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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.

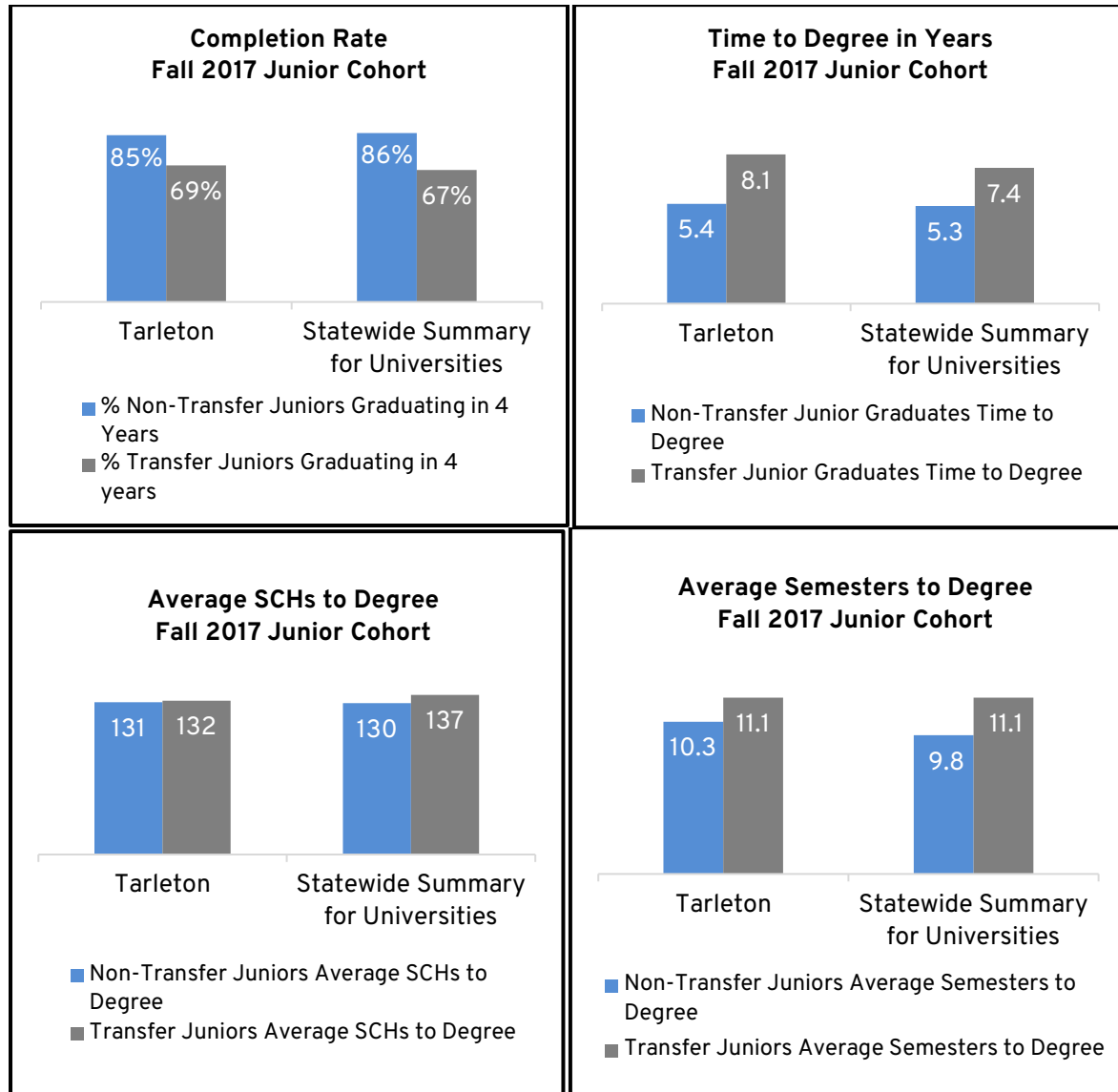
## Stephen F. Austin State University



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.

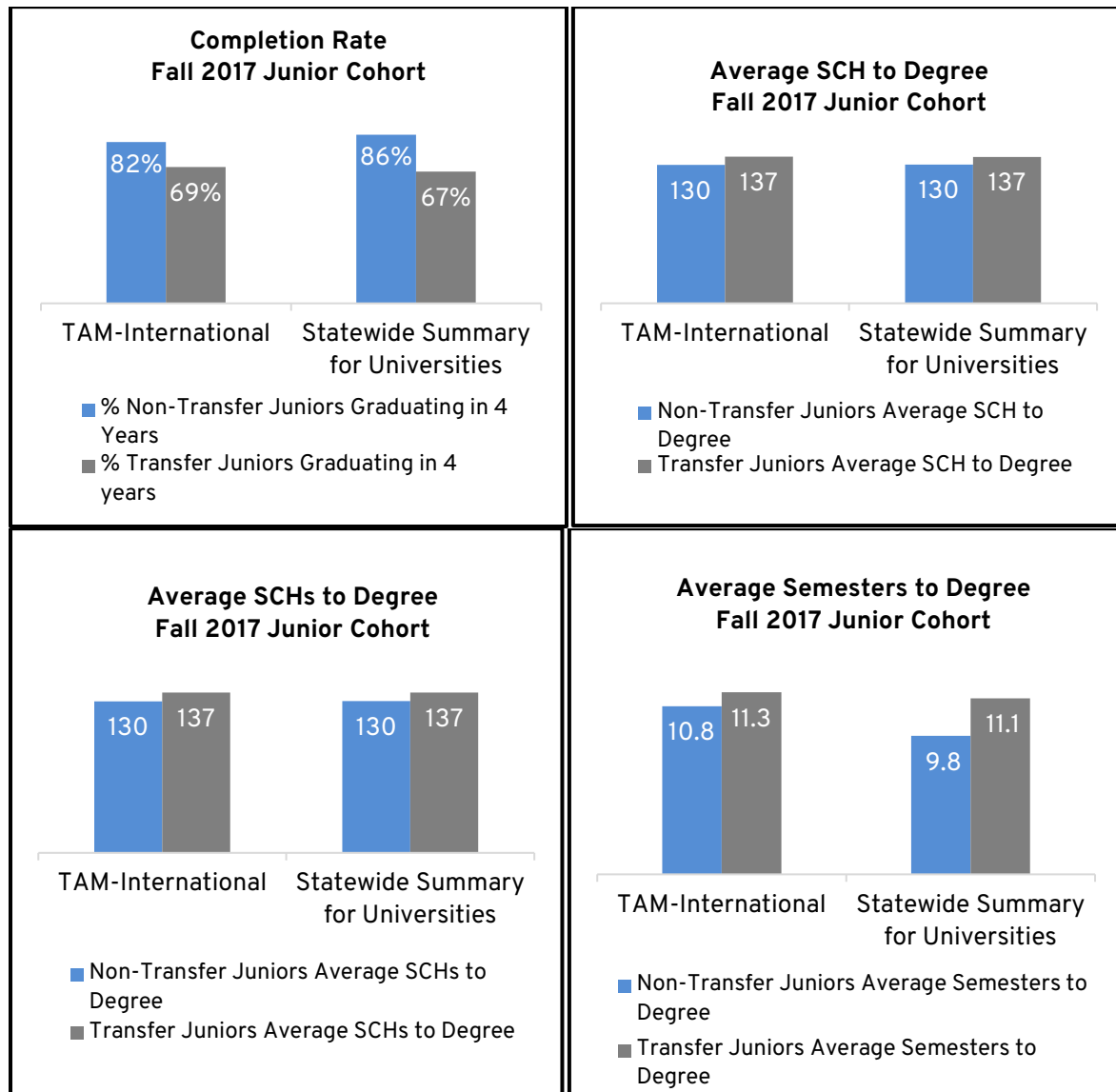
## Tarleton State University



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.

