



Texas Higher Education  
Coordinating Board

**THE COMMUNITY COLLEGE  
TRANSFER  
STUDENT REPORT**

**DRAFT**

October 2012

**College for all Texans**



## **Texas Higher Education Coordinating Board**

Fred W. Heldenfels IV, CHAIR

Harold Hahn, VICE CHAIR

Dennis D. Golden, O.D., SECRETARY OF THE BOARD

Durga D. Agrawal, Ph.D.

Robert W. Jenkins

Munir Abdul Lalani

James H. Lee

Janelle Shepard

David D. Teuscher, M.D.

Ryan T. Bridges, STUDENT REPRESENTATIVE

Austin

El Paso

Carthage

Houston

Austin

Wichita Falls

Houston

Weatherford

Beaumont

Dallas

Raymund A. Paredes, COMMISSIONER OF HIGHER EDUCATION

### **Mission of the Coordinating Board**

The Texas Higher Education Coordinating Board's mission is to work with the Legislature, Governor, governing boards, higher education institutions and other entities to help Texas meet the goals of the state's higher education plan, *Closing the Gaps by 2015*, and thereby provide the people of Texas the widest access to higher education of the highest quality in the most efficient manner.

### **Philosophy of the Coordinating Board**

The Texas Higher Education Coordinating Board will promote access to quality higher education across the state with the conviction that access without quality is mediocrity and that quality without access is unacceptable. The Board will be open, ethical, responsive, and committed to public service. The Board will approach its work with a sense of purpose and responsibility to the people of Texas and is committed to the best use of public monies. The Coordinating Board will engage in actions that add value to Texas and to higher education. The agency will avoid efforts that do not add value or that are duplicated by other entities.

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

## Executive Summary

This report—in fulfillment of the requirements specified in the General Appropriations Act, HB1, 82nd Texas Legislature, Section 55 (page III-247)—provides a comparative analysis of transfer goals and practices as reported by each general academic institution, and specific performance data of both native and transfer students for each institution. The text of the rider, including the specific informational focus targets for the report, is available in Appendix A of the report.

### Key Observations and Conclusions

The rider seeks information about institution-level programs and practices at universities that may encourage transfer success, including each institution's existing academic and technical transfer pathways, barriers to transfer, and emerging issues the institution has identified, as well as institutional 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 Texas Higher Education Coordinating Board (THECB) is charged to provide performance data by institution, including application rates, admission rates, financial aid awarded, time-to-degree, and baccalaureate completion rates, for both transfer and native students, by program completion at community colleges and universities during the preceding fiscal year. The THECB is expected to conduct a comparative analysis of the institutional reports and the performance data, submitting an annual report to the Legislature that evaluates actions taken by universities to increase the number, success, and persistence of community college transfer students and making recommendations to meet state goals.

Overall, the survey and performance data indicate that Texas public universities understand the importance of transfer students in the state higher education system and make efforts to recruit, retain, and graduate them. However, the data also show that some Texas public universities could be doing a better job helping students make the transition from community college to university.

This report provides a summary of a study regarding the success trajectories of junior-level students (students who have earned 60 semester credit hours) native to a university, and students who have transferred to a university from a community college with successful completion of 60 semester credit hours (SCH) prior to transfer. These figures do not reflect overall completion rates for all transfer students; every university receives many transfer students prior to the 60-earned-SCH mark. However, these figures are useful for comparing those students who have made substantial progress toward completing a bachelor's degree, and they are more reliable because they compare both native and transfer students who have persisted through approximately the first half of their undergraduate coursework.

The cohort of students whose completion and time-to-degree data are reviewed in this report became juniors in the fall of 2007 (hereafter referred to as "2007 cohort"). The students were tracked through the spring of 2011. Their progress is reflected in statewide and institutional data in the chart on the next page (Figure 1):

