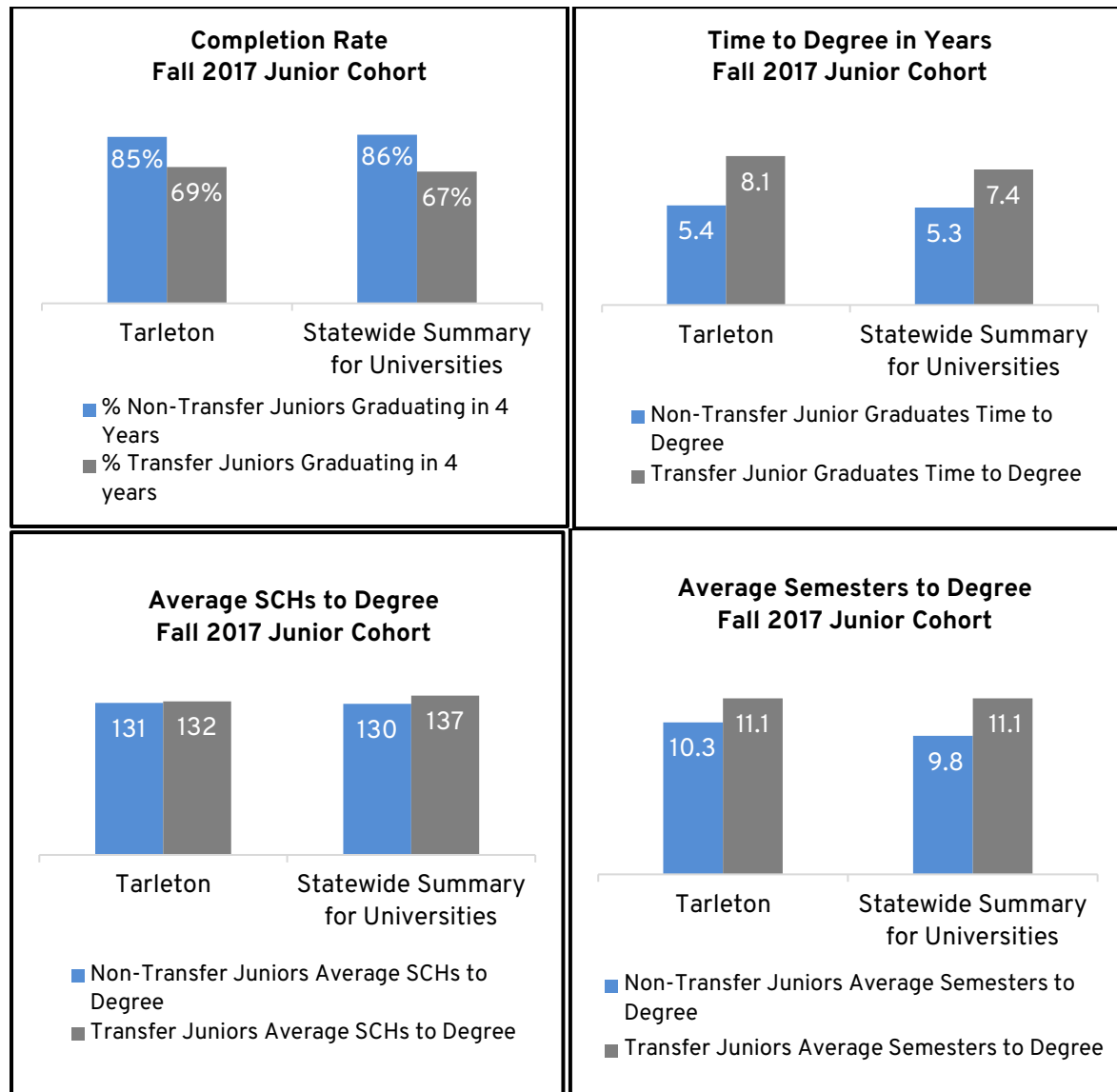
Stephen F. Austin State University



Stephen F. Austin State University (SFA) admits more first-time-in-college students than community college transfers each fall semester. While SFA receives transfer students from several community colleges, most of its community college transfer students come from nearby Angelina College. Kilgore College, Panola College, and Tyler Junior College also have many students transferring to SFA.

Among the many barriers to transfer identified by SFA, the most problematic is the lack of institutional resources to facilitate the process for students coming from community colleges.

Tarleton State University



Tarleton State University (Tarleton), located in Stephenville, accepts transfer students from across the state. Most of its transfer students are drawn from the North Central and Central Texas regions. Students from McLennan Community College, Weatherford College, Navarro College, Hill College, and campuses in the Tarrant County Community College District account for most transfer students to Tarleton.

The institution considers the lack of financial support for transfer students the most significant barrier to transfer.

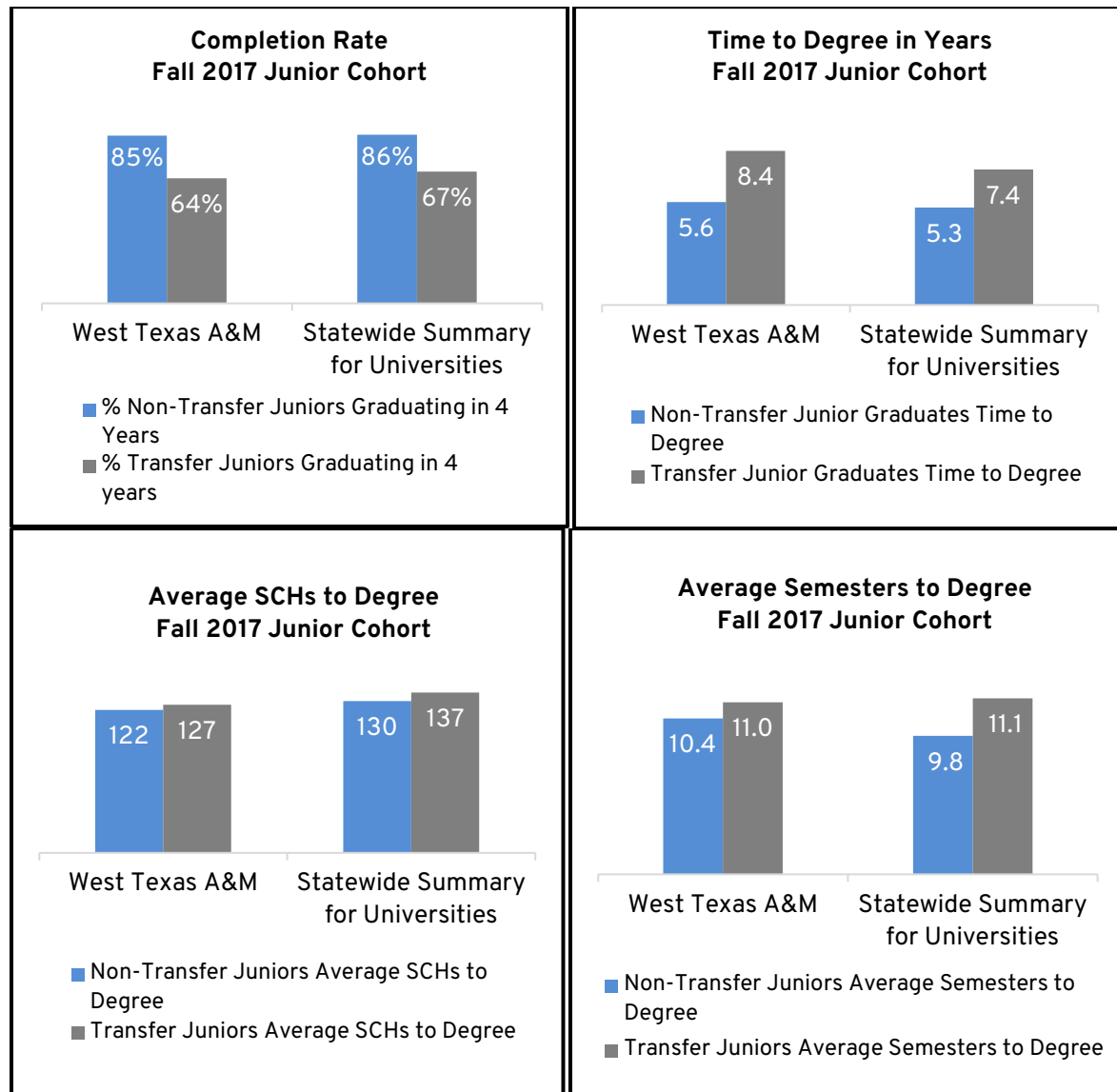
Texas A&M International University



Texas A&M International University (TAM-International) enrolls most of its community college transfers from Laredo Community College. Most of the students attending TAM-International are Hispanic, and there are more first-time-in-college students than community college transfer students enrolling each fall.

The institution names many barriers to transfer in this year's report and ranks as first the lack of financial support for transfer students.

