

# **Transfer Report 2025**

**A Report to the Texas Legislature per  
General Appropriations Act, Senate Bill 1, Article III,  
Special Provisions, Section 45, 89th Regular Session**

**October 2025**

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### Agency Purpose

Our purpose is to strengthen Texas through higher education. By making higher education accessible to a wide range of people, we can ensure Texas remains one of the world's most innovative, valuable educational systems. By bringing together data, policymakers, and institutions, we can inform sensible policies that make a difference and make education beyond high school available to every person in our state. When we do that, we will improve lives, communities, and our shared economy.

### 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 THECB 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, Special Provisions, Section 45, 89th Texas Legislature, Regular Session, for the 2026-27 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. Originally mandated by the 81st Texas Legislature, this annual report outlines the efforts of Texas public universities to increase the enrollment, success, and persistence of Texas community college transfer students. Specifically, 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 graduate. 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 by 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's 37 public universities complete a detailed survey that shows new approaches and emerging efforts related to improving the transfer experience. A copy of the survey is included in [Appendix B](#).

This report provides a snapshot of public universities' outreach efforts, strategies, and enrollment patterns for students new to higher education and those transitioning from community colleges. New university freshmen, first-time-in-college undergraduates, and community college transfer students represent different proportions of the fall 2024 new student populations at 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 longitudinal cohort study comprised of first-time-in-college undergraduate students (i.e., those who initially enrolled at the university) and transfer students (i.e., students who started at a public two-year college and transferred to a university). Any student who had achieved junior status by the start of fall 2020 was tracked for four years through fiscal year 2024, at which point completion measures such as graduation rates and time-to-degree were calculated for the cohort.

## Findings

### Survey Responses

The survey responses provide an overview of efforts and strategies in place at Texas public universities to improve transfer for community college students. Approximately half of public universities have goals specific to community college transfer students in the areas of enrollment and retention. For the remaining universities, community college students are not tracked separately from other transfer or first-year students. Texas public university recruitment on community college campuses remains the most frequently implemented outreach effort. All but one public university reported participating in transfer fairs and only 12 public universities reported participating in financial aid advising on community college campuses. In addition, all reporting public universities offered university campus preview days for prospective students, and 27 of those institutions offered campus preview days exclusively for transfer students. Another strategy public universities implemented was to dedicate office space with a permanent recruiter on a community college campus to recruit, provide academic advising, and guide community college students through the transfer process. One-third of public universities reported having a permanent presence on a community college campus.

Orientation experiences acclimated transfer students to their new institutions and were used at most public universities, with 89% offering orientation and many continuing to add to the number of activities and types of services introduced to transfer students. Academic advising is often provided during orientation, although it occurs at other times, too. Most universities (89%) require new transfer students to receive advising. Universities also report training advisors to develop expertise for assisting transfer students. At orientation, transfer students learn about student support programs like tutoring, learning communities, and student and faculty mentorship opportunities. 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.

Not all universities participate in the Texas Common Course Numbering System (TCCNS), and not all lower-division courses offered by universities are in the TCCNS. Universities who have not adopted the TCCNS as their own number system must provide a crosswalk or list the common number beside the institutional number to identify courses in the TCCNS.

Responses indicated several recurring barriers to transfer, including lack of financial aid for transfer students, inadequate advising, insufficient transfer staffing, students transferring with excessive credit hours, lack of course and program alignment between sectors, and transfer students advised into taking courses that are not applicable at the university level.

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 (1,441 academic and 607 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, with the top barrier to developing articulation agreements being the time and number of resources they take to develop and maintain.

## Performance Data

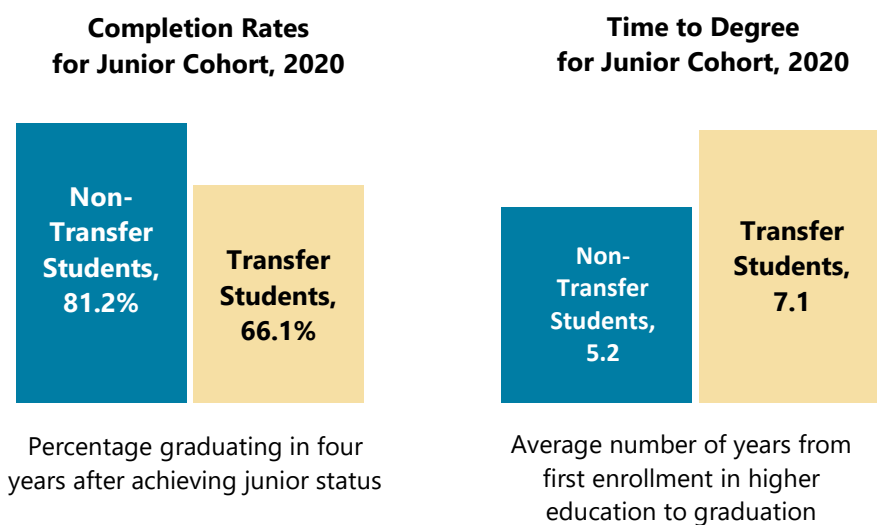
The analysis of the enrollment and performance data from reports routinely submitted by institutions is organized to provide information about enrollment patterns, the rate at which students graduate, and how long it takes them to earn bachelor's degrees at universities. Well over half (68.4%) of community college students transferring to a public university in 2024 enrolled at one of the state's eight emerging research institutions:

- Texas State University
- Texas Tech 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
- 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 66.1%, compared with 81.2% for non-transfer students.

The time to degree for community college transfer students in the junior cohort was 7.1 years, compared to 5.2 for non-transfer students. The time to degree for the two groups within the cohort is consistent with the time to degree of previous years.

**Chart 1. Completion Rates and Time to Degree**



Source: THECB

## Conclusion

Universities use many different programs and strategies to attract, advise, and graduate students, including customized efforts for community college students. Statewide, the THECB has launched initiatives to clarify and facilitate the transfer process. Even so, community college transfer students graduate with bachelor's degrees at a lower rate and take longer to do so than

students who start and graduate from the same university. This contrast between transfer and non-transfer students has been demonstrated 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 Texas public universities and community colleges. Texas public community colleges, universities, and students have increasingly been more engaged in the transfer processes as a result of the passage of Senate Bill (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

All of the requirements of SB 25 that required Coordinating Board implementation have been accomplished. The more recent work of the Texas Transfer Advisory Committee (TTAC) and associated Field of Study Curricula (FOSC) that were established through the adoption of rules in March 2021 are increasingly providing additional improvements to transfer pathways. In addition to statewide implementation of [Texas Direct](#) and the FOSC, meaningful collaboration among institutions and clarity in messages to students about degree completion are key elements to improving transfer.

Lastly, House Bill 8, passed by the 88th Texas Legislature, Regular Session, overhauled the community college funding system and bolsters community colleges' roles in meeting emerging workforce needs and educating more students from all backgrounds so they can persist and earn credentials of value.