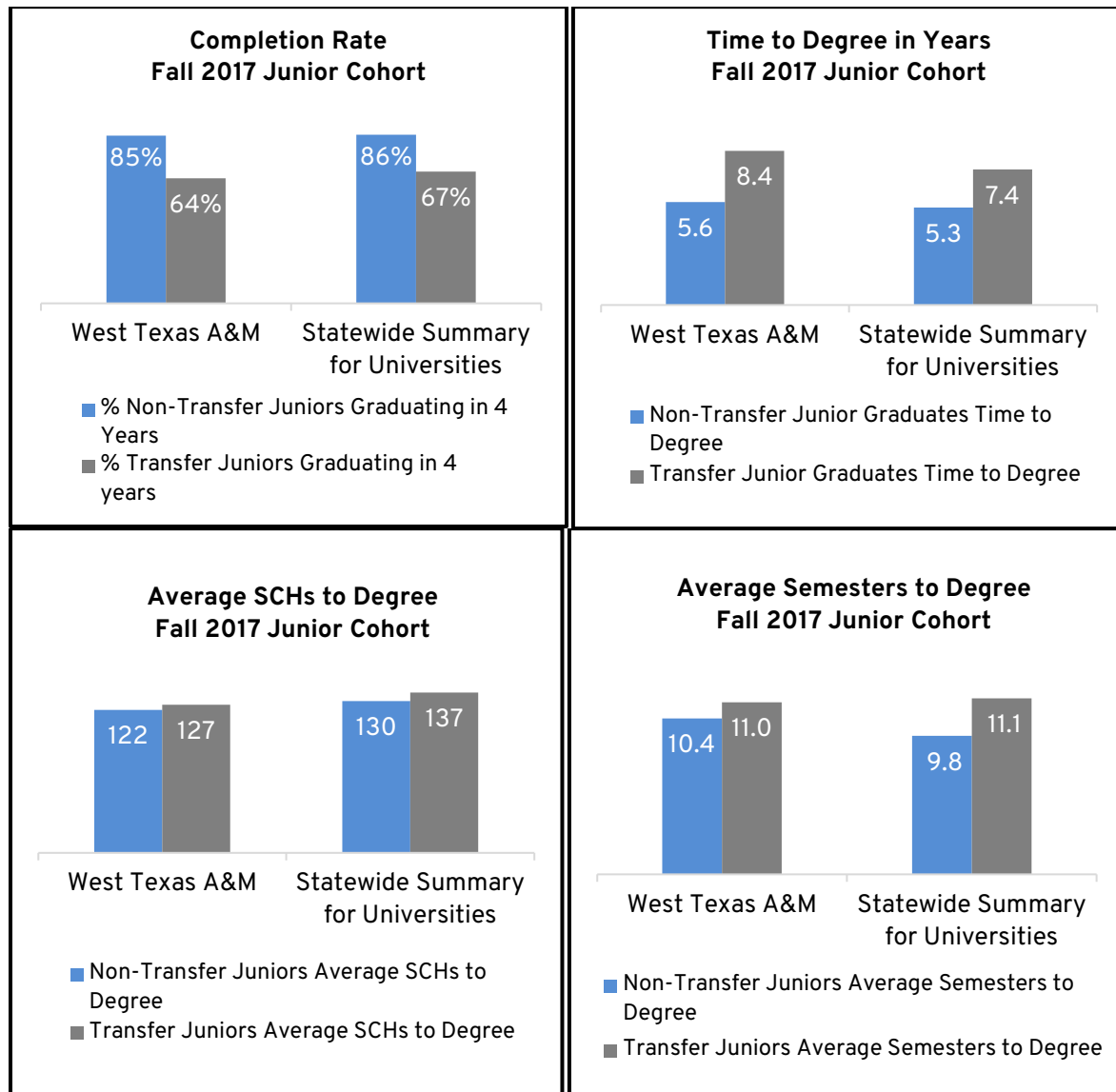
## Texas A&M International University



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.



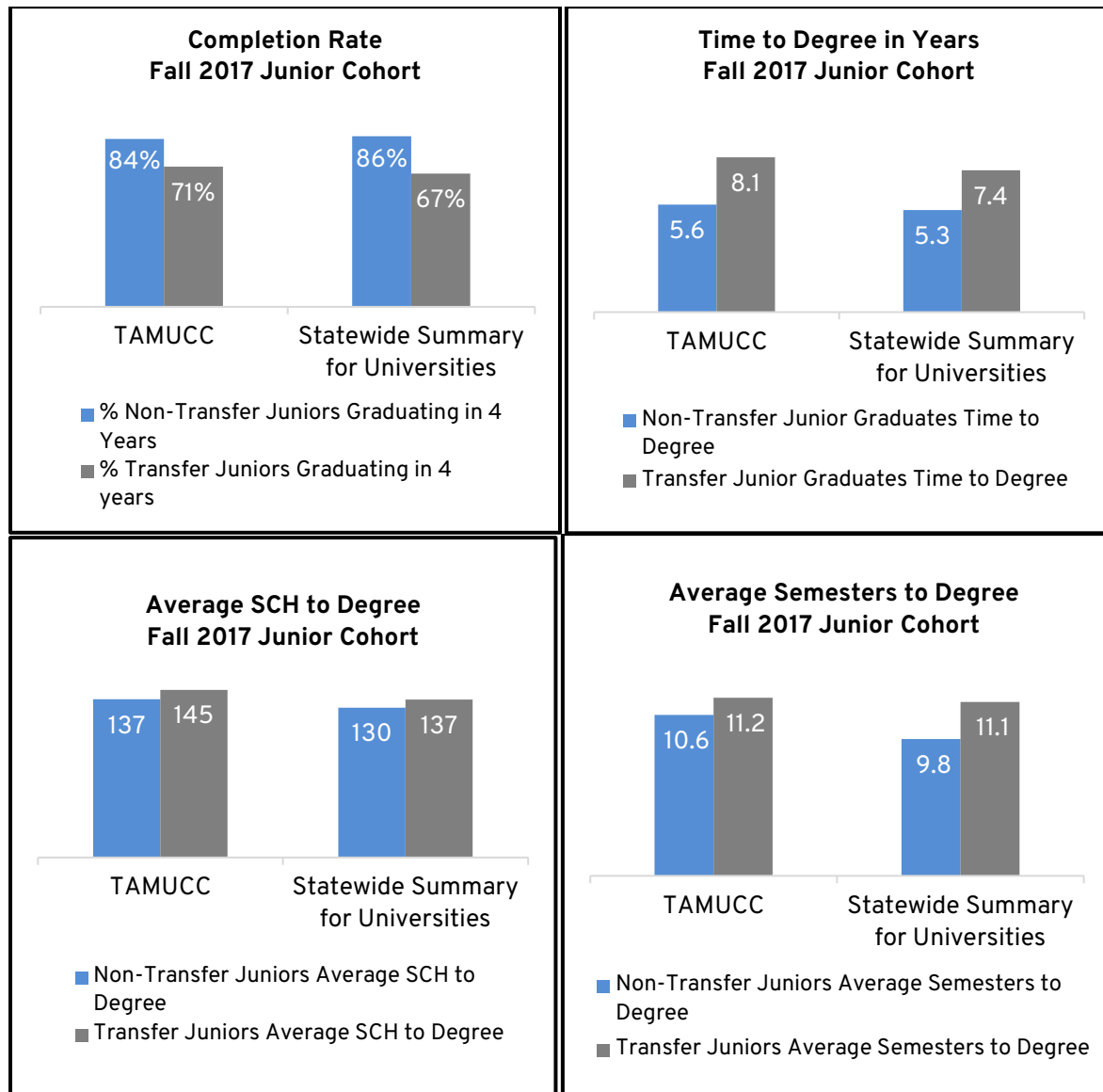
## Texas A&M University-Commerce



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.