West Texas A&M University

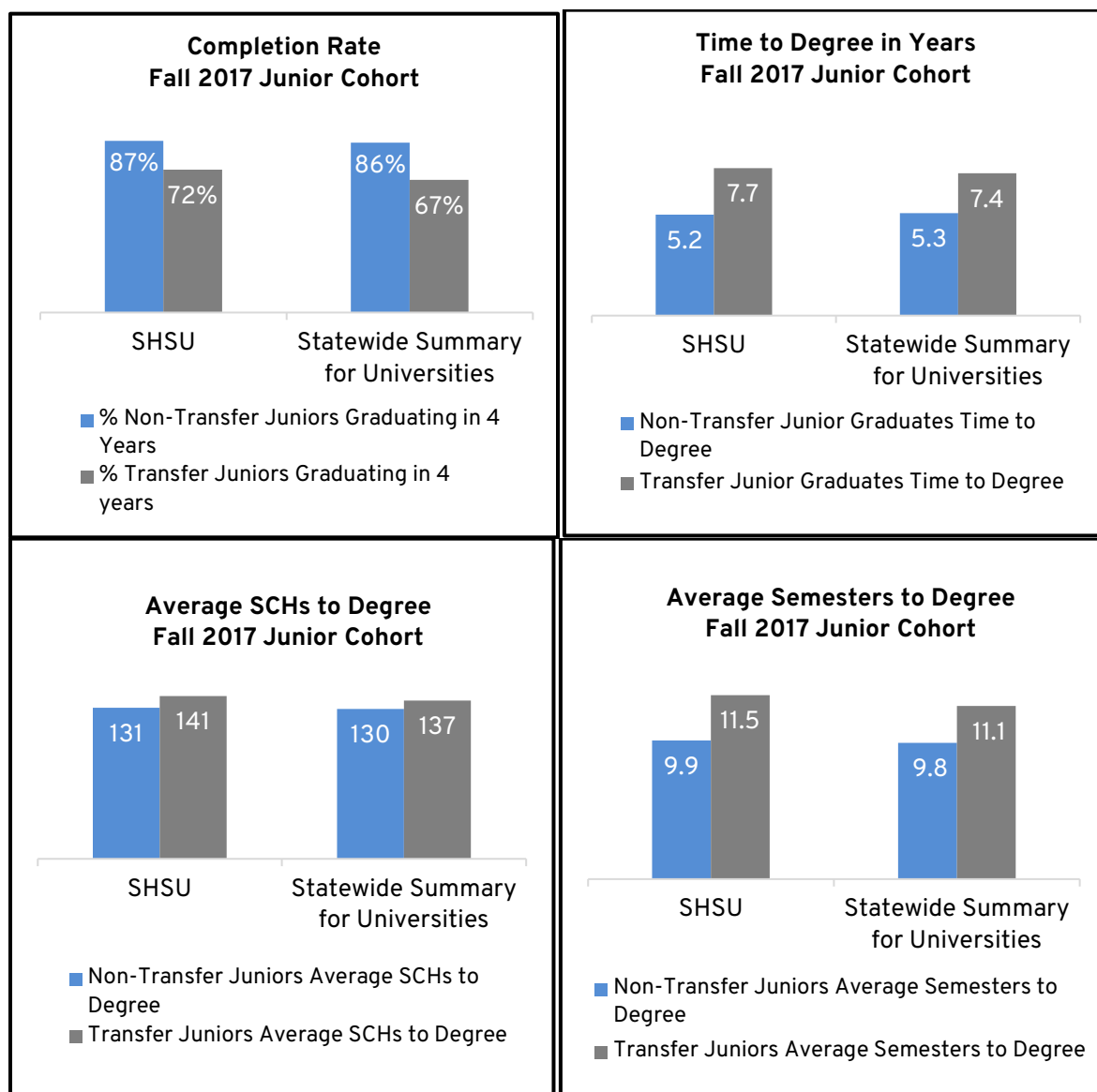


West Texas A&M University (West Texas A&M) in Canyon, Texas, accepts many community college transfer students from its closest feeder institution, Amarillo College. The main campuses of these two institutions are about 20 miles apart. Frank Philips College, which is about 70 miles from Canyon, also sends most of its transferring students to West Texas. The rest of West Texas A&M's community college transfer students come from all over Texas but in relatively small numbers from any one institution.

The top barriers to transfer reported by the institution concern advising students received prior to transfer.

Doctoral Institutions

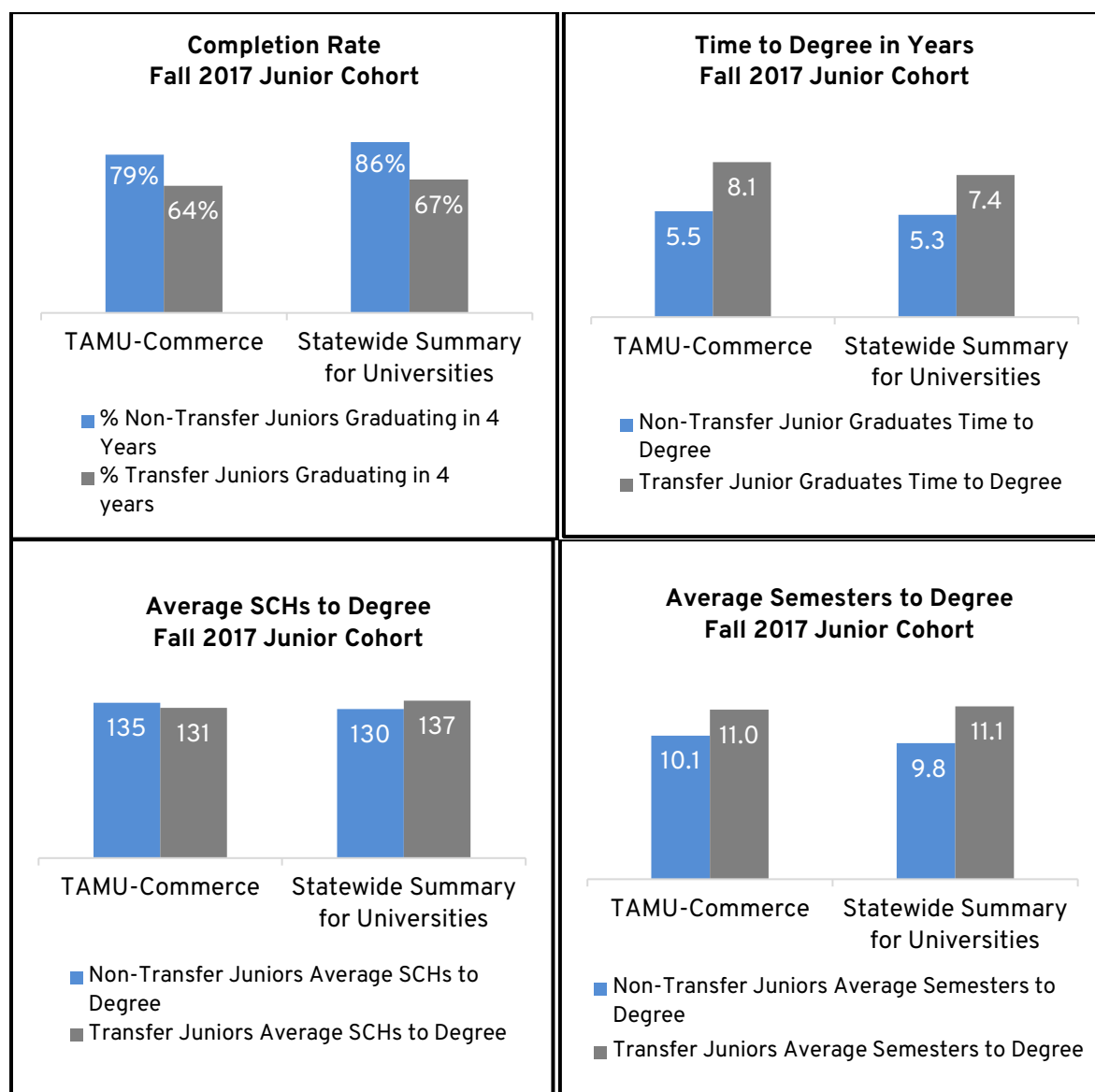
Sam Houston State University



Sam Houston State University (SHSU) enrolls transfer students from a very large number of two-year colleges across the state. However, most of its transfer students come from the Lone Star College System campuses near Houston and Blinn College with campuses in Brenham and Bryan.

SHSU's top-ranked barrier was insufficient staff and/or financial resources to facilitate transfer. Lack of funds was also listed as a barrier for transfer student financial aid.

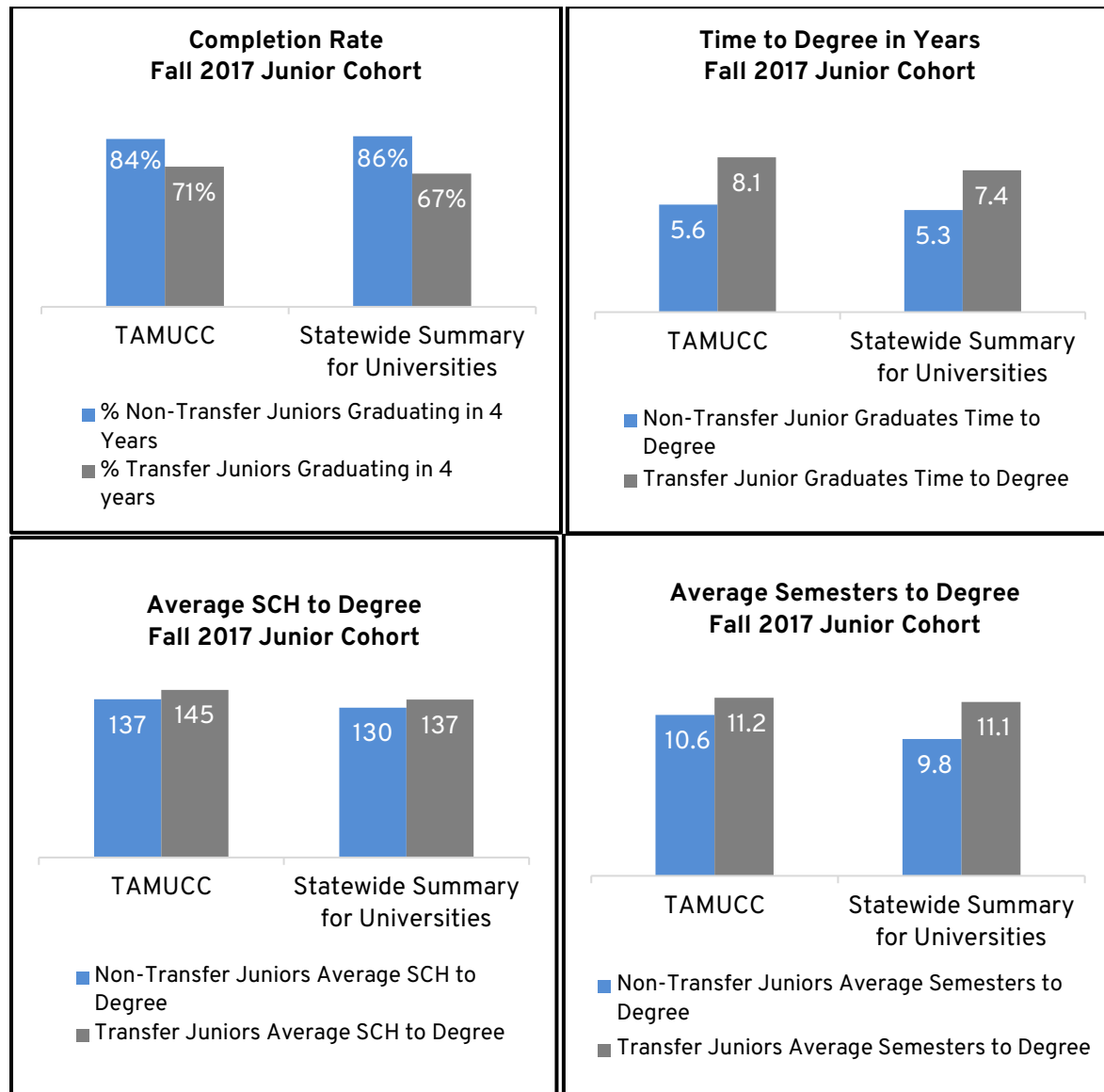
Texas A&M University-Commerce



Texas A&M University-Commerce (TAMU-Commerce) accepts transfer students from several two-year institutions, with most coming from the Metroplex or Northeast Texas area near Commerce. Students from Paris Junior College, Navarro College, Collin College, and the Dallas County Community College District account for most transfer students to TAMU-Commerce.