## Recommendations

The THECB continues to work closely with universities and community colleges to monitor the ongoing implementation of SB 25 requirements and to develop transparent, student-centered academic pathways through Texas Direct, TTAC, and revised FOSC.

Given the importance of Texas Direct, the THECB will continue revision and development of new FOSC in popular transfer disciplines. The recently developed Alternative Transfer Field of Study, approved in July 2024, assists this effort by offering flexibility for disciplines that may require less than the full 42 semester credit hours (SCHs) of the Texas Core Curriculum and more than 18 SCHs of lower-division coursework for the completion of an academic associate degree at a community college.

Both universities and community colleges should continue implementing the requirements of SB 25 and the revised FOSC by enhancing awareness through comprehensive advising and encouraging participation in these new transfer initiatives through targeted outreach to both students and faculty.

The agency will continue to develop communication and outreach materials that provide clarity to institutions related to Texas Direct and FOSSC to further simplify the transfer process for students across the state.

# Introduction

## Legislative Directive

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## Methodology

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This report provides a snapshot of public universities' outreach efforts, strategies, and enrollment patterns for students new to higher education and those transitioning from community colleges. New university freshmen, first-time-in-college undergraduates, and community college transfer students represent different proportions of the fall 2024 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 a 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 2020 through spring 2024.

## Survey Responses

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

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

THECB staff surveyed each Texas public university in July 2025 to better 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 Responses”](#) 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 bachelor’s degrees at universities. Enrollment data includes the processed applications and student enrollment for fall 2024 at each institution.

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

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

The cohort study follows junior students at public universities from fall 2020 to possible graduation in spring 2024 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, comparing non-transfer and community college transfers are presented in this report's tables. Texas public universities' data are displayed according to their peer groups in the Texas Higher Education Accountability System to allow for similar size, mission, and academic offerings.

## **Context and Limitations**

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

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

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

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

Lastly, one institution – Texas A&M University Galveston – did not submit an institutional survey response to the Coordinating Board for this report, so it is unknown how their efforts affect the current overall transfer landscape in the state.

## Analysis and Observations – Survey Responses

### Institutional Goals for Community College Transfer Students’ Success

Universities do not share institutional goals for enrollment, retention, and graduation of community college transfer students. Instead, these goals vary depending on the broader student categories to which these individuals belong. Community college transfer students may stand out as part of the larger group of first-time transfers during only the first semester of their enrollment. Once community college transfer students return for the second semester, they fall into the larger category of “other undergraduates” along with the continuing, readmitted, and returning students.

Well over half (66%) of Texas public universities have recruitment goals in place that are specific to new community college transfer students, a 3% increase over last year’s report. Additionally, 49% of responding institutions indicated they have retention goals (first semester to second semester), and 40% of institutions have completion goals (graduation) for community college transfer students – a decrease of 4% and 10% from 2024, respectively.

### Outreach Services for Transfer Students

Recruitment remains the most common strategy for encouraging community college students to transfer and enroll in a university. All responding 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.

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**

<b>Outreach Effort</b>	<b>Number of Public Universities Conducting Activities</b>	<b>Percentage of Total Surveyed Public Universities (35)</b>
Regular recruitment visits to college campuses	35	100%
Transfer fairs on college campuses	34	97.1%

<b>Outreach Effort</b>	<b>Number of Public Universities Conducting Activities</b>	<b>Percentage of Total Surveyed Public Universities (35)</b>
University campus preview days exclusive to transfer students	27	100%
University campus preview days for all prospective students	35	100%
Financial aid advising on college campuses	12	34.3%
Permanent transfer advisor on college campuses	10	28.6%
Academic advising on college campuses	23	65.7%

Source: THECB, survey of institutions

Practically all institutions in the state also provide transfer orientation activities, which introduce students to their new educational home and its multiple services and opportunities. Thirty-one universities (89%) provide an orientation specifically for transfer students. Most institutions offering a transfer-specific orientation (60%) require new students to attend. The remaining colleges not offering transfer orientation invite transfer students to attend first-time-in-college orientation with incoming freshman.

## **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. One-on-one academic advising that occurs before enrollment and while a student is still at a 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. A majority of universities (89%) require new transfer students to be advised.

Universities' emphasis on advising may arise from concerns about barriers to seamless transfer. Nineteen universities that responded to the survey (54.3%) identified students being advised to complete an associate degree that includes courses not applicable to the bachelor's degree before transferring as the primary barrier to successful transfer. Sixteen universities (45.7%) identified a lack of financial aid support for transfer students and inadequate or inaccurate advising at the community college as barriers to seamless transfer. Two additional barriers that made the list for 15 institutions (42.9%) were inadequate course scheduling and/or course rotations to meet the needs of new transfer students and insufficient staff and/or financial resources at the institution to facilitate transfer of students from community colleges.

Beyond those top five, 40% of surveyed institutions listed lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses) as one of their top barriers. As

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

Universities can work to mitigate the negative consequences of these barriers through community college outreach and transfer-specific advising. Implementation and raising awareness of statewide initiatives like Texas Direct and revised FOSC can also systematically address common barriers to transfer. Mitigation is helpful, but preventive solutions are better and require more than just the efforts of the universities. Students and community colleges must be similarly proactive and realize that one approach does not fit all. Understanding the specific requirements of a student’s intended transfer destination and an acute focus on the applicability of courses and credits are necessary if transfer rates are going to improve for all Texans.

### Transfer Student Success Programs

Texas public universities offer a wide range of programs designed to support student success, many of which are specifically tailored to address the unique challenges faced by transfer students.

For the 2024-2025 academic year, institutions reported offering several services and activities to transfer students to help them persist and succeed, including mentorship and tutoring, academic labs and learning communities, and assistance with childcare and transportation. Table 2 lists the most common initiatives.

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

Student Success Programs and Services Offered at Public Universities	Number of Public Universities Offering Program and/or Service	Percentage of Total Public Universities Surveyed (35)
Writing lab	35	100%
Academic early alerts for struggling students	34	97.1%
Math lab	31	88.6%
Discipline/major-specific tutorial services	32	91.4%
Student mentors	26	74.3%
Learning communities	14	40%
Faculty/staff mentors	19	54.3%
First-year transfer experience	11	31.4%

<b>Student Success Programs and Services Offered at Public Universities</b>	<b>Number of Public Universities Offering Program and/or Service</b>	<b>Percentage of Total Public Universities Surveyed (35)</b>
Commuting/transportation assistance	12	34.3%
Childcare services on campus	11	31.4%

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 GPA, and financial aid/scholarship opportunities. Requirements for admission vary by institution, so putting this information on websites is important to prospective students as they compare institutions. Table 3 reviews the types of transfer information found on university websites.