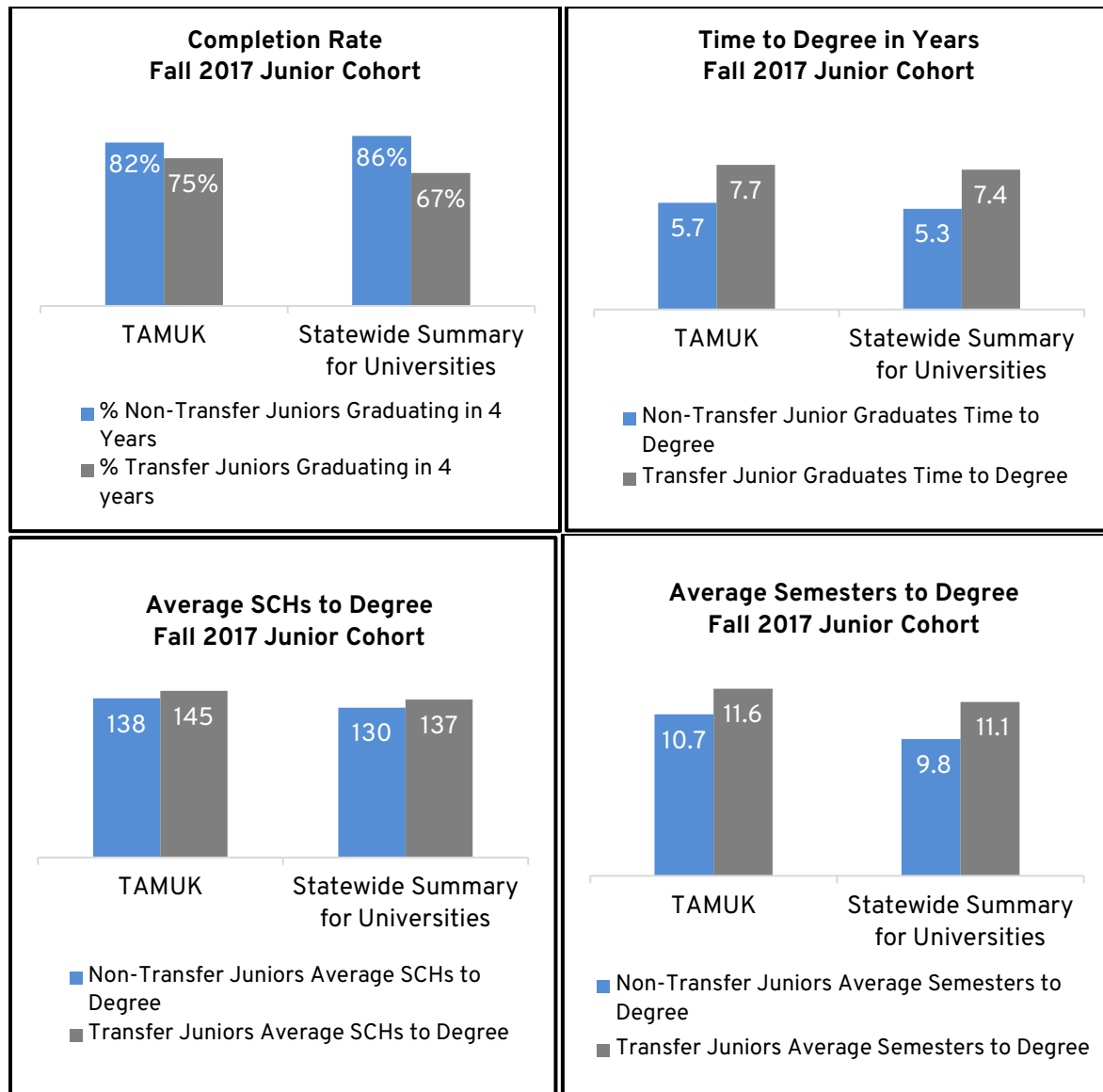
## Texas A&M University-Corpus Christi



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.

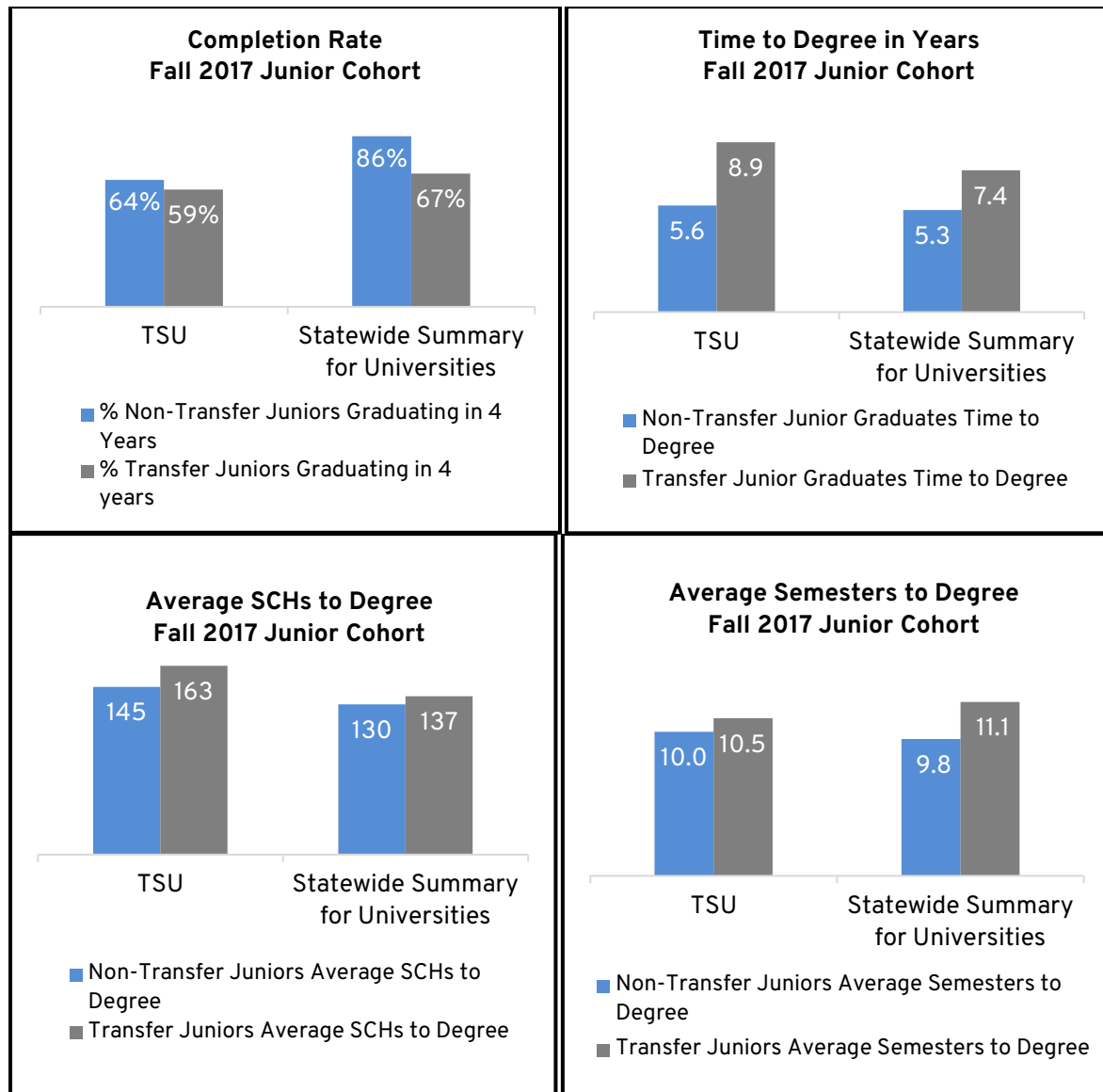
## Texas A&M University-Kingsville



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.