TAMU-Commerce listed the lack of financial aid support for transfer students as its top barrier to transfer. Lack of timely transcript evaluation was also listed as a barrier.

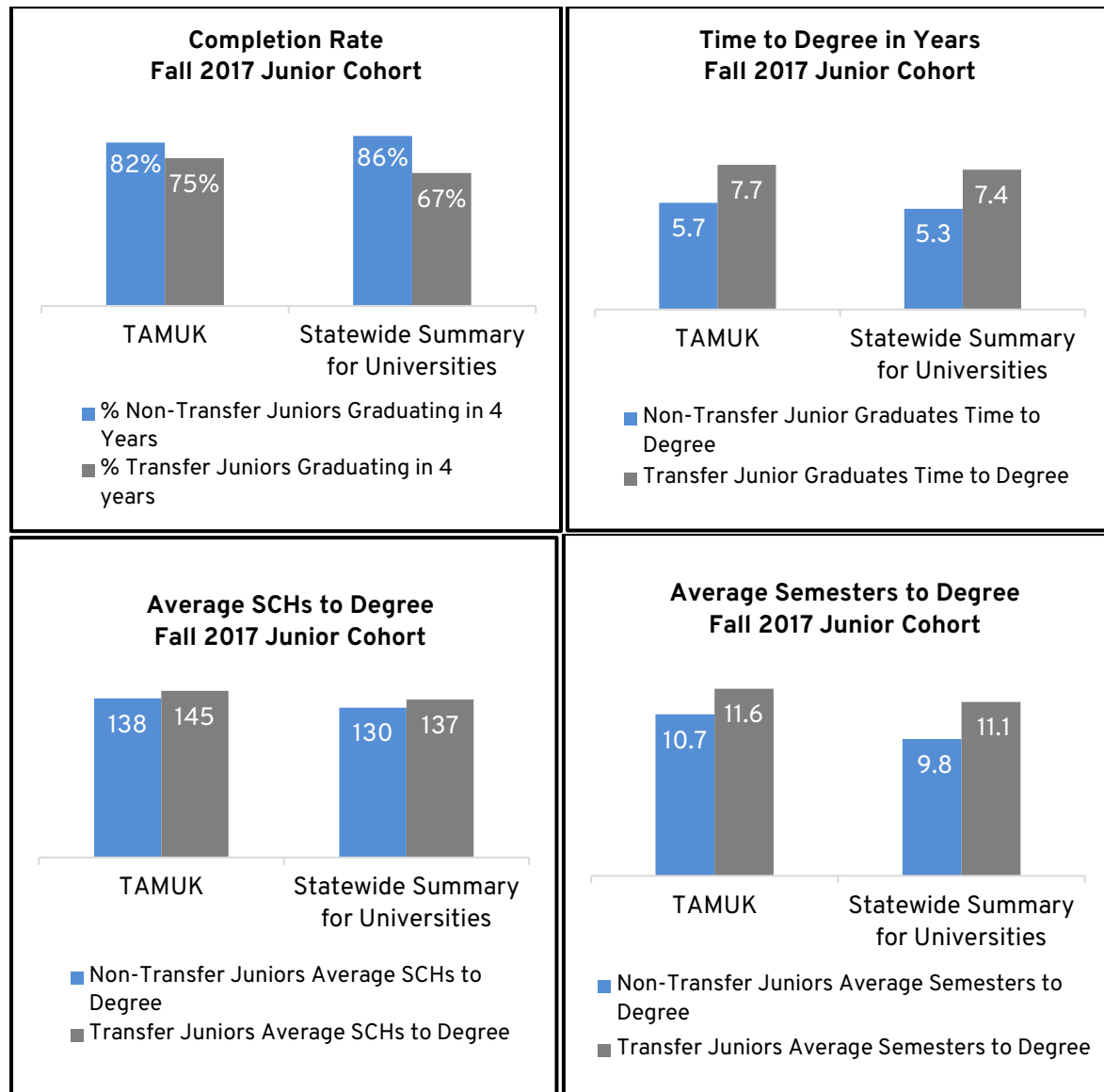
Texas A&M University-Corpus Christi



Texas A&M University-Corpus Christi (TAMU-Corpus Christi) attracts and enrolls more first-time-in-college students than first-time transfers from community colleges each fall. While TAMU-Corpus Christi community college transfer students come from all over the state, nearby Del Mar College is a primary feeder institution.

Students transferring with excessive semester credit hours and the lack of timely or accurate transcript evaluation were TAMU-Corpus Christi's top barriers to transfer.

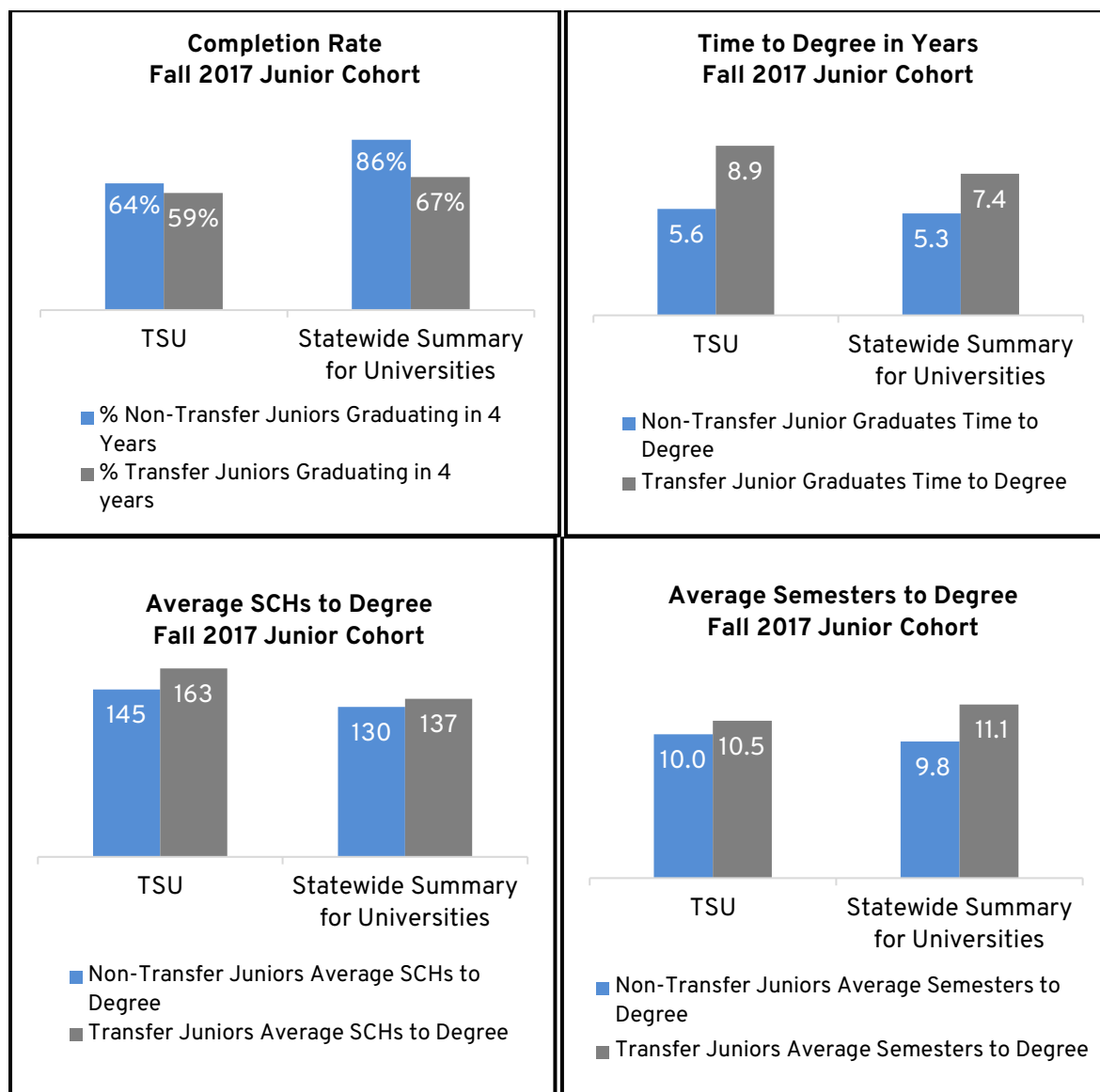
Texas A&M University-Kingsville



Texas A&M University-Kingsville (TAMU-Kingsville) serves the South Texas region, and its student population reflects the diversity of the area. Students from Coastal Bend College, Del Mar College, South Texas College, and Texas State Technical College-Harlingen account for most of the two-year college transfer students at TAMU-Kingsville.

TAMU-Kingsville identified the lack of financial support for transfer students as its top barrier to transfer, followed by students' interests in degree programs not offered by the institution.