**Table 3. Information Provided on Websites**

<b>Information</b>	<b>Number of Public Universities Offering Program and/or Service</b>	<b>Percentage of Total Public Universities Surveyed (35)</b>
Minimum SCHs required transfer admissions	32	91.4%
Minimum GPA required for transfer	32	91.4%
Information about course transfer policy	32	91.4%
Number of SCHs transfer students are required to take in residence for graduation	30	85.7%
Course equivalency guides or database	32	91.4%
Scholarship and financial aid information specific to transfer students	17	48.6%
Limit on transferrable SCHs accepted	24	68.6%

Source: THECB, survey of institutions

## Targeted Financial Aid

For the 2024-2025 academic year, 30 universities (85.7%) reported offering institutional and/or departmental scholarships/grants designated exclusively for community college transfer students. This is beyond the conventional financial aid packages available for all eligible students. Eligibility for institutional and departmental scholarships may be based on need, but merit and academic record may also be considered. Sometimes scholarships are used to attract high-performing transfer students from community colleges. The percentage of transfer students who receive institutional or departmental scholarships and the amount of the awards varies widely among the public universities.

## Transfer Pathways

### Texas Direct and Field of Study Curricula (FOSC)

The implementation challenges of 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 aligning courses and curricula through statewide initiatives, particularly the Coordinating Board's Texas Direct strategic initiative. Texas Direct offers seamless transfer and degree pathways between two- and four-year institutions.

A critical component of Texas Direct is the field of study curriculum (FOSC), which are sets of lower-division courses that transfer and apply to degree programs, as required by state law (Texas Education Code, Chapter 61, [Section 61.823](#)). Under the revised framework, a complete FOSC will consist of the following elements:

- Discipline-relevant Texas Core Curriculum courses (either the complete core or a partial core if the discipline qualifies for inclusion in the Alternative Transfer Framework created in 2024)
- 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 and eligible to receive an associate degree – the Texas Direct Transfer Degree.

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.

As of July 2025, 12 revised FOSC existed, with three additional disciplines in the final stages of approval and four more scheduled for revision in the upcoming academic year.

The Texas Transfer Advisory Committee (TTAC), established in 2021, guides the work of the Texas Transfer Framework, including advising the Commissioner of Higher Education on the

development and revision of the FOSC. TTAC also aids in the creation of discipline-specific subcommittees, comprised of an equal number of faculty experts from two- and four-year institutions, to assist in the revision of FOSC.

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

TTAC 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. 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.

According to institutions surveyed, 28.6% have implemented new advising mechanisms related to the FOSC, including training and student outreach. Additionally, nine institutions (25.7%) listed faculty engagement related to the FOSC, while 12 (34.3%) indicated they had posted revised FOSC information on their institutional websites as a way of raising awareness. This last number, which is up 10% from the 2023-2024 academic year, should be higher since, under Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, postsecondary institutions in the state are required, at the very least, to publish Directed Electives (with the cross-listed TCCNS course number) on their websites.

Asked about barriers to implementing the revised FOSC, several institutions expressed that a general lack of awareness and understanding of the new transfer requirements proved challenging for administrators, advisors, and faculty. Other institutions cited the need for more resources from the Coordinating Board regarding Directed Electives and timely notifications once a new field of study has been revised and approved. Still others cited a lack of staff or resources to successfully implement the FOSC and the inability to update course catalogs or website information after every revision of a new FOSC.

Through TTAC and the discipline-specific subcommittees, THECB will continue to refine and improve the FOSC process in the coming year, so institutions are able to better serve transfer students across the state.

### **Articulation Agreements**

Survey responses indicate 1,441 academic and 607 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, an increase over last year's totals of 1,362 and 433, respectively. Texas Woman's University alone has 250 academic agreements, while Lamar University has 148. In addition, 124 new degree program agreements were initiated this year by 22 institutions, 27 less than in 2024. Four-year institutions currently have a total of 364 degree-specific program articulation agreements with community colleges in the state.

Despite the number of agreements in 2024, opinions about the efficacy of articulation agreements remain disconnected and inconsistent. Some institutions suggest there are other instruments, such as degree guides, that accomplish the same purpose with less difficulty and better reliability. Disparity among universities in the number and types of articulation agreements highlights the lack of standardization across the state.

To develop articulation agreements, community colleges and universities often engage in “vertical teaming.” Vertical teams, comprised of community college and university discipline specific faculty, help students avoid learning gaps and excessive hours. Their intention is to level the preparation of students from community colleges with the preparation of non-transfer university students in the same program.

The survey asked Texas public universities to identify barriers to articulation agreements. Institutions who completed the survey identified a lack of dedicated staff and resources to administer and invest in the development and maintenance of articulation agreements as the most common barriers. This included the time commitment of faculty and staff to resolve the logistical challenges of identifying and coordinating the efforts of the appropriate staff at the university, along with identifying their counterparts at multiple community colleges. Many universities also reported curriculum alignment and ongoing poor communication across sectors as barriers to creating articulation agreements.

Although championed as a mechanism to seamless transfer, articulation agreements are often inadequate in addressing the challenges faced by institutions in the organizationally decentralized and diverse Texas higher education landscape. Without standardization to clarify student and course transfer, articulation agreements may not sufficiently address the complexity and specialized nature of academic planning, the continuously evolving disciplines of study, and the increased mobility of students. Five institutions stated articulation agreements were only “moderately” effective, with one stating they were “very ineffective,” going so far as to say, “The process does not work. It is not flexible enough to adapt and change.”

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, in addition to placing greater attention on alternative strategies like guided pathways, meta-majors, regional compacts, and full implementation of statewide initiatives like Texas Direct and the FOSC.

## Other Statewide Initiatives

### **Academic Course Guide Manual (ACGM)**

The Academic Course Guide Manual (ACGM) has been a publication of the Coordinating Board since 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

The Texas Common Course Number System (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. Those universities who have not adopted the TCCNS as their own numbering system use a crosswalk matrix to match their institutional course numbers with the TCCNS number. Institutions are required to provide the TCCNS number next to the institutional course prefix and number at the beginning of each course description if the course has a common number equivalent. Public universities also must include in their electronic catalog a list of all common courses offered, along with an explanation of the TCCNS and its significance.

Most institutions comply with THECB rules in identifying common courses in their descriptions. For some public universities that use common numbers for their equivalent courses, the institution does not distinguish between their common courses and their non-common lower-division courses. This lack of distinction can create the impression that a greater number of courses are more common than they 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 frequent 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 4) and to add any others not included in the list. Numerous barriers to transfer exist and, for purposes of the report and survey, can be categorized as problems associated with advising, financial constraints on institutions for services and on students in paying for their education, and programmatic challenges, such as admissions, capacity, and course scheduling. There were no problems identified that were common to all institutions.