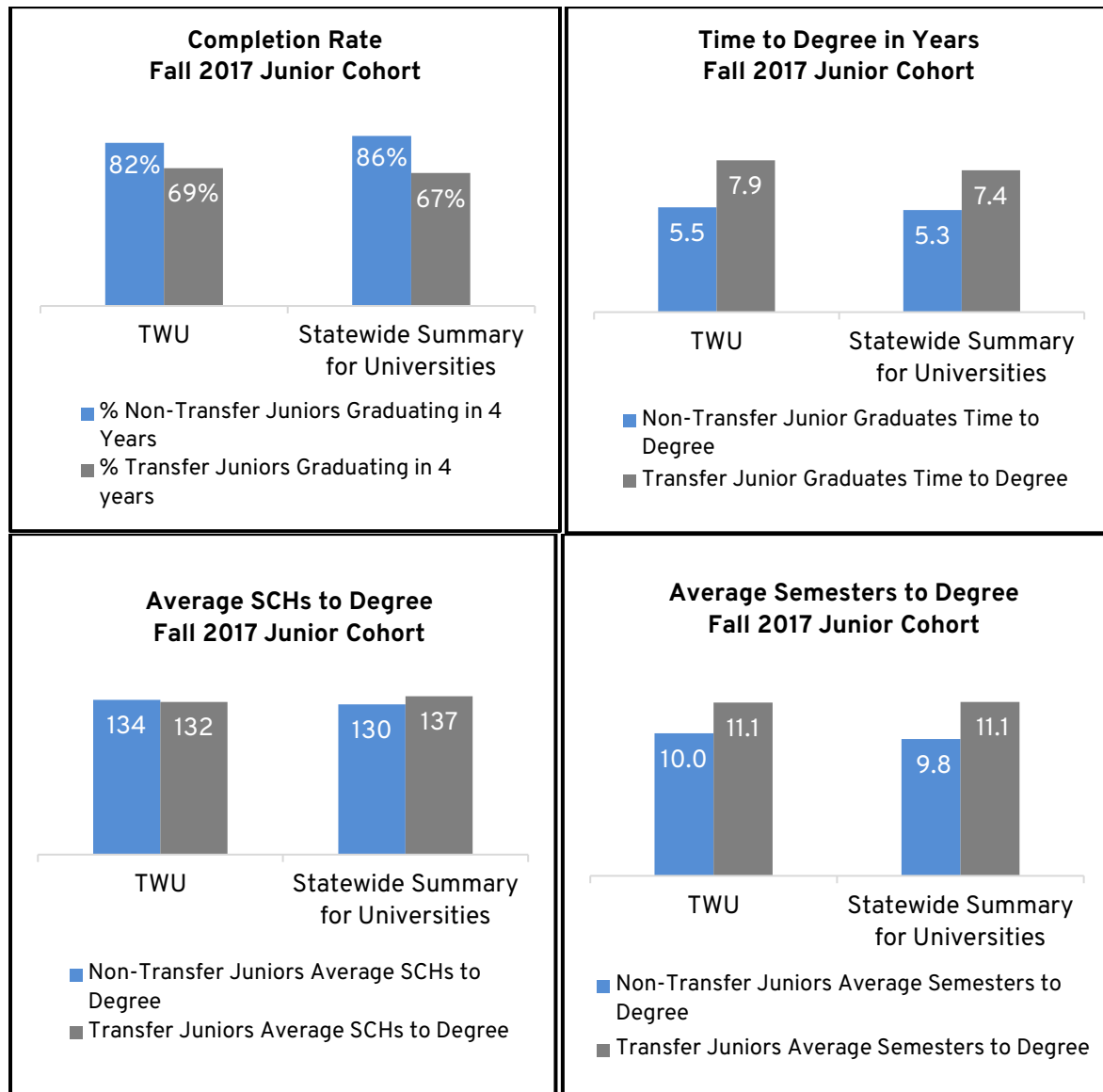
## Texas Southern University



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.