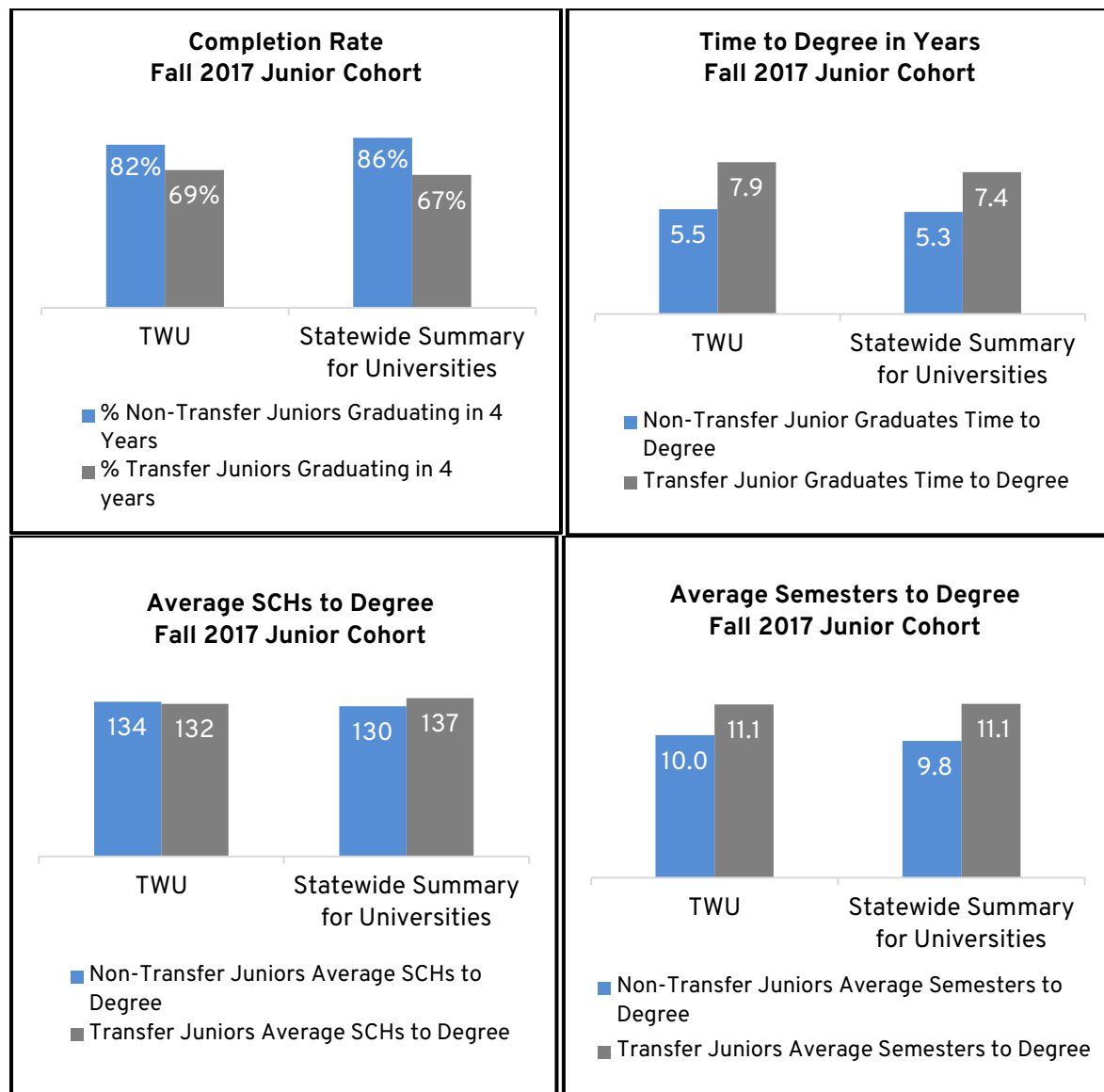
Texas Southern University



Texas Southern University (Texas Southern) is a historically Black institution located in the Greater Third Ward of Central Houston. Given its location, most of its transfer students come from nearby Houston Community College.

In this year's report, Texas Southern ranks insufficient staff and/or financial resources to facilitate transfer as its most significant barrier, along with the related problem of a lack of timely transfer evaluation.

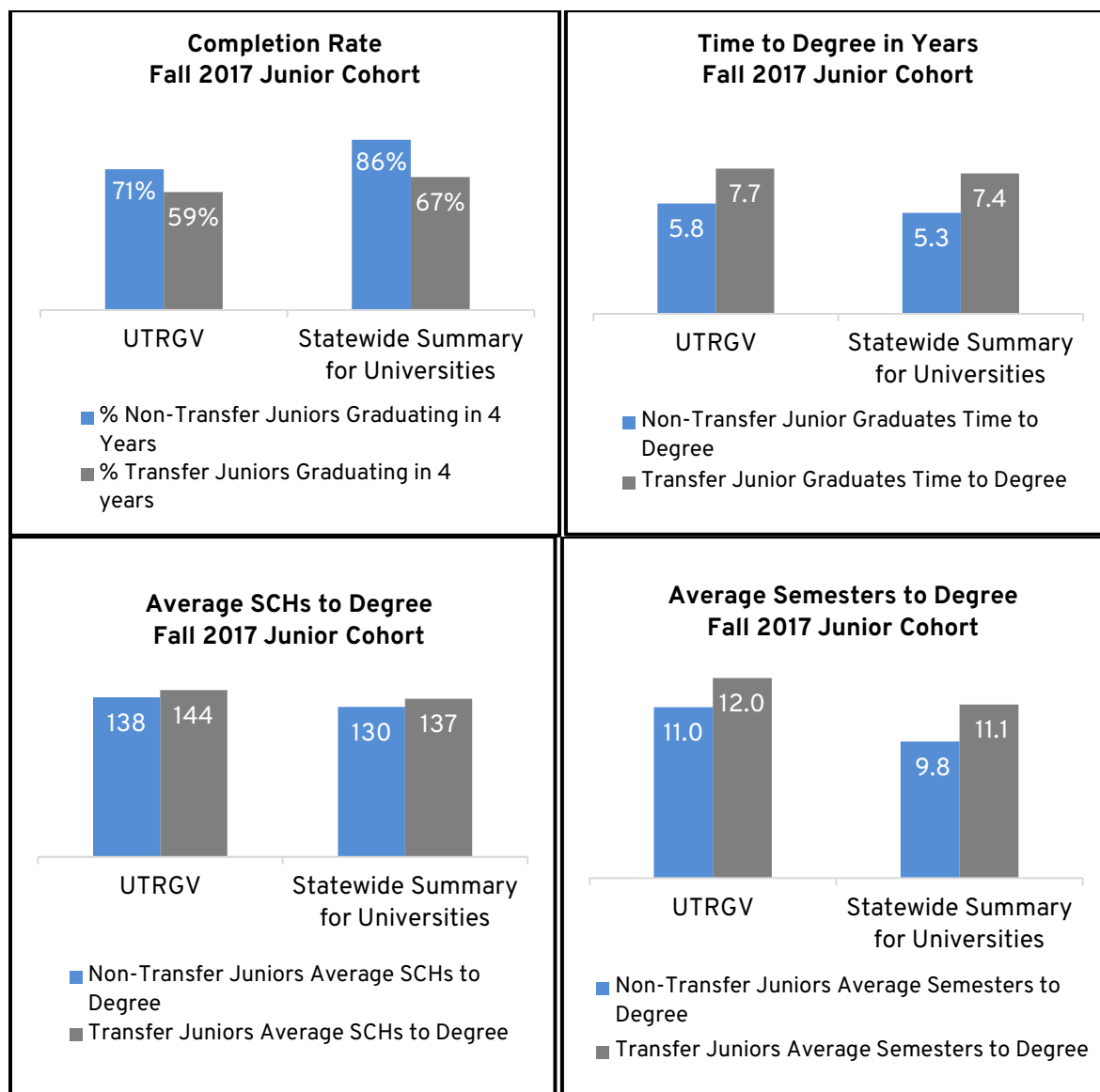
Texas Woman's University



Texas Woman's University (Texas Woman's) received transfer students from several two-year institutions, with most in the Metroplex or North Central Texas area near Denton. Students from North Central Texas College, Collin College, Tarrant County College, and the Dallas County Community College District campuses account for most of the transfer students at Texas Woman's.

The primary barrier to transfer named by Texas Woman's in this year's report concerns students not making decisions related to their majors.

The University of Texas Rio Grande Valley



The largest feeder institutions for The University of Texas Rio Grande Valley (UT-RGV) are South Texas College, Texas State Technical College-Harlingen, and Texas Southmost College.

UT-RGV has consistently listed the lack of institutional resources to facilitate the transfer process as the primary barrier to transfer. Additional barriers reported by the institution for this year include distance from areas with a large community college population and inadequate course scheduling to meet the needs of transfer students.

Emerging Research Institutions

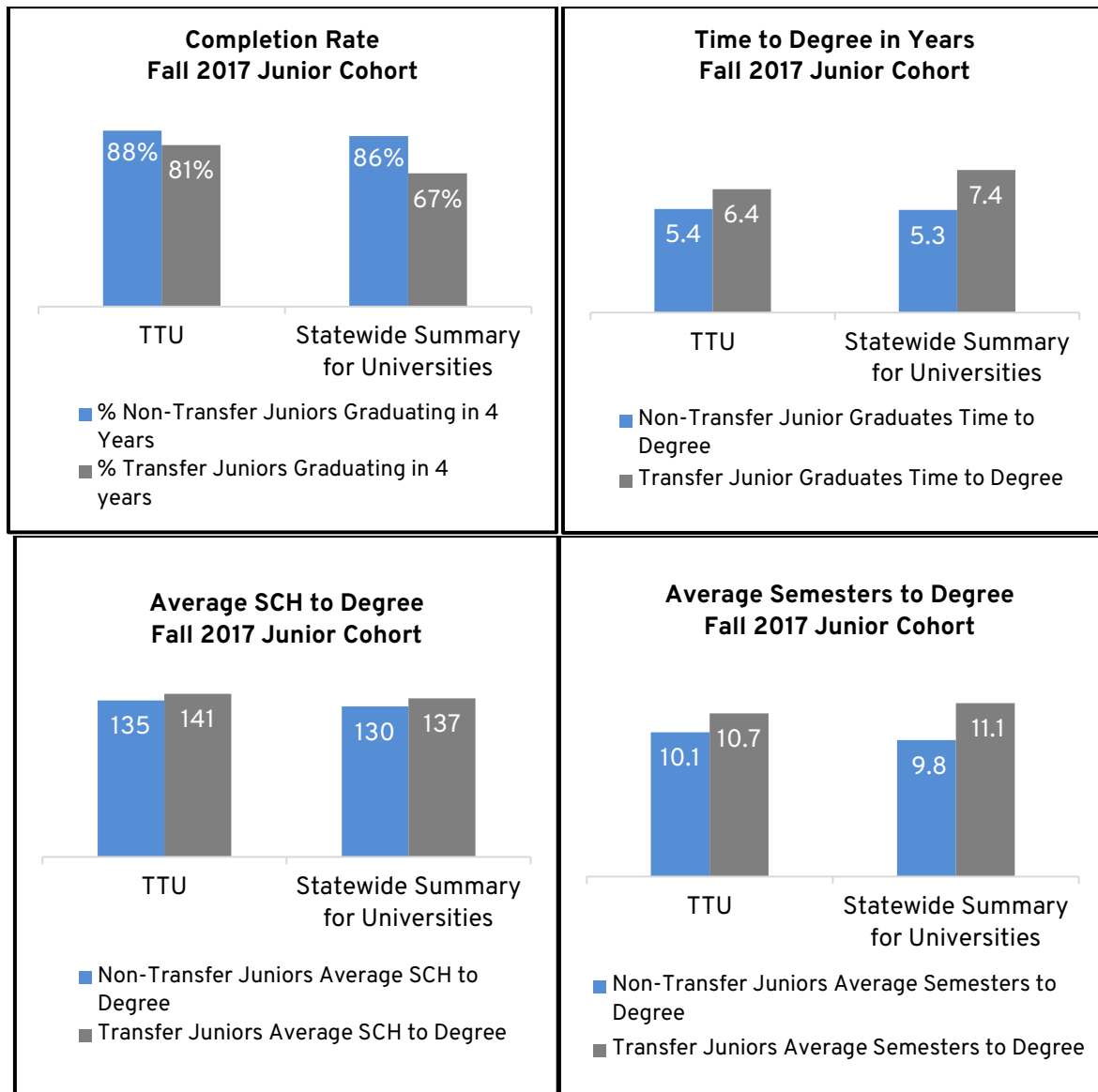
Texas State University



Texas State University (Texas State) enrolls transfer students from all over the state, with students representing multiple campuses of large community college districts as well as small- and medium-sized colleges in less urban locations. A large proportion of Texas State transfer students come from Austin Community College, and Texas State is the top transfer destination for ACC students.