**Table 4. Barriers to Transfer Identified by Public Universities**

Barrier	Number of Public Universities Citing Barriers	Percentage of Total Public Universities Surveyed (35)
Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring	19	54.3%
Lack of financial aid support (federal, state, and institutional) for transfer students	16	45.7%
Inaccurate and/or inadequate advising at the community colleges	16	45.7%

Barrier	Number of Public Universities Citing Barriers	Percentage of Total Public Universities Surveyed (35)
Inadequate course scheduling and/or course rotations to meet the needs of new transfer students	15	42.9%
Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges	15	42.9%
Lack of timely and/or accurate transcript evaluation	14	40.0%
Students transferring with excessive hours	12	34.3%
Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)	10	28.6%
Transfer students' interest/demand for degree programs not offered at your institution	10	28.6%
Inadequate understanding of FOSC purpose and requirements	9	25.7%
Degree programs at capacity at your institution	8	22.9%
Transfer students unprepared for the rigor of university curriculum	8	22.9%
Distance from areas with large community college student population	7	20.0%
Lack of adequate and appropriate services for online transfer students	7	20.0%
Students undecided about their majors	5	14.3%
Program admission requirements that are different from your institution's admission requirements	1	2.9%

Source: THECB, survey of institutions

## Emerging Challenges

Ten of the 35 universities that responded to the survey either did not answer the question about emerging challenges or said they were not aware of emerging challenges that could pose barriers to transfer in the future. Of the remaining institutions, the following were included as potential barriers to transfer:

- A lack of resources, most noticeably gaps in staffing and funding necessary to meet the specific needs of transfer students (cited by several institutions)
- Alignment, availability, and equivalency of courses across programs
- Cost-of-living challenges and the adverse effect they have on transfer students
- Difficulties related to FAFSA changes/rollout and their impact on financial aid
- Lack of capacity and space for incoming transfer students
- Excess credit hours and inability of students to apply credits to chosen degree program upon transfer

## Emerging Opportunities

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

- We are working on expanding our transfer scholarship offerings to make it more affordable for transfer students in our community, as well as those from farther away, to be able to attend [our institution].
- Implementing new transfer-focused policies and hiring dedicated staff to conduct outreach to current and potential transfer students and provide support to students who seem at risk of stopping out
- Enhancing our registrar's office will expedite the evaluation of transfer students' transcripts, which will, in turn, accelerate the application and admissions process.
- Providing proactive, comprehensive advising for transfer students to help them better understand degree requirements, the admissions process, and the applicability of credits
- We are implementing more transfer engagement opportunities through our transfer team.
- We will be working to refresh and streamline agreements with community colleges and newly developed transfer staff for newly developed recruitment department under enrollment management.

## **Analysis and Observations – Application/Enrollment and Performance Data**

### **Application, 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: first-time undergraduates (FTUGs) 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 2024. Statewide data reveal that public universities processed far more applications for FTUGs (256,465) than community college transfer students (27,041) in fall 2024.

There is variation in how the two groups behave. The data show that while the total number of applicants and acceptances for FTUGs is much higher than community college transfer students, a higher percentage of accepted transfer students matriculate into a public university. The percentage of community college transfer students that were accepted and enrolled in fall 2024 was significantly greater, at 77.7%, compared with 47.7% for new freshmen at public universities. This pattern is consistent across all previous years of the study and may suggest that transfer students are more certain than FTUGs in selecting the public institution from which they intend to earn their bachelor's degree. It may also mean that though these FTUG students initially applied to a university, they may have instead opted to enroll in a public two-year college or private university or perhaps not enroll at any higher education institution.

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

- The University of Houston enrolled 1,879 community college transfer students, the most for emerging research institutions and for any institution statewide, the second year in a row.
- Texas A&M University, as one of the state's two research institutions, enrolled 950 transfer students, more than three times that of The University of Texas at Austin, which enrolled 266 community college transfer students.
- University of Houston-Clear Lake enrolled 539 transfer students, the most for the comprehensive institutions category.
- University of Houston-Downtown enrolled the most transfers for master's institutions with 837 students.

**Table 5. 2024 FTUG and Community College Transfer Applicants, Acceptances, and Enrollments**

Institution	FTUG Apply	FTUG Accept	% FTUG Applications Accepted	FTUG Enroll	%FTUG Accepted and Enrolled	Transfer Apply	Transfer Accepted	% Transfer Applications Accepted	Transfer Enroll	% Transfer Accepted and Enrolled
Angelo State University	5,947	4,908	82.5%	1,305	26.6%	203	183	90.1%	140	76.5%
Midwestern State University	6,976	6,271	89.9%	852	13.6%	170	150	88.2%	95	63.3%
Sul Ross State University	1,127	1,113	98.8%	198	17.8%	71	70	98.6%	48	68.6%
Sul Ross Rio Grande University	*	*	*	*	*	102	98	96.1%	74	75.5%
TAMU-Central Texas	*	*	*	*	*	233	198	85.0%	144	72.7%
TAMU-San Antonio	8,810	8,200	93.1%	876	10.7%	548	528	96.4%	338	64.0%
TAMU-Texarkana	2,091	1,894	90.6%	278	14.7%	180	170	94.4%	103	60.6%
UT- Permian Basin	1,408	1,321	93.8%	571	43.2%	220	209	95.0%	147	70.3%
UH-Downtown	6,326	5,683	89.8%	1,168	20.6%	1,183	1,144	96.7%	837	73.2%
UH-Victoria	1,986	1,894	95.4%	218	11.5%	272	265	97.4%	174	65.7%
UNT- Dallas	5,011	3,983	79.5%	462	11.6%	353	299	84.7%	165	55.2%
<b>Master's Institutions</b>	<b>39,746</b>	<b>35,328</b>	<b>88.9%</b>	<b>5,968</b>	<b>16.9%</b>	<b>3,535</b>	<b>3,314</b>	<b>93.7%</b>	<b>2,265</b>	<b>68.3%</b>
TAMU- Galveston	1,659	1,557	93.9%	633	40.7%	31	31	100.0%	24	77.4%
UH-Clear Lake	2,232	2,025	90.7%	469	23.2%	784	724	92.3%	539	74.4%
Lamar University	8,721	7,534	86.4%	1,627	21.6%	397	379	95.5%	238	62.8%
Stephen F. Austin	13,382	12,593	94.1%	1,942	15.4%	508	494	97.2%	318	64.4%
TAMU-International	4,169	3,408	81.7%	1,312	38.5%	458	411	89.7%	325	79.1%
West Texas A&M	4,926	4,598	93.3%	1,023	22.2%	460	434	94.3%	321	74.0%
<b>Comprehensive Institutions</b>	<b>35,089</b>	<b>31,715</b>	<b>90.4%</b>	<b>7,006</b>	<b>22.1%</b>	<b>2,638</b>	<b>2,473</b>	<b>93.7%</b>	<b>1,765</b>	<b>71.4%</b>
UT-Tyler	5,482	5,152	94.0%	1,381	26.8%	783	775	99.0%	496	64.0%
Prairie View University	10,894	8,403	77.1%	1,818	21.6%	275	234	85.1%	107	45.7%
Tarleton State University	13,156	9,679	73.6%	2,883	29.8%	782	732	93.6%	484	66.1%
UT-RGV	18,133	17,072	94.1%	6,909	40.5%	1,038	984	94.8%	696	70.7%
Sam Houston State University	16,945	15,303	90.3%	3,216	21.0%	1,318	1,238	93.9%	737	59.5%
East Texas A&M	9,645	8,719	90.4%	1,265	14.5%	617	588	95.3%	314	53.4%
TAMU-Corpus Christi	11,551	10,191	88.2%	2,157	21.2%	421	395	93.8%	220	55.7%