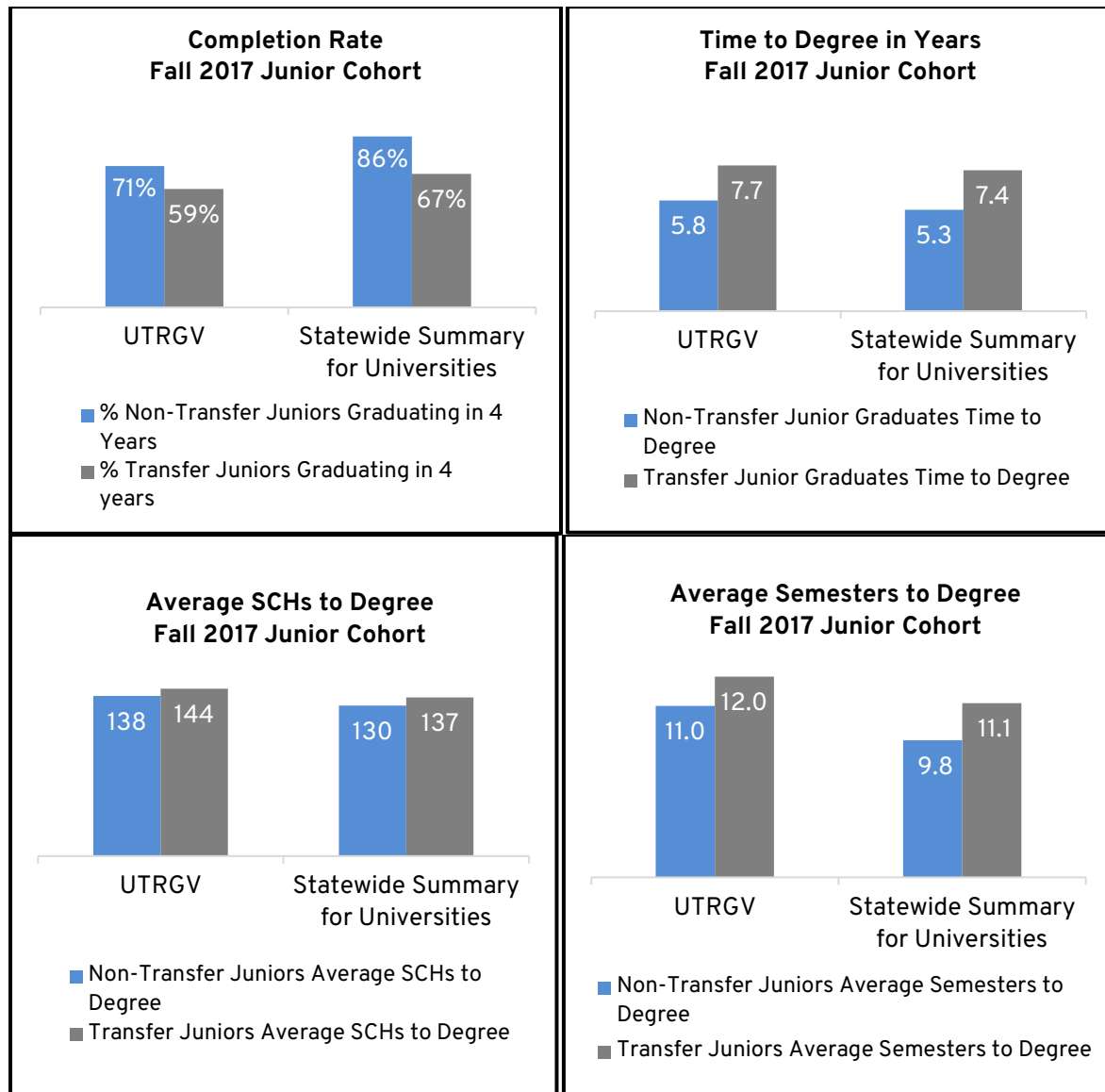
## Texas Woman's University



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

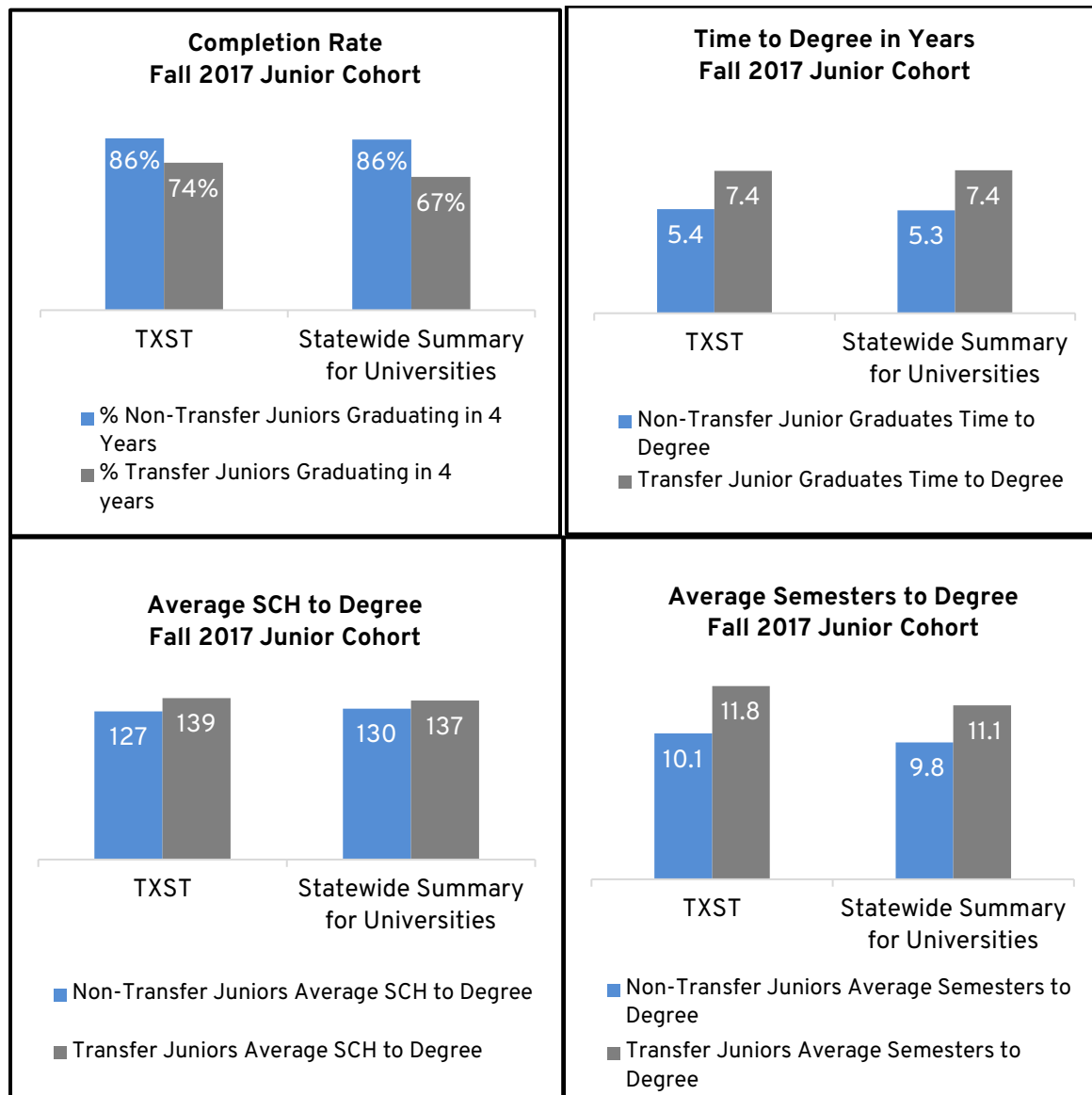


The largest feeder institutions for The University of Texas Rio Grande Valley (UT-RGV) are South Texas College, Texas State Technical College-Harlingen, and Texas Southmost College.

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

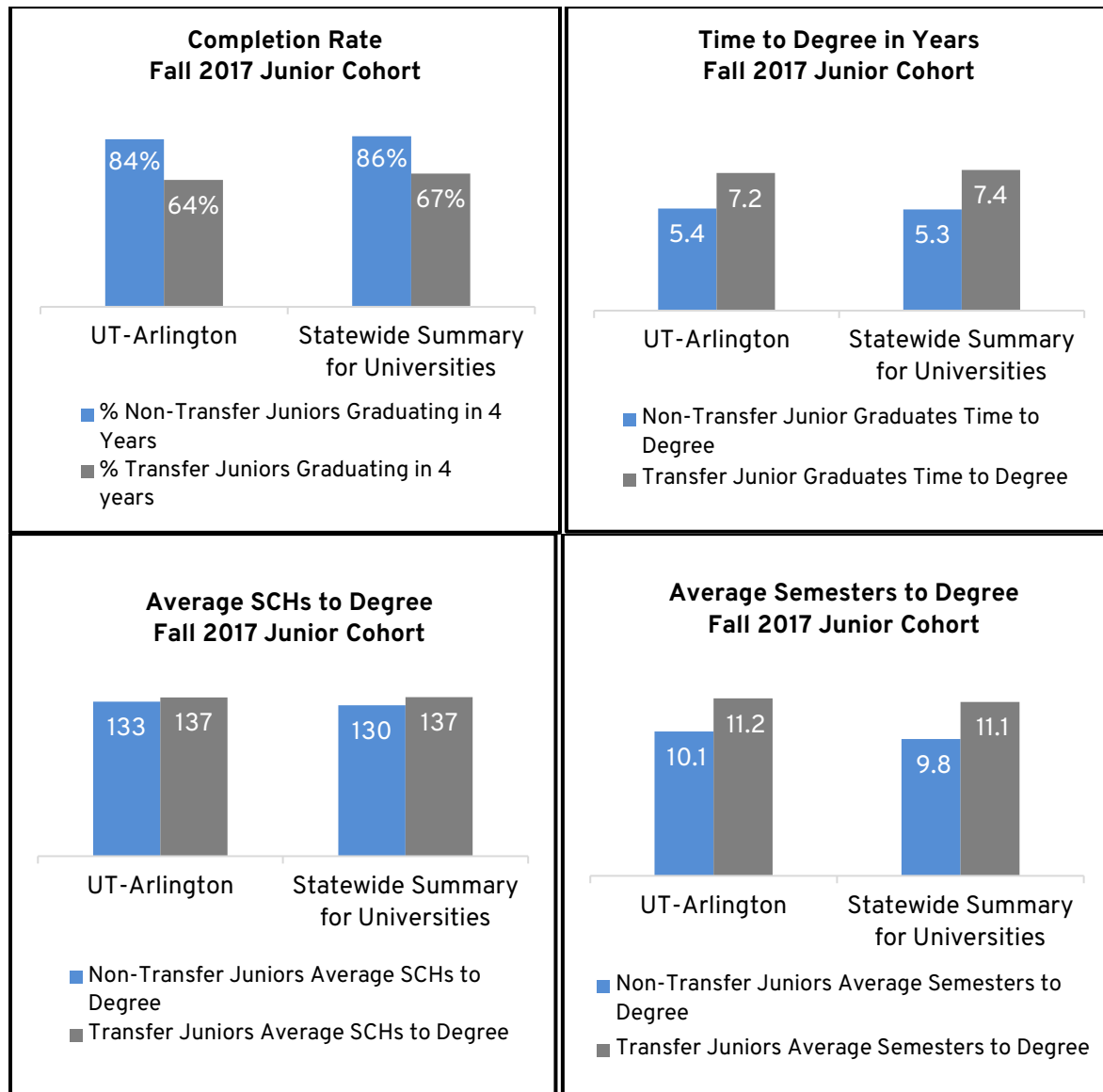


South Plains College is the single largest feeder for community college transfer students at Texas Tech University (Texas Tech), but Texas Tech is a popular destination for students from all parts of Texas and from both large and small community colleges.