The institution reports that students transferring with excessive hours and students entering still undecided about their majors as their primary barriers to a smooth transfer process.

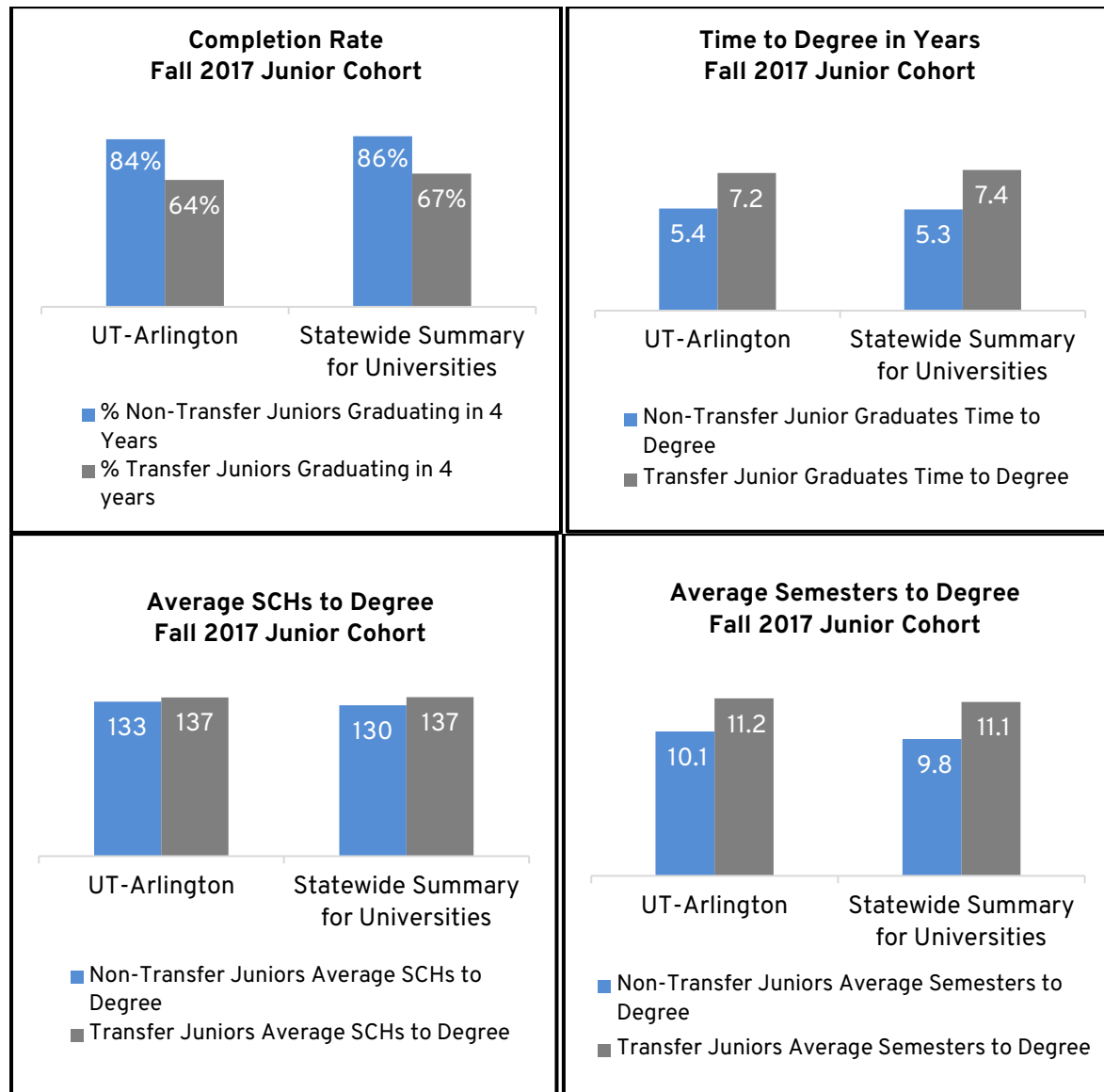
Texas Tech University



South Plains College is the single largest feeder for community college transfer students at Texas Tech University (Texas Tech), but Texas Tech is a popular destination for students from all parts of Texas and from both large and small community colleges.

The most significant barrier to transfer reported by Texas Tech is its distance from areas with a large community college student population.

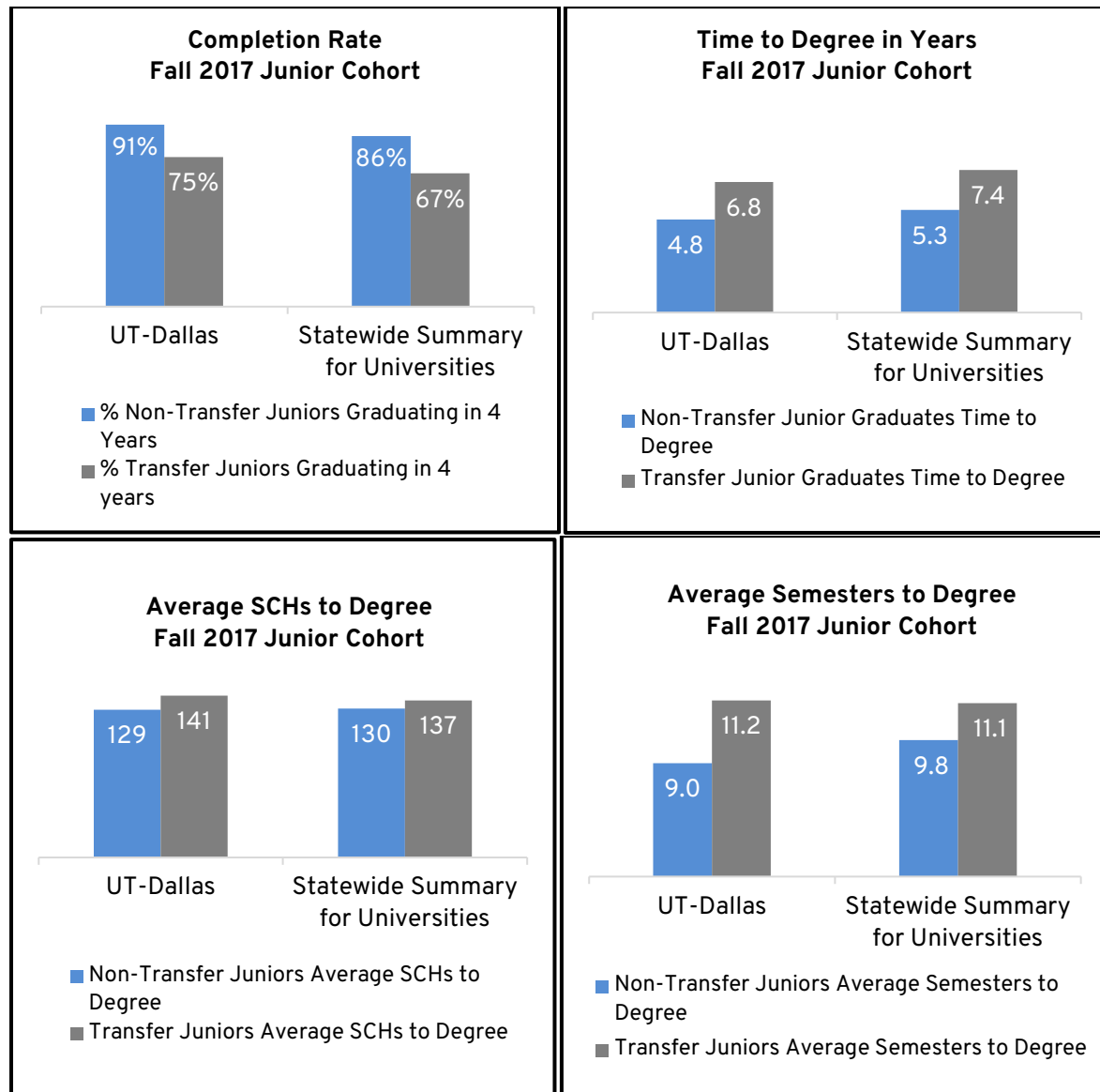
The University of Texas at Arlington



The University of Texas at Arlington (UT-Arlington) is in one of the state's major metropolitan areas and is in proximity to several higher education institutions. UT-Arlington receives most of its transfer students from Tarrant County Colleges and schools in the Dallas County Community College District.

For this year's report, UT-Arlington's top-ranked barrier to transfer was the lack of financial support for transfer students.