Institution	FTUG Apply	FTUG Accept	% FTUG Applications Accepted	FTUG Enroll	%FTUG Accepted and Enrolled	Transfer Apply	Transfer Accepted	% Transfer Applications Accepted	Transfer Enroll	% Transfer Accepted and Enrolled
TAMU-Kingsville	8,662	7,768	89.7%	1,279	16.5%	214	197	92.1%	106	53.8%
Texas Southern University	7,612	7,399	97.2%	1,311	17.7%	231	184	79.7%	108	58.7%
Texas Woman's University	8,494	8,042	94.7%	1,550	19.3%	809	809	100.0%	379	46.8%
<b>Doctoral Institutions</b>	<b>110,574</b>	<b>97,728</b>	<b>88.4%</b>	<b>23,769</b>	<b>24.3%</b>	<b>6,488</b>	<b>6,136</b>	<b>94.6%</b>	<b>3,647</b>	<b>59.4%</b>
Texas State University	31,098	27,978	90.0%	7,657	27.4%	2,074	1,871	90.2%	1,277	68.3%
Texas Tech University	29,644	19,952	67.3%	6,075	30.4%	1,627	1,287	79.1%	907	70.5%
UT-Arlington	21,769	17,379	79.8%	4,771	27.5%	2,757	2,483	90.1%	1,470	59.2%
UT-Dallas	24,439	16,907	69.2%	3,792	22.4%	1,739	1,301	74.8%	944	72.6%
UT-El Paso	11,450	11,447	100.0%	3,721	32.5%	970	913	94.1%	707	77.4%
UT-San Antonio	24,056	21,009	87.3%	5,814	27.7%	1,987	1,861	93.7%	1,360	73.1%
University of Houston (Main)	26,228	19,855	75.7%	5,794	29.2%	2,962	2,691	90.9%	1,879	69.8%
University of North Texas	34,530	24,975	72.3%	6,046	24.2%	2,712	2,211	81.5%	1,455	65.8%
<b>Emerging Research Institutions</b>	<b>203,214</b>	<b>159,502</b>	<b>78.5%</b>	<b>43,670</b>	<b>27.4%</b>	<b>16,828</b>	<b>14,618</b>	<b>86.9%</b>	<b>9,999</b>	<b>68.4%</b>
TAMU	42,519	24,512	57.6%	11,023	45.0%	1,870	1,067	57.1%	950	89.0%
UT-Austin	40,633	16,106	39.6%	7,897	49.0%	1,435	343	23.9%	266	77.6%
<b>Research Institutions</b>	<b>83,152</b>	<b>40,618</b>	<b>48.8%</b>	<b>18,920</b>	<b>46.6%</b>	<b>3,305</b>	<b>1,410</b>	<b>42.7%</b>	<b>1,216</b>	<b>86.2%</b>
<b>Statewide Institutions</b>	<b>256,465</b>	<b>208,732</b>	<b>81.4%</b>	<b>99,524</b>	<b>47.7%</b>	<b>27,041</b>	<b>24,301</b>	<b>89.9%</b>	<b>18,885</b>	<b>77.7%</b>

Source: THECB, CBM001/CBM0C1 and CBM00B

Note: FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor's or associate degree, matched to CBM001/CBM0C1 for those coded as first-time undergraduates. Transfer applicants - students who applied as transfer on CBM00B, seeking a bachelor's or associate degree. Matched back six years to CBM001/CBM0C1 to make sure they were FTUG at a CTC and not a university. Matched to CBM001/CBM0C1 for same fall year as application year to see if enrolled.

\*\* indicates values that have been suppressed or masked following THECB Data Suppression Policy for Student Information, effective March 1, 2023.

## Completion Rates

This report follows a cohort of students who were junior level in 2020 for the next 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 2020 cohort group of non-transfer

and community college 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 community college transfer students =

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

There were 61,562 non-transfer students and 18,741 community college transfer students classified as juniors in fall 2020 and included in the cohort. Statewide, the completion rate for non-transfer students in this cohort was 84.7%, with 52,304 non-transfer students graduating, and the completion rate for transfer students classified as juniors in the cohort was 66.2%, with 12,399 transfer students graduating within four years.

The overall statewide performance of non-transfer students included in the 2020 cohort group of both non-transfer and transfer students remains the same as for the 2018 and 2019 cohorts, indicating that transfer patterns in Texas remain static. As Table 6 indicates, there has been little change in the completion for either non-transfer or community college transfer students in the past four cohorts.

**Table 6. Completion Rates for Junior Cohorts 2005-2020**

Cohort Year	Total Non-Transfer	Total Non-Transfer Graduates	Percentage Graduating in 4 years	Total Junior CC Trans.	Total Junior CC Transfer Graduates	Percentage Graduating in 4 years	Difference Percentage Graduating in 4 years
Fall 2020	61,577	52,314	85%	18,741	12,550	66%	19%
Fall 2019	58,542	50,339	86%	19,379	13,100	68%	18%
Fall 2018	56,412	48,546	86%	17,350	11,775	68%	18%
Fall 2017	54,069	46,714	86%	17,595	12,010	68%	18%
Fall 2016	51,756	44,401	86%	17,055	11,429	67%	19%
Fall 2015	48,804	41,645	85%	16,270	10,858	67%	18%
Fall 2014	46,586	39,300	84%	15,669	10,207	65%	19%
Fall 2013	44,790	37,743	84%	15,067	9,929	66%	18%
Fall 2012	42,884	35,956	84%	15,150	9,672	64%	20%
Fall 2011	41,185	34,341	83%	14,069	9,076	65%	18%
Fall 2010	40,042	33,593	84%	13,824	9,121	66%	18%
Fall 2009	39,987	33,566	84%	12,462	8,277	66%	18%
Fall 2008	39,394	33,157	84%	11,569	7,930	69%	16%
Fall 2007	38,720	32,461	84%	11,517	7,875	68%	15%
Fall 2006	38,355	31,898	83%	11,951	7,991	67%	16%
Fall 2005	37,695	31,153	83%	11,486	7,709	67%	16%
Average	46,299	39,195	84%	14,947	9,960	67%	18%

Table 7 shows the number of students and completion rates by institution and by peer groups for the non-transfer and community college transfers included in the fall 2020 cohort. The range for the completion rates for non-transfer students in the fall 2020 cohort is from 77-93%. The range for the completion rates for community college transfers is 59-88%.