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



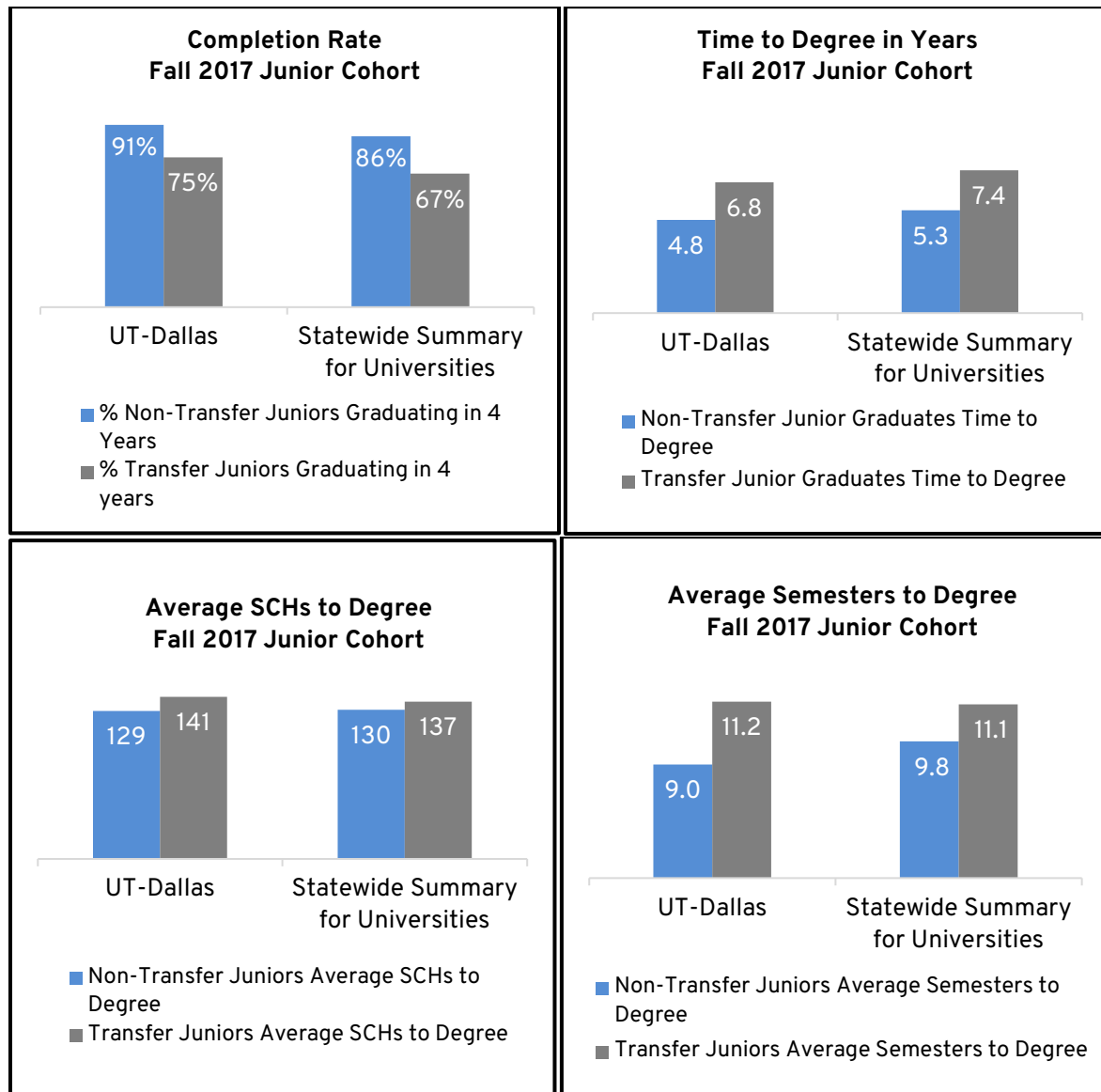
## The University of Texas at Arlington



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.

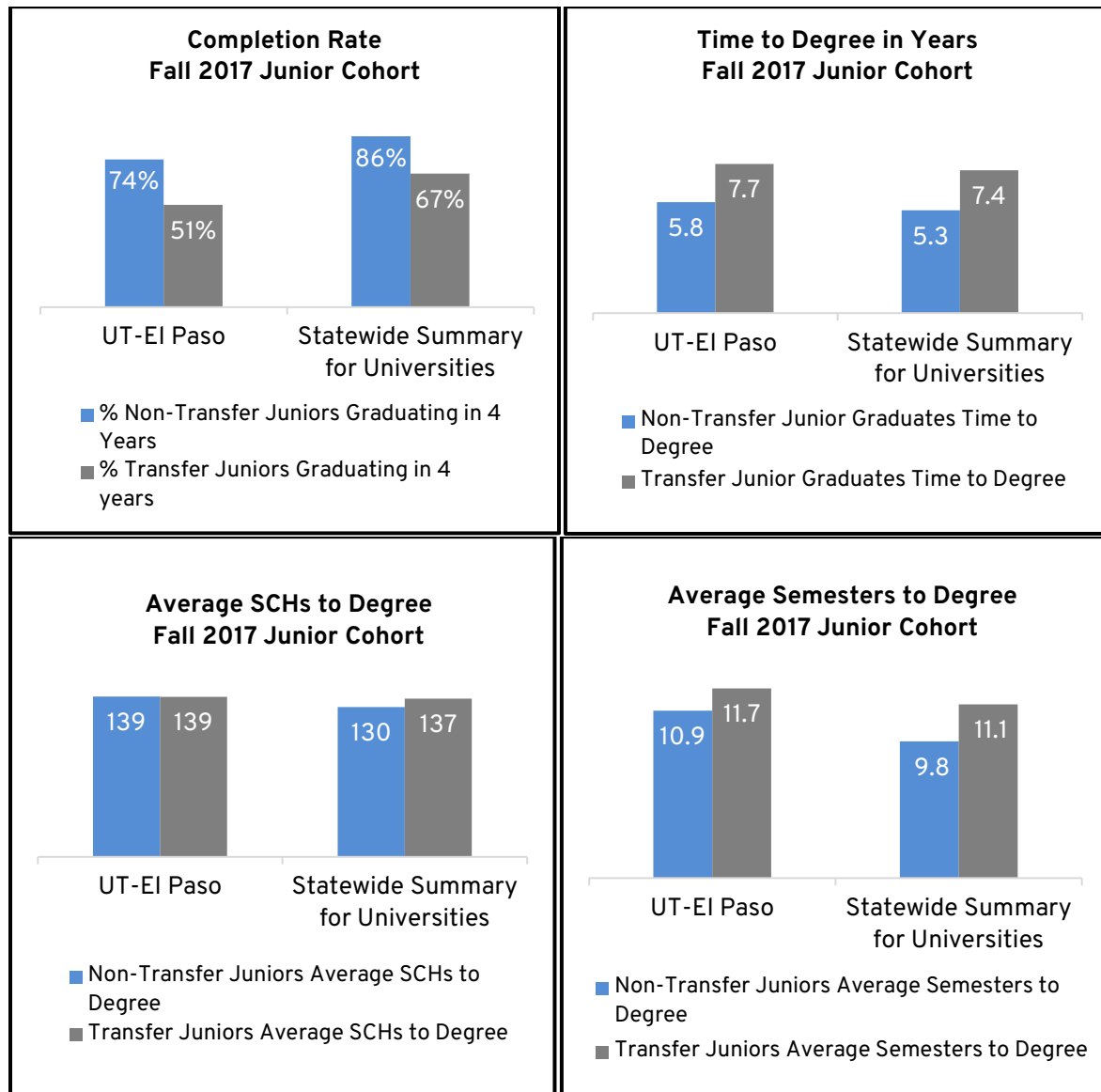
## The University of Texas at Dallas



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.

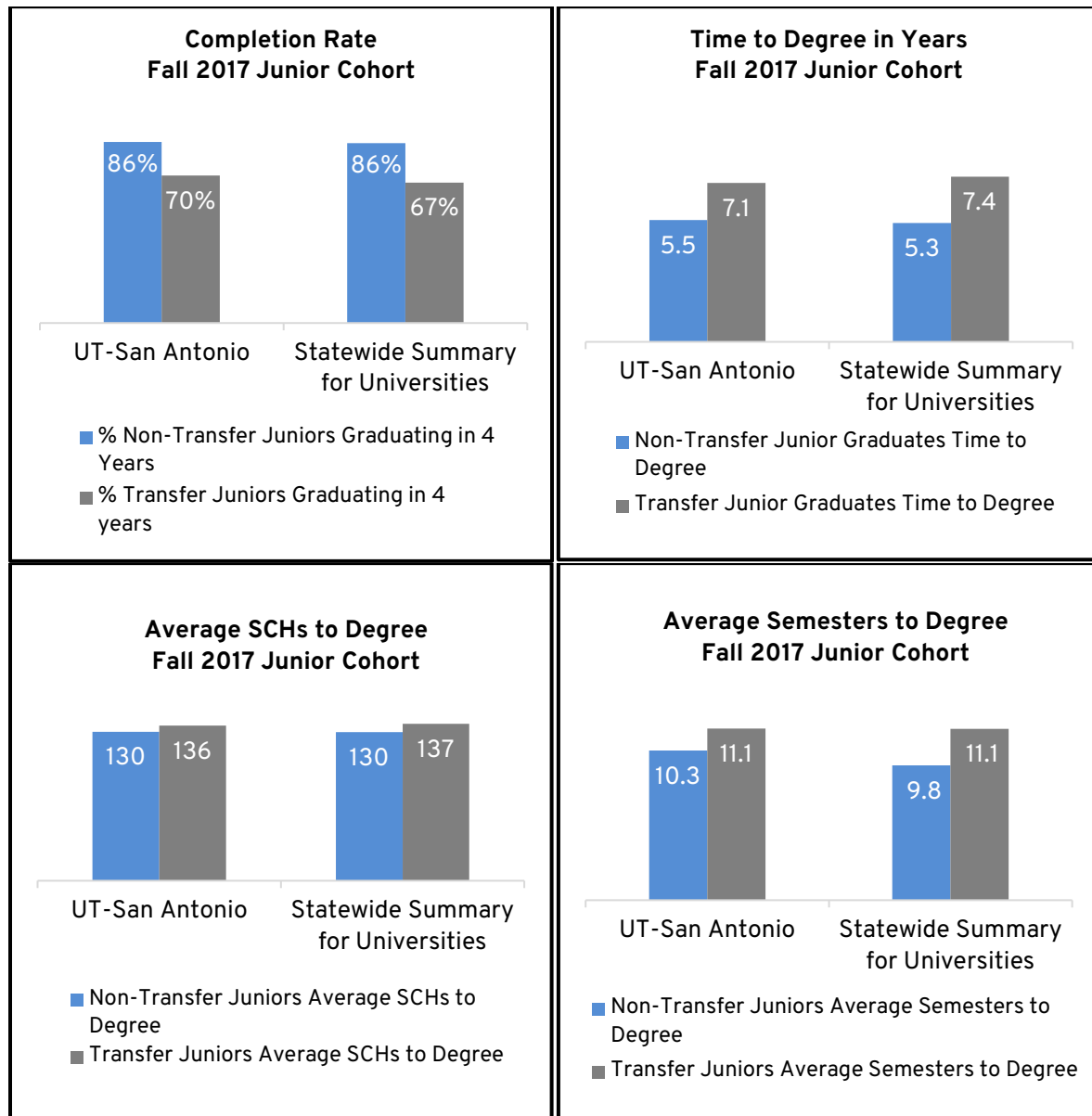
## The University of Texas at El Paso



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.