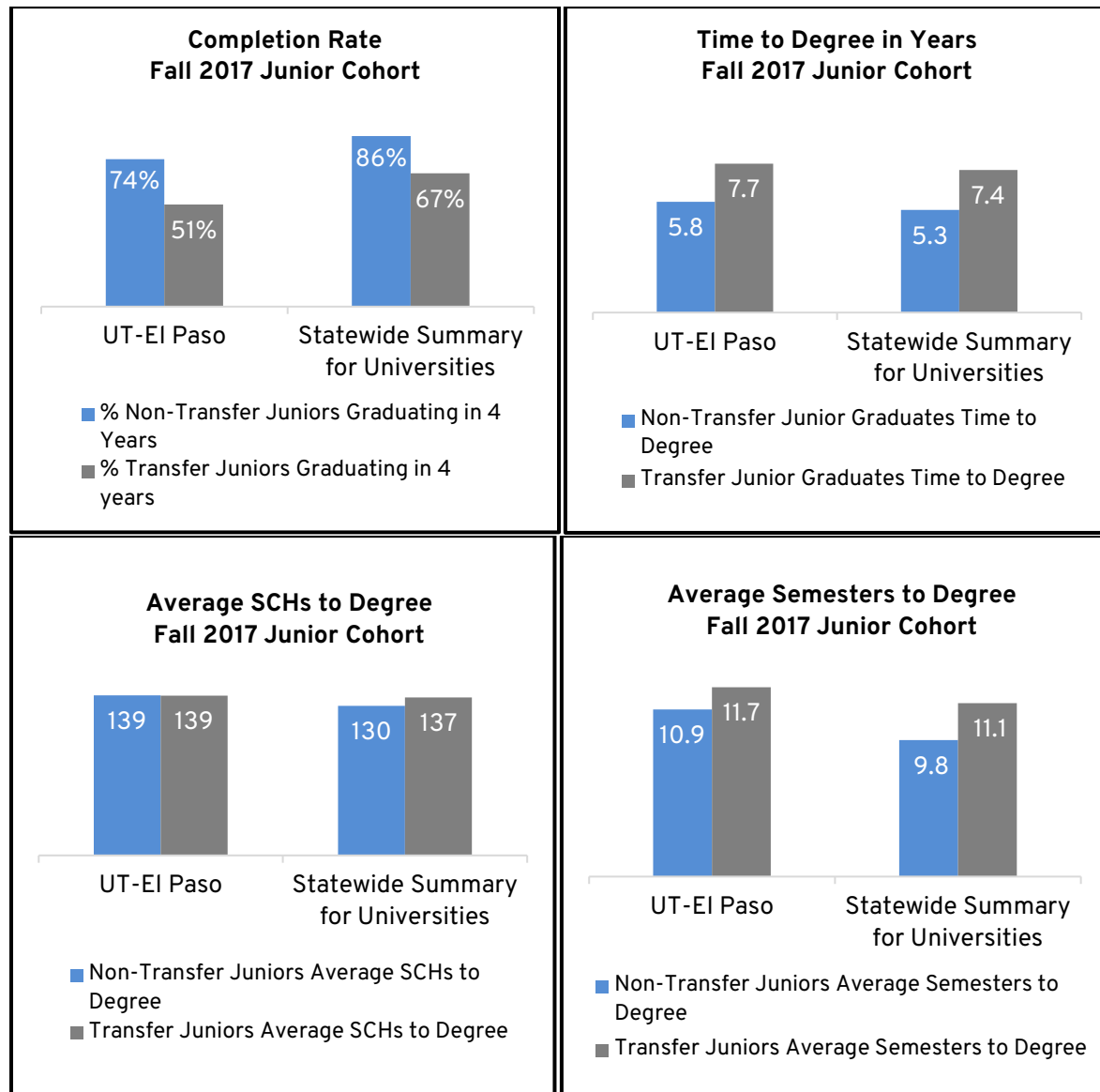
The University of Texas at Dallas



Students from Collin College and the Dallas County Community College District's campuses account for most community college transfer students to the University of Texas at Dallas (UT-Dallas). A number of higher education institutions, both private and public, are in the metropolitan area where UT-Dallas is located.

The primary barrier to seamless transfer for UT-Dallas was the lack of financial support for transfer students.

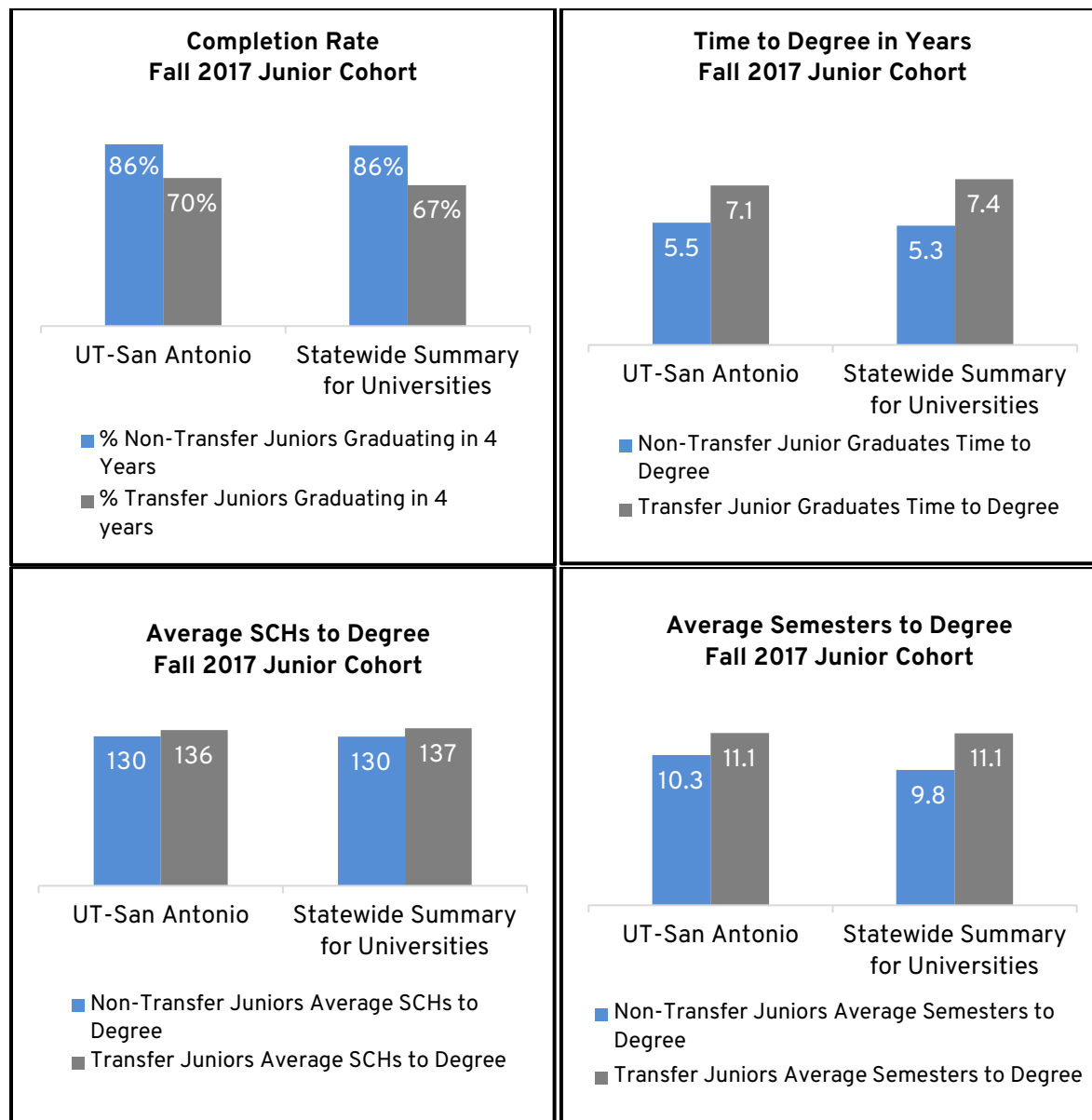
The University of Texas at El Paso



The University of Texas at El Paso (UT-EI Paso) has been in operation for over 100 years and serves a high-density population in a geographically isolated area. UT-EI Paso enrolls more first-time-in-college students than community college transfer students each fall semester. Most UT-EI Paso students are Hispanic, and the institution is the top destination for transfer students from El Paso Community College.

UT-EI Paso cited the lack of financial aid support for transfer students as their top barrier to seamless transfer, followed by the lack of timely transcript evaluation.

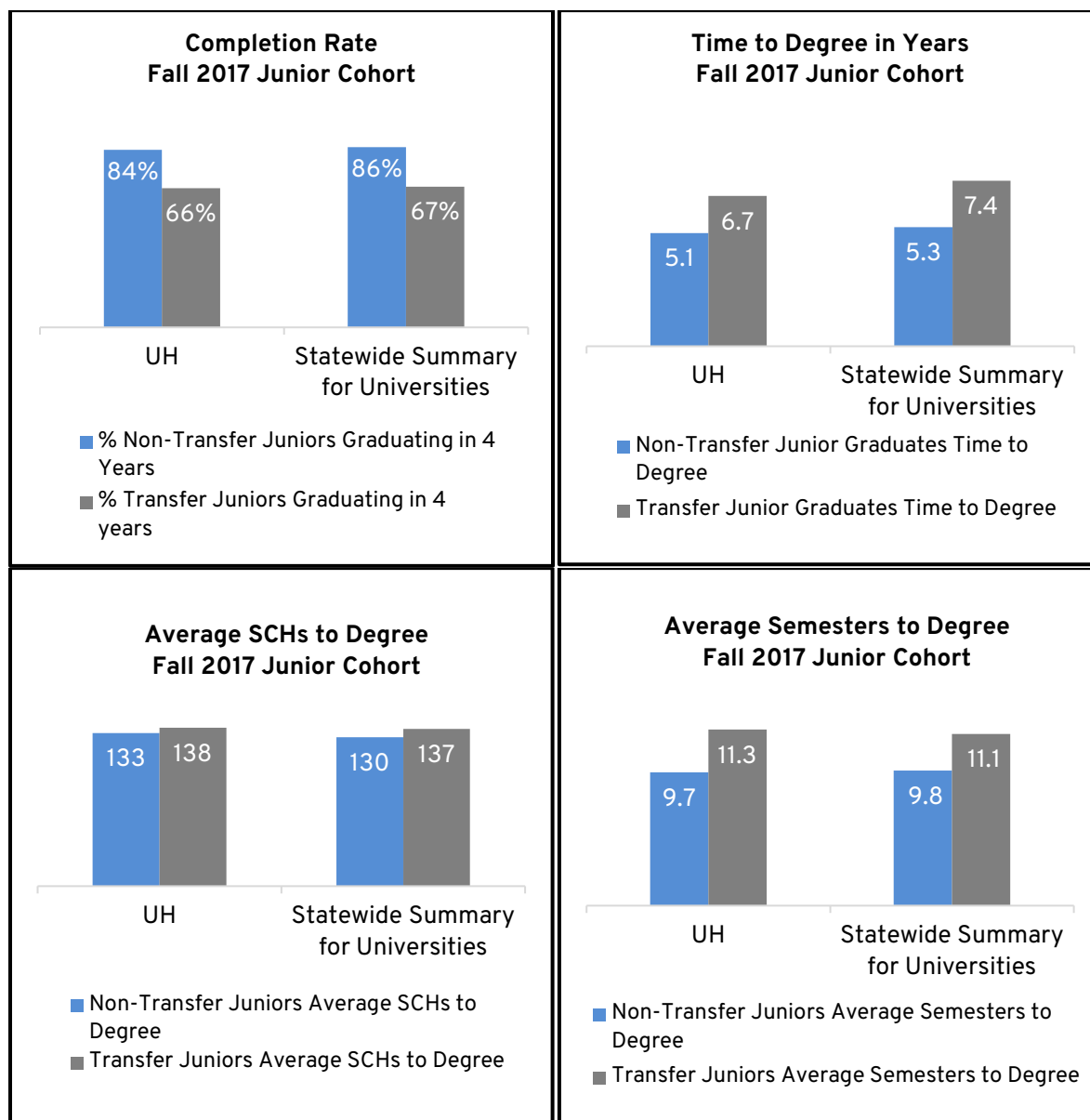
The University of Texas at San Antonio



The University of Texas at San Antonio (UT-San Antonio), established in 1969, is designated as a Hispanic-Serving Institution. Since its establishment, it has experienced strong and continuous growth both in student population and in academic programs offered. The majority of the institution's transfer students come from the Alamo Community College District.