**Table 7. Junior Fall 2020 Cohort Completion Rate within Four Years after Junior Status**

Institution	Non-Transfer Juniors Total	Non-Transfer Junior Graduates	Percentage Non-Transfer Juniors Graduating in 4 Years	CC Transfer Juniors Total	CC Transfer Junior Graduates	Percentage Transfer Juniors Graduating in 4 Years
Angelo State	842	685	81.4%	21	18	85.7%
Midwestern State	454	389	85.7%	158	114	72.2%
Sul Ross State	115	95	82.6%	14	8	57.1%
Sul Ross Rio Grande	NA	NA	NA	NA	NA	NA
TAMU-Central Texas	NA	NA	NA	NA	NA	NA
TAMU-San Antonio	301	220	73.1%	468	252	53.8%
TAMU-Texarkana	89	65	73.0%	124	63	50.8%
UT-Permian Basin	201	148	73.6%	177	116	65.5%
UH-Downtown	565	399	70.6%	1,152	673	58.4%
UH-Victoria	125	90	72.0%	296	176	59.5%
UNT-Dallas	159	113	71.1%	301	192	63.8%
<b>Master's Institutions</b>	<b>2,866</b>	<b>2,214</b>	<b>77.3%</b>	<b>2,966</b>	<b>1,763</b>	<b>59.4%</b>
TAMU-Galveston	163	146	89.6%	36	27	75.0%
UH-Clear Lake	258	176	68.2%	784	424	54.1%
Lamar	813	618	76.0%	190	128	67.4%
SFA	1,449	1,257	86.7%	326	236	72.4%
TAMU-International	839	651	77.6%	257	174	67.7%
West Texas A&M	757	619	81.8%	390	234	60.0%
<b>Comprehensive Institutions</b>	<b>4,279</b>	<b>3,467</b>	<b>81%</b>	<b>1,983</b>	<b>1,223</b>	<b>61.7%</b>
UT-Tyler	481	405	84.2%	428	296	69.2%
Prairie View	1,243	1,004	80.8%	108	75	69.4%
Tarleton State	1,250	1,076	86.1%	601	442	73.5%
UT-RGV	2,912	2,034	69.8%	698	413	59.2%
SHSU	1,962	1,633	83.2%	902	643	71.3%

Institution	Non-Transfer Juniors Total	Non-Transfer Junior Graduates	Percentage Non-Transfer Juniors Graduating in 4 Years	CC Transfer Juniors Total	CC Transfer Junior Graduates	Percentage Transfer Juniors Graduating in 4 Years
East Texas A&M	591	473	80.0%	437	294	67.3%
TAMU-Corpus Christi	1,168	965	82.6%	235	155	66.0%
TAMU-Kingsville	604	482	79.8%	134	91	67.9%
Texas Southern	548	362	66.1%	64	37	57.8%
Texas Woman's	812	658	81.0%	466	307	65.9%
<b>Doctoral Institutions</b>	<b>11,571</b>	<b>9,092</b>	<b>78.6%</b>	<b>4,073</b>	<b>2,753</b>	<b>67.6%</b>
Texas State	4,056	3,459	85.3%	428	296	69.2%
Texas Tech	4,310	3,807	88.3%	108	75	69.4%
UT-Arlington	2,266	1,825	80.5%	601	442	73.5%
UT-Dallas	3,179	2,890	90.9%	698	413	59.2%
UT-El Paso	2,243	1,673	74.6%	902	643	71.3%
UT-San Antonio	3,266	2,678	82.0%	437	294	67.3%
UH (Main)	3,892	3,225	82.9%	235	155	66.0%
UNT	3,420	2,894	84.6%	134	91	67.9%
<b>Emerging Research Institutions</b>	<b>26,632</b>	<b>22,451</b>	<b>84.3%</b>	<b>64</b>	<b>37</b>	<b>57.8%</b>
TAMU	8,704	8,099	93%	843	758	89.9%
UT-Austin	7,525	6,991	92.9%	263	224	85.2%
<b>Research Institutions</b>	<b>16,229</b>	<b>15,090</b>	<b>93%</b>	<b>1,106</b>	<b>982</b>	<b>88.8%</b>
<b>Statewide Institutions</b>	<b>61,562</b>	<b>52,314</b>	<b>85%</b>	<b>18,996</b>	<b>12,550</b>	<b>66%</b>

Source: THECB CBM009

When compared to national transfer data compiled by the National Student Clearinghouse (NSC), Texas appears to be performing above average, although it should be noted that the methodology used in this report differs from that used by the NSC. According to the April 2024 update to the annual *Tracking Transfer* report, 47.4% of “transfer-in students” nationally – defined by the NSC as the number of students from a fall 2016 cohort who earned a bachelor’s degree from a four-year institution within six years of community college entry – completed a degree from a public university.

## Time to Degree

Time to degree is another measure of performance used in the cohort study. Time to degree considers the number of years, SCHs attempted, and semesters students take to complete their degrees. As Table 8 shows, since 2005, transfer student cohorts had time to degree that averaged 7.5 years, and non-transfer students had time to degree that clustered at 5.3 years. When measured by SCH, non-transfer students attempted 126.9, slightly less than last year's 128.8. The average attempted SCHs for transfer students slightly improved from last year, decreasing from 133.4 to 132.4. Transfer students attempted an average of 5.5 SCHs more than non-transfer students to complete their degrees, an increase of 0.9 SCHs compared to last year's 4.6 SCHs. Transfer students also enrolled in one additional semester: non-transfer students averaged 9.7 semesters to graduate, and transfers averaged 10.6 semesters. Non-transfer students appear more likely to be continuously enrolled. The "stop outs" that transfer students are more likely to take may result in inefficiencies, including degree requirements that changed during their absence and having to repeat courses as "refreshers." Whatever the cause, transfer students extended their time to degree by an average of two years.