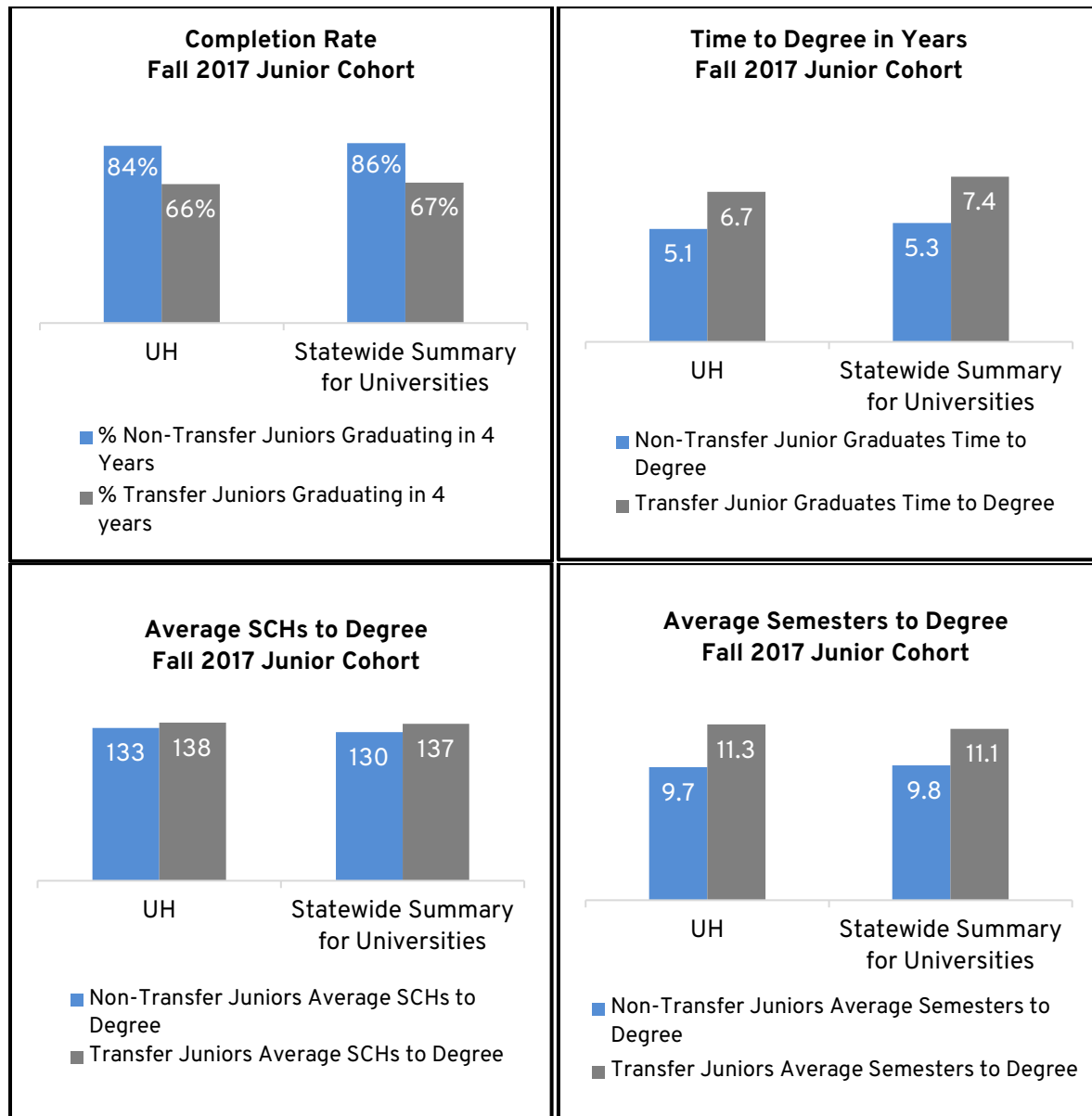
## The University of Texas at San Antonio



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.