UT-San Antonio ranked the lack of financial aid support for transfer students as its top barrier to transfer, followed by students transferring with excessive hours.

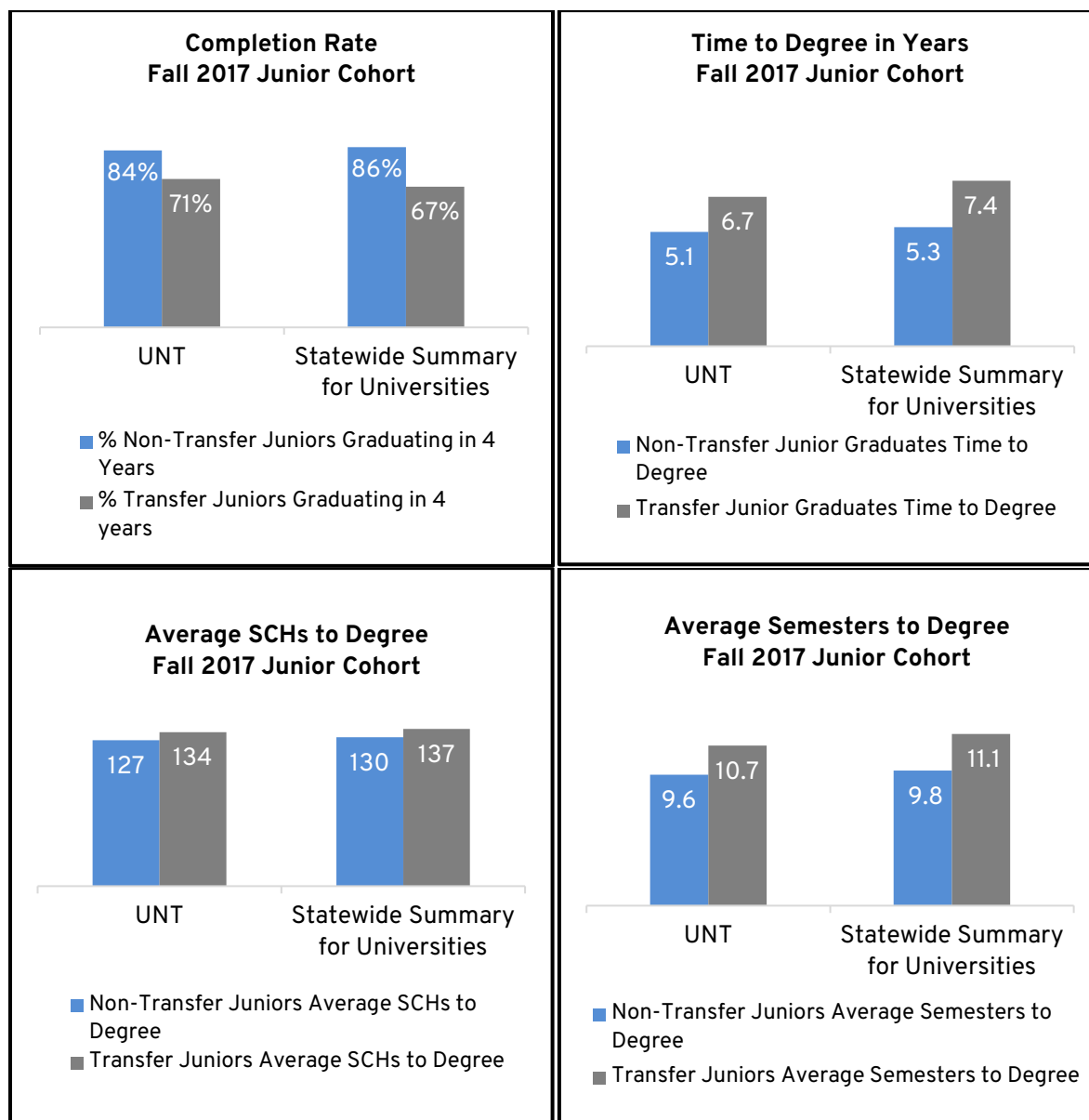
University of Houston



University of Houston (UH) accepts transfer students from several community colleges around the state. Most transfer students come from nearby Houston Community College and campuses in the Lone Star College System. UH also receives a high number of transfer students from the San Jacinto College campuses located in the Greater Houston area.

The institution has consistently reported that the lack of alignment between programmatic and institutional admission requirements is its most problematic barrier to transfer.

University of North Texas

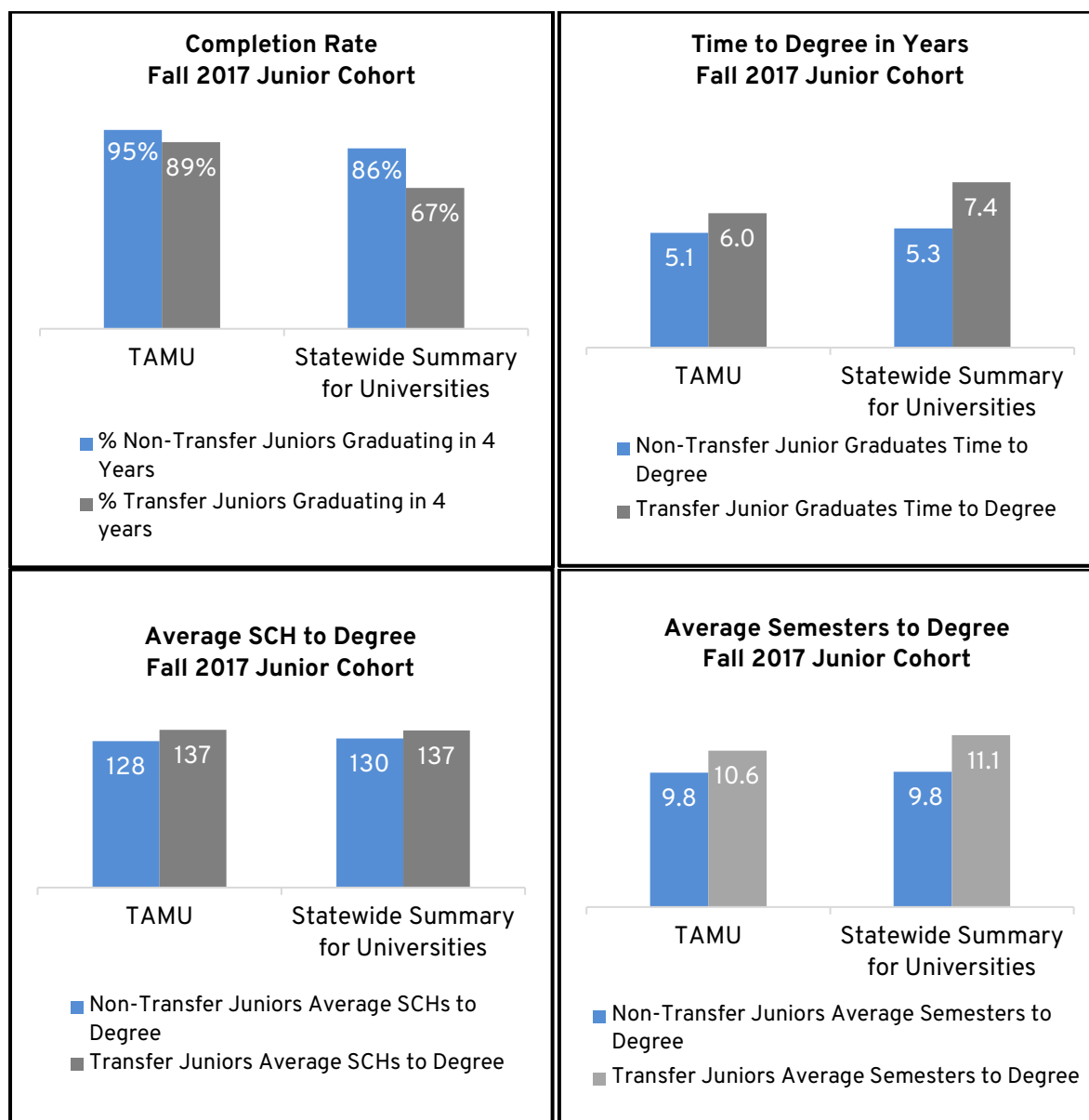


University of North Texas (UNT) enrolls transfer students from all over the state but primarily serves transfer students from surrounding community college systems. Transfers from Tarrant County College, Dallas County Community College District, Collin College, and North Central Texas College account for most of the community college students transferring to North Texas.

The institution lists multiple barriers to transfer in this year's report, with the most problematic being inaccurate or inadequate advising at community colleges and students' completion of an associate degree with courses that are not applicable to the bachelor's degree.