**Table 8. Statewide Summary Time to Degree, Fall 2005-2020 Junior Cohorts**

Cohort Year	Total Non-Transfer Junior Graduates	Non-Transfer Juniors Average Time to Degree in Years	Non-Transfer Juniors Average Number of SCHs Attempted	Non-Transfer Juniors Average Number of Semesters	Total Transfer Junior Graduates	Transfer Juniors Average Time to Degree in Years	Transfer Juniors Average Number of SCHs Attempted	Transfer Juniors Average Number of Semesters
2020	52,314	5.4	126.9	9.7	12,550	7.5	132.0	10.6
2019	50,339	5.2	128.8	9.7	13,100	7.1	133.4	10.7
2018	48,546	5.2	128.7	9.8	11,775	7.3	135.4	11.0
2017	46,714	5.3	129.9	9.8	12,010	7.4	137.4	11.1
2016	44,401	5.3	131.0	9.9	11,429	7.5	138.2	11.2
2015	41,645	5.4	132.0	10.0	10,858	7.4	139.1	11.3
2014	39,300	5.5	132.6	10.1	10,207	7.5	139.4	11.4
2013	37,743	5.5	133.5	10.1	9,929	7.6	140.3	11.3
2012	35,956	5.5	134.8	10.1	9,672	7.6	142	11.4
2011	34,341	5.4	136.4	10.1	9,087	7.6	142.9	11.3
2010	33,593	5.4	137.5	10.1	9,121	7.7	143.9	11.4
2009	33,565	5.4	138.4	10	8,277	7.7	144	11.3
2008	33,157	5.4	139.1	10	7,930	7.5	145	11.3
2007	32,461	5.4	142.3	9.9	7,875	7.4	144.2	11.2
2006	31,898	5.4	142.9	9.9	7,991	7.4	145.9	11.3
2005	31,153	5.4	143.6	10	7,709	7.3	146.3	11.2

Source: THECB, CBM001 CBM009

Table 9 presents the differences in time expended in years, SCHs attempted, and the number of semesters enrolled by non-transfer and community college transfer students by institution. The difference in SCHs attempted varied widely from institution to institution, with several institutions graduating their community college transfer students with fewer hours attempted than their non-transfer students. All universities had an average time to degree in years for their transfer students that was higher than that of their non-transfer students.

**Table 9. Average Time to Degree in Years, SCHs Attempted, and Semesters for Fall 2020 Junior Cohort**

Institution	Total Non-Transfer Junior Graduates	Non-Transfer Junior Average Time to Degree in Years	Non-Transfer Juniors Avg Number of SCHs Attempted	Non-Transfer Juniors Avg Number of Semesters	Total Transfer Junior Grads	Transfer Junior Average Time to Degree in Years	Transfer Juniors Avg Number of SCHs Attempted	Transfer Juniors Avg Number of Semesters
Angelo State	685	5.6	128.1	10.4	18	8.9	121.5	10.4
Midwestern State	389	5.5	130.2	10.3	114	8.9	125.0	10.5
Sul Ross State	95	5.3	128.5	9.8	8	7.0	141.8	11.4
Sul Ross Rio Grande	*	*	*	*	*	*	*	*
TAMU-Central Texas	*	*	*	*	*	*	*	*
TAMU-San Antonio	220	5.9	125.8	10.8	252	8.8	133.3	11.2
TAMU-Texarkana	65	5.6	124.7	10.3	63	8.5	125.3	10.7
UT-Permian Basin	148	6.0	122.0	11.3	116	8.2	130.0	10.4
UH-Downtown	399	5.7	131.9	10.6	673	8.1	132.0	11.1
UH-Victoria	90	5.6	130.4	10.6	176	9.3	127.0	11.2
UNT-Dallas	113	5.5	122.0	10.0	192	7.6	131.8	10.6
<b>Master's Institutions</b>	<b>2,214</b>	<b>5.6</b>	<b>128.0</b>	<b>10.5</b>	<b>1,763</b>	<b>8.3</b>	<b>130.1</b>	<b>10.9</b>
TAMU-Galveston	146	5.1	130.0	9.3	27	6.7	145.6	11.2
UH-Clear Lake	176	5.8	125.7	10.5	424	7.6	135.8	11.3
Lamar	618	5.7	135.4	10.7	128	8.4	131.2	10.8
SFA	1,257	5.2	124.6	9.8	236	7.2	128.9	10.3
TAMU-International	651	5.9	128.0	10.9	174	7.1	136.6	11.1
West Texas A&M	619	5.5	121.5	10.2	234	7.5	123.4	10.5
<b>Comprehensive Institutions</b>	<b>3,467</b>	<b>5.5</b>	<b>126.9</b>	<b>10.2</b>	<b>1,223</b>	<b>7.5</b>	<b>132.0</b>	<b>10.9</b>
UT-Tyler	405	5.2	118.0	9.7	296	7.6	130.7	10.7
Prairie View	1,004	5.1	143.4	9.6	75	7.3	135.4	11.3

Institution	Total Non-Transfer Junior Graduates	Non-Transfer Junior Average Time to Degree in Years	Non-Transfer Juniors Avg Number of SCHs Attempted	Non-Transfer Juniors Avg Number of Semesters	Total Transfer Junior Grads	Transfer Junior Average Time to Degree in Years	Transfer Juniors Avg Number of SCHs Attempted	Transfer Juniors Avg Number of Semesters
Tarleton State	1,076	5.5	127.4	10.3	442	7.8	129.4	10.7
UT-RGV	2,034	5.7	130.5	10.4	413	7.4	135.1	11.1
SHSU	1,633	5.2	128.3	9.8	643	7.1	131.3	10.3
East Texas A&M	473	5.4	131.8	10.2	294	7.5	123.6	9.8
TAMU-Corpus Christi	965	5.5	134.3	10.3	155	7.8	136.1	11.2
TAMU-Kingsville	482	5.8	137.8	10.8	91	9.0	139.5	11.1
Texas Southern	362	5.6	141.9	10.2	37	8.1	150.2	11.4
Texas Woman's	658	5.4	128.3	10.0	307	7.6	128.3	10.2
<b>Doctoral Institutions</b>	<b>9,092</b>	<b>5.4</b>	<b>131.8</b>	<b>10.1</b>	<b>2,753</b>	<b>7.5</b>	<b>131.2</b>	<b>10.6</b>
Texas State	3,459	5.3	124.3	9.9	642	7.0	133.6	11.1
Texas Tech	3,807	5.2	131.6	9.9	652	6.8	136.7	10.5
UT-Arlington	1,825	5.3	130.5	9.9	692	7.2	131.2	10.4
UT-Dallas	2,890	4.8	126.3	8.9	712	6.4	137.8	10.6
UT-El Paso	1,673	5.4	129.9	10.1	300	7.2	135.6	11.3
UT-San Antonio	2,678	5.4	126.7	9.9	791	7.2	133.1	10.7
UH (Main)	3,225	5.0	129.1	9.4	1,039	6.2	130.5	10.2
UNT	2,894	5.1	123.0	9.4	1,001	6.6	126.8	10.3
<b>Emerging Research Institutions</b>	<b>22,451</b>	<b>5.2</b>	<b>127.5</b>	<b>9.7</b>	<b>5,829</b>	<b>6.8</b>	<b>132.5</b>	<b>10.6</b>
TAMU	8,099	5.2	125.7	9.7	758	5.8	134.9	10.4
UT-Austin	6,991	4.8	119.4	9.0	224	5.7	132.8	10.0
<b>Research Institutions</b>	<b>15,090</b>	<b>5.0</b>	<b>122.7</b>	<b>9.3</b>	<b>982</b>	<b>5.8</b>	<b>134.4</b>	<b>10.3</b>
<b>Statewide Institutions</b>	<b>52,314</b>	<b>5.4</b>	<b>126.9</b>	<b>9.7</b>	<b>12,550</b>	<b>7.5</b>	<b>132.0</b>	<b>10.6</b>