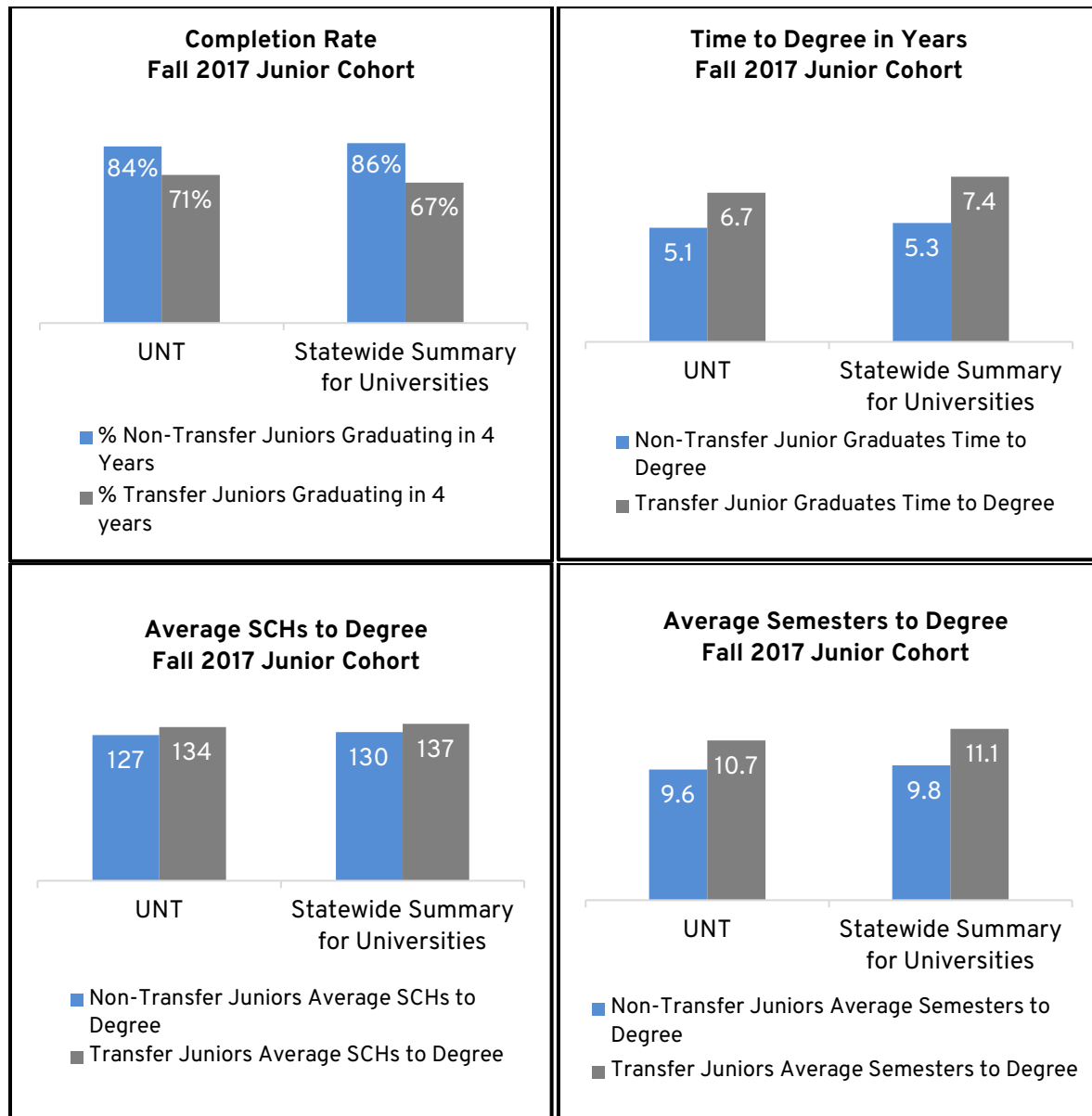
## University of Houston



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

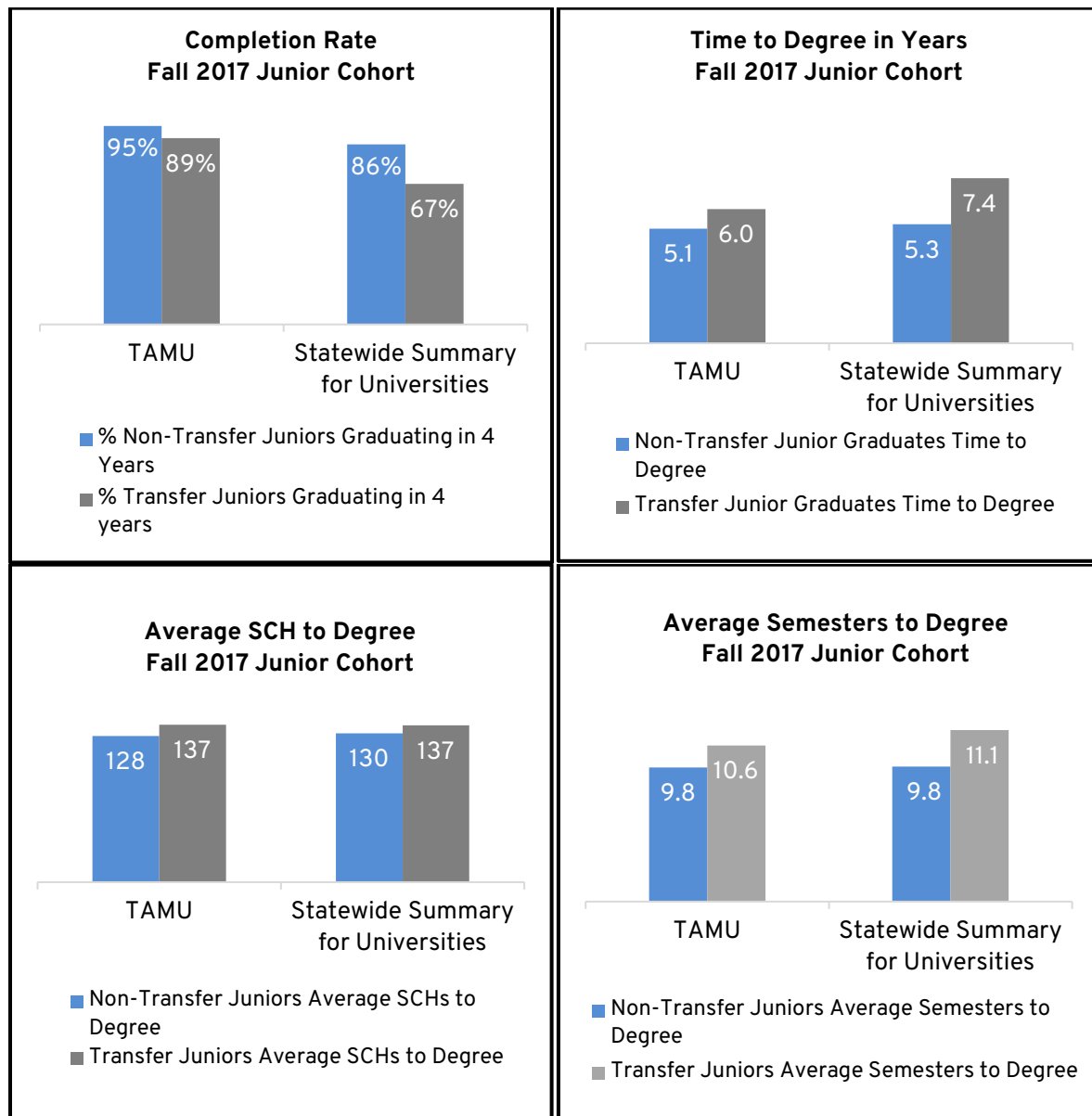


University of North Texas (UNT) enrolls transfer students from all over the state but primarily serves transfer students from surrounding community college systems. Transfers from Tarrant County College, Dallas County Community College District, Collin College, and North Central Texas College account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

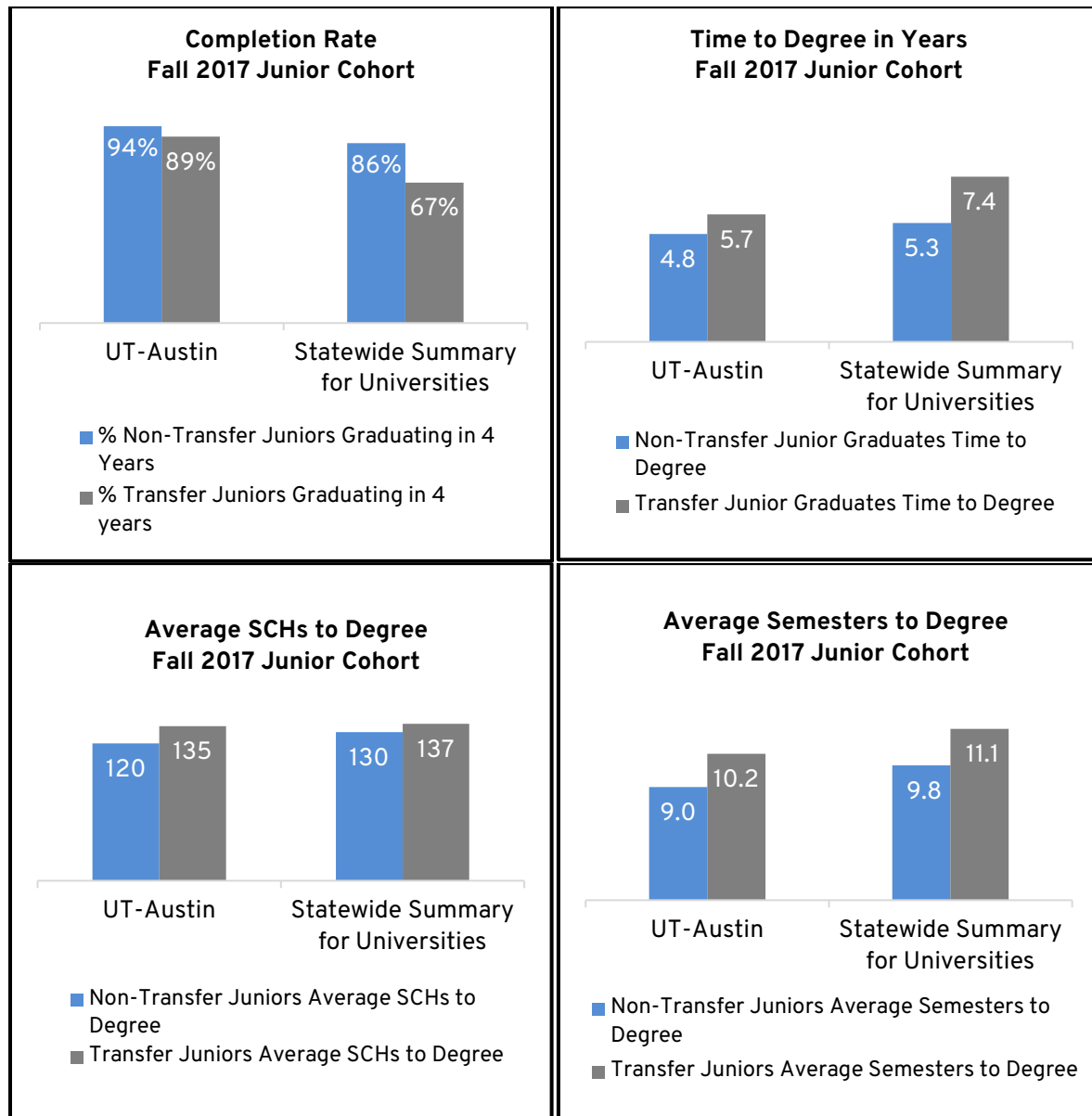
### Texas A&M University



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.















Courses included in:	Number of lower-division courses <b>with a common course equivalent (or TCCNS number)</b>	Number of lower-division courses <b>without a common course equivalent (or without a TCCNS number)</b>
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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