Research Institutions

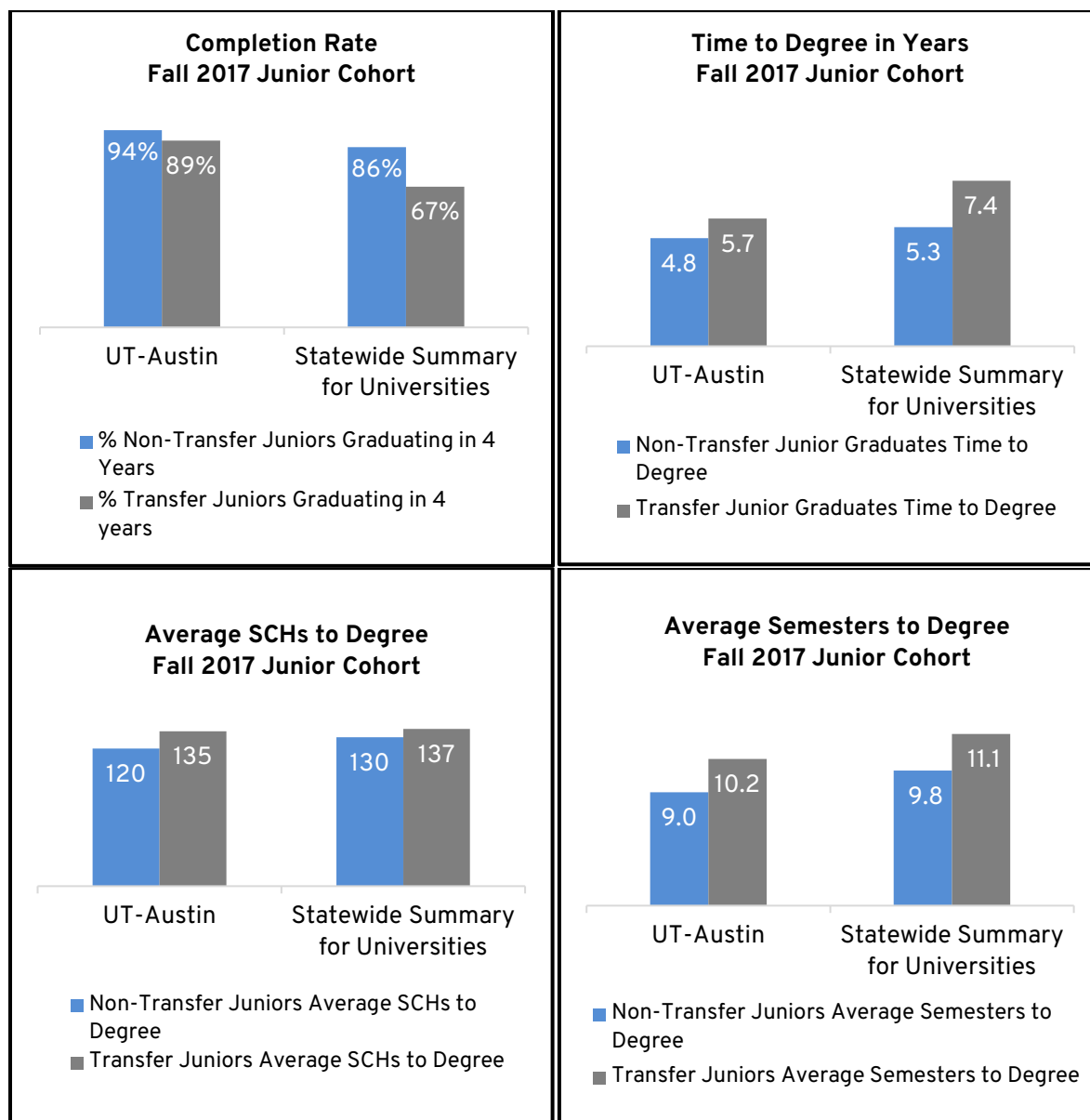
Texas A&M University



As a Tier 1 institution, Texas A&M University (TAMU) is selective in its admissions, and this selectivity is reflected in the relatively small number of community college transfer students who are admitted.

TAMU has consistently reported the advising students receive before transfer as a significant barrier to seamless transfer.

The University of Texas at Austin



As a Tier 1 institution, The University of Texas at Austin (UT-Austin) is selective in its admissions, and this selectivity is reflected in the relatively small number of community college transfer students who are admitted. Students from Austin Community College account for one-third to one-half of the first-time transfer students at UT-Austin. Community college transfer students attending UT-Austin also frequently come from the urban community colleges of the Dallas-Fort Worth Metroplex, Houston metropolitan area, and San Antonio. The time to degree for UT-Austin's transfer students was the best in the state at 5.7 years.

For this year's report, the primary barrier to transfer for UT-Austin, as in previous years, concerns program capacity at the institution. The second-ranked barrier was transfer students unprepared for the rigor of university work.

Appendix B: The General Appropriations Act, Senate Bill 1, Article III, Special Provisions Relating Only to State Agencies of Higher Education Section 47, 87th Texas Legislature Regular Session

Sec. 47. 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.

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Appendix C: Transfer Survey Instrument 2021

Community College Transfer Student Report Survey 2022

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.

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

You do not have to complete the survey in one sitting—Qualtrics will automatically save your progress and return to where you stopped the next time you access the online survey. However, it may be helpful for you to make a note of 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/texas-general-academic-institutions-increasing-successful-community-college-transfer-fall-2021/>*

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 2022?
___ Yes, and number: ____
___ No
___ Community college transfer students are not tracked separately.

2. Does your institution have a spring 2023 retention goal for the number of community college students who transferred in fall 2022?
- ☐ 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
5. Do your institution's academic advisors receive training specific to transfer students?
- ☐ Yes
- ☐ No

B. Orientation

6. 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.

(If response to question 6 is "No, transfer students are not offered an orientation," then go to C. Outreach and Success Programs.)

7. Check the activities/information provided during orientation (in person or virtual) that includes transfer students. [Select all that apply.]
- ☐ Advising with professional advisors
- ☐ Advising with faculty advisors

- ☐ Financial aid advising
- ☐ Registration
- ☐ Student organizations
- ☐ Assignment of student mentors
- ☐ Assignment of faculty/staff mentors
- ☐ Meetings specific to academic program majors
- ☐ Career services
- ☐ Housing information
- ☐ Health services information
- ☐ Mental health/counseling services
- ☐ Campus safety/security information
- ☐ Campus tour
- ☐ Food services/meals
- ☐ Parent/family participation
- ☐ Testing

C. Outreach and Success Programs

8. Which of the following student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2021-2022 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.

9. List and briefly describe outreach recruitment programs to increase enrollment (numbers) of transfer students initiated for the first time in 2021-2022. (Please limit your response to 600 characters.)

10. 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

11. [Skip this question if no service/activity is selected for Question 10.] Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)
12. List and briefly describe student success programs initiated for the first time in 2021-2022 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Self-Assessment of Programs/Services for Transfer Students

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1,000 characters for each area.)
- a. Number (enrollment)
 - b. Persistence (retention)
 - c. Success (completion)

D. Website

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

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

☐ Yes
☐ No

(If response to question 15 is no, go to question 17.)

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2021-2022 school year. (Use whole numbers for all the responses below.)

Total amount awarded	\$
Percent of new transfer students who were recipients	%
Average annual award per student	\$

Transfer Pathways

A. Transfer Policy

17. Has the minimum GPA for transfer admissions changed from the 2020-2021 requirement?

☐ Yes (describe change and reason for the change) _____
☐ No

18. Have the minimum semester credit hours for transfer admissions changed from the 2020-2021 requirement?

☐ Yes (describe change and reason for the change) _____
☐ No

19. Has the academic residency in semester credit hours required for graduation changed from the 2020-2021 requirement?

☐ Yes (describe change and reason for the change) _____
☐ No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from the limit in 2020-2021?

☐ Yes (describe change and reason for the change) _____
☐ No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

	INCLUSION IN CALCULATIONS/ RECORDS		EXPLANATION
	Yes	No	Response
Calculation of transfer earned hours			
Calculation for the transfer GPA for admission			
Student's record in the student information system			

B. 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.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2021-2022 school year?

_____ Yes

_____ No

(If response to question 22 is no, go to question 24.)

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2021-2022 school year.

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

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

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


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

28. Why does your institution participate in articulation agreements? (Please limit your response to 600 characters.)

C. Faculty Participation

29. 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 2021-2022 school year.

30. Rate the awareness of your institution's faculty for the following statewide initiatives intended to improve transfer outcomes from "Not Aware" at 1 to "Very Aware" at 4.

Statewide Initiative	Not Aware				Very Aware
	1	2	3	4	
Lower-Division Course Guide Manual (ACGM) Learning Outcomes Project to align Texas Common Course Numbering System (TCCNS) courses					
Texas Transfer Advisory Committee and Texas Transfer Field of Study Curriculum Framework					
Texas Core Curriculum					

31. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

- a. ACGM Learning Outcomes Project to align TCCNS courses
- b. Field of Study Curriculum
- c. Texas Core Curriculum

32. Explain how your institution has implemented each statewide initiative.

- a. ACGM Learning Outcomes Project to align TCCNS courses
- b. Field of Study Curriculum
- c. Texas Core Curriculum

D. Courses, Core, and Common Numbers

The TCCNS is the numbering system approved by the Texas Higher Education Coordinating Board and included in the ACGM for transferable academic courses that can be offered and funded at community colleges.

33. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?

____ Yes
____ No

34. Were any common course number equivalents removed from institutional courses during the 2021-2022 school year?

____ Yes (list courses and explain why)
____ No

35. Indicate the number of lower-division courses in your institution's 2021-2022 undergraduate catalog that fall into each of the categories in **bold** below. Note: This information is not reported in CBM reports. You may need to contact your institutional research office or office of the registrar to obtain these numbers.

Courses included in:	Number of lower-division courses with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or without a TCCNS number)
2021-2022 undergraduate catalog (core, major requirements, electives)		
University core curriculum		
Degree program major requirements		

36. Check the locations where information about the TCCNS and common course number equivalents are provided. [Check all that apply.]

- ☐ Catalog course descriptions (TCCNS course equivalents)
- ☐ Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- ☐ Catalog degree requirements (TCCNS course equivalents)
- ☐ Degree/curriculum guides (TCCNS course equivalents)
- ☐ Transfer admissions webpages (TCCNS course equivalents)
- ☐ Transfer admissions webpages (explanation and significance of the common course numbering system)
- ☐ All departmental webpages (TCCNS course equivalents)
- ☐ All departmental webpages (explanation and significance of the common course numbering system)
- ☐ Class schedule (TCCNS course equivalents)
- ☐ Recruitment materials (TCCNS course equivalents)
- ☐ Recruitment materials (explanation and significance of the common course numbering system)
- ☐ Student information system degree audit (TCCNS course equivalents)
- ☐ Additional locations or publications (please specify:)

IV. Barriers and Opportunities to Improve Transfer

37. Please select only those experienced at your institution, drag and drop those items from the list on the left that are applicable into the box on the right, and rank your selections based on how problematic the issues are at your institution, with “1” being the most problematic, “2” being the next most problematic, and so on. If all issues are selected, “15” will represent the least problematic. (The box will expand to accommodate all selected issues.) If an item does not relate to your institution, it can remain on the left.

- ☐ 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

38. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

39. During the 2021-2022 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

☐ Yes

☐ No (If response to question 39 is no, go to question 41.)

40. Please describe the systemic barriers to transfer which were addressed during the 2021-2022 school year and explain the resolution. (Please limit your response to 600 characters.)

41. 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.)

42. 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:
<http://highered.texas.gov>.

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