Source: THECB, CBM001 CBM009

## 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 still graduate with bachelor's degrees at a lower rate and take longer to do so than students who initially enroll and graduate at the same university. This contrast between transfer and non-transfer students has been demonstrated 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 have increasingly been more engaged in the transfer processes as a result of the passage of Senate Bill (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

All the requirements of SB 25 that required Coordinating Board implementation have been accomplished. The more recent work of the Texas Transfer Advisory Committee and associated Field of Study Curricula (FOSC) that were established through the adoption of rules in March 2021 are increasingly providing additional improvements to transfer pathways.

In addition to statewide implementation of Texas Direct and the FOSC, meaningful collaboration among institutions and clarity in messages to students about degree completion are key elements to improving transfer moving forward.

Lastly, House Bill 8, passed by the 88th Texas Legislature, Regular Session, overhauled the community college funding system and bolsters community colleges' roles in meeting emerging workforce needs and educating more students from all backgrounds so they can persist and earn credentials of value.

## Recommendations

The THECB continues to work closely with universities and community colleges to monitor the ongoing implementation of SB 25 requirements and to develop transparent, student-centered academic pathways through Texas Direct, TTAC, and revised FOSC.

Given the importance of Texas Direct, the THECB will continue revision and development of new FOSC in popular transfer disciplines. The recently developed Alternative Transfer Field of Study, approved in July 2024, assists this effort by offering flexibility for disciplines that may require less than the full 42 semester credit hours (SCHs) of the Texas Core Curriculum and more than 18 SCHs of lower-division coursework for the completion of an academic associate degree at a community college.

Both universities and community colleges should continue implementing the requirements of SB 25 and the revised FOSC by enhancing awareness through comprehensive advising and encouraging participation in these new transfer initiatives through targeted outreach to both students and faculty.

The agency will continue to develop updated communication and outreach materials that provide clarity to institutions related to Texas Direct and FOSC to further simplify the transfer process for students across the state.

## **Appendix A: The General Appropriations Act, Senate Bill 1, Article III, Special Provisions Relating Only to State Agencies of Higher Education, Section 45, 89th Texas Legislature, Regular Session**

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

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

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

## Appendix B: Transfer Survey Instrument 2025

### Community College Transfer Student Report Survey 2025

Thank you for responding to the Community College Transfer Student Report Survey. On the pages that follow, you will see the questions for the survey. Please respond to all questions and complete the survey **by 5 PM, Monday, August 11, 2025.**

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

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

You may review your institution's most recent responses to the annual survey at the link below: <https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/community-college-transfer-student-report/>

If you have questions about the content of the survey, please contact **Brittni Hollis, Assistant Director (Transfer Pathways)**, at [brittni.hollis@highered.texas.gov](mailto:brittni.hollis@highered.texas.gov). If you have technical difficulties with Qualtrics, please contact **Yookyung Lee, Research Analyst**, at [yookyung.lee@highered.texas.gov](mailto:yookyung.lee@highered.texas.gov). Thank you for your timely assistance in completing this important reporting requirement.

#### I. Institutional Information

- A. Please select the institution's name.
- B. Please enter the contact information of the person responsible for completing the responses required in this survey and include:
  1. Name and position
  2. Email address
  3. Telephone number(s)
- C. Please enter the contact information of an alternate contact person and include:
  4. Name and position
  5. Email address
  6. Telephone number(s)

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

1. Does your institution have a goal for the number of new community college transfer students for fall 2025?

Yes, and number: \_\_\_\_\_

No

Community college transfer students are not tracked separately.

2. Does your institution have a retention goal for the number of community college students who transferred in 2024-2025?

Yes, and number: \_\_\_\_\_

No

Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?

Yes, and describe: \_\_\_\_\_

No

Community college transfer students are not tracked separately.

**III. Service to Transfer Students**

**A. Advising**

4. Does your institution require academic advising for new transfer students?

Yes

No

**B. Orientation**

5. Does your institution offer an orientation program (in person or virtual) specifically tailored for transfer students? [Select one]

Yes, offered, but not required

Yes, offered and required

No, transfer students are required to attend orientation with first-time-in-college students.

No, transfer students are invited, but not required, to attend orientation with first-time-in-college students.

No, transfer students are not offered an orientation.

### C. Outreach and Success Programs

6. Which of the following student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2024-2025 school year? [Select all that apply.]

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

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

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

### D. Website

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

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

### **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.

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

Yes

No

## **IV. Transfer Pathways**

### **F. Field of Study**

A critical component of transfer in Texas is the Field of Study Curriculum (FOSC), which is a set of lower-division courses that transfer and apply to a degree program, as required by state law Texas Education Code, Chapter 61, [Section 61.823](#), and Coordinating Board rules, Texas Administrative Code, Title 19, Part 1, Chapter 4, [Subchapter B](#). Students who complete the Texas Core Curriculum and Field of Study at any public two-year institution shall be awarded the "Texas Direct Associate Degree" and transfer their courses to a receiving four-year institution as a block applied directly to their selected major.

10. What actions has your institution taken to implement the Texas Direct Revised Field of Study Curriculum for approved disciplines?

Posted revised FOSC – including selected directed electives – on website

Advising - Training & Student Outreach

Faculty Engagement

Other (Explain below - Please limit your response to 600 characters.)

11. What are the barriers to implementing the revised FOSC at your institution? (Please limit your response to 600 characters.)

### **G. 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.

12. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2024-2025 school year?

Yes, and number: \_\_\_\_\_

No

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

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

15. With how many Texas community colleges does your institution have at least one degree program articulation agreement? \_\_\_\_\_

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

17. How effective do you perceive articulation agreements to be towards improving transfer outcomes at your institution?

#### **H. Faculty Participation**

18. 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 2024-2025 school year.

#### **I. Barriers and Opportunities to Improve Transfer**

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

- \_\_\_\_\_ Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
- \_\_\_\_\_ Lack of financial aid support (federal, state, and institutional) for transfer students
- \_\_\_\_\_ Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
- \_\_\_\_\_ Inaccurate and/or inadequate advising at the community college
- \_\_\_\_\_ Inadequate understanding of FOSC purpose and requirements
- \_\_\_\_\_ 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

20. 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.)
21. 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  
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This document is available on the Texas Higher Education Coordinating Board website:  
<https://highered.texas.gov>.

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