Figure 1. 2007 Student Cohort<sup>1</sup>: Average Completion Rate<sup>2</sup>, Average Time-To-Degree, and Average Number of Semester Credit Hours Attempted, By Institution

| INSTITUTION  | Average Completion Rate    |                                     | Average Time to Degree (in Years) |                                     | Average Number of SCH Attempted |                                     |
|--|----------------------------|-------------------------------------|-----------------------------------|-------------------------------------|---------------------------------|-------------------------------------|
|  | University Native Students | Community College Transfer Students | University Native Students        | Community College Transfer Students | University Native Students      | Community College Transfer Students |
| (An asterisk by an institution's name means that it enrolled only junior and senior students in 2007, and had no equivalent to "native" freshman or sophomore students.) |                            |                                     |                                   |                                     |                                 |                                     |
| Sul Ross State University Rio Grande College*  | n/a                        | 46%                                 | n/a                               | 9.65                                | n/a                             | 144                                 |
| Angelo State University  | 77%                        | 62%                                 | 5.61                              | 6.29                                | 149                             | 147                                 |
| Texas A&M University-Commerce  | 76%                        | 75%                                 | 5.34                              | 8.07                                | 144                             | 141                                 |
| Lamar University   | 74%                        | 68%                                 | 5.71                              | 6.23                                | 147                             | 142                                 |
| Midwestern State University  | 80%                        | 72%                                 | 5.73                              | 7.95                                | 149                             | 143                                 |
| University of North Texas  | 82%                        | 68%                                 | 5.31                              | 7.33                                | 143                             | 144                                 |
| The University of Texas-Pan American   | 76%                        | 80%                                 | 6.19                              | 7.58                                | 158                             | 152                                 |
| Sam Houston State University   | 87%                        | 75%                                 | 5.25                              | 7.35                                | 144                             | 151                                 |
| Texas State University - San Marcos  | 83%                        | 72%                                 | 5.37                              | 6.83                                | 140                             | 144                                 |
| Stephen F. Austin State University   | 87%                        | 72%                                 | 5.26                              | 7.29                                | 146                             | 149                                 |
| Sul Ross State University  | 77%                        | 69%                                 | 5.35                              | 6.67                                | 147                             | 139                                 |
| Prairie View A&M University  | 67%                        | 65%                                 | 5.40                              | 7.42                                | 153                             | 142                                 |
| Tarleton State University  | 82%                        | 66%                                 | 5.52                              | 7.38                                | 146                             | 134                                 |
| Texas A&M University   | 93%                        | 86%                                 | 5.20                              | 5.81                                | 141                             | 146                                 |
| Texas A&M University-Kingsville  | 77%                        | 71%                                 | 5.89                              | 8.82                                | 158                             | 146                                 |
| Texas Southern University  | 61%                        | 50%                                 | 6.13                              | 7.23                                | 160                             | 149                                 |
| Texas Tech University  | 86%                        | 77%                                 | 5.22                              | 6.56                                | 142                             | 153                                 |
| Texas Woman's University   | 84%                        | 69%                                 | 5.38                              | 7.56                                | 147                             | 143                                 |
| University of Houston  | 80%                        | 61%                                 | 5.60                              | 6.77                                | 146                             | 148                                 |
| The University of Texas at Arlington   | 82%                        | 59%                                 | 5.46                              | 7.25                                | 145                             | 144                                 |
| The University of Texas at Austin  | 90%                        | 77%                                 | 5.00                              | 6.33                                | 131                             | 143                                 |
| The University of Texas at El Paso   | 76%                        | 59%                                 | 5.89                              | 7.90                                | 147                             | 137                                 |
| West Texas A&M University  | 81%                        | 70%                                 | 5.63                              | 8.74                                | 141                             | 137                                 |
| Texas A&M International University   | 82%                        | 69%                                 | 5.51                              | 7.74                                | 147                             | 151                                 |
| The University of Texas at Dallas  | 88%                        | 70%                                 | 4.91                              | 7.21                                | 137                             | 141                                 |
| The University of Texas of the Permian Basin   | 77%                        | 62%                                 | 5.77                              | 7.32                                | 141                             | 141                                 |
| The University of Texas at San Antonio   | 75%                        | 67%                                 | 5.84                              | 7.67                                | 146                             | 147                                 |
| Texas A&M University at Galveston  | 92%                        | 65%                                 | 4.97                              | 9.09                                | 150                             | 170                                 |
| Texas A&M University-Corpus Christi  | 85%                        | 75%                                 | 5.39                              | 7.53                                | 144                             | 148                                 |
| The University of Texas at Tyler   | 83%                        | 57%                                 | 5.49                              | 7.89                                | 141                             | 146                                 |
| University of Houston-Clear Lake*  | n/a                        | 69%                                 | n/a                               | 7.76                                | n/a                             | 146                                 |
| University of Houston-Downtown   | 68%                        | 61%                                 | 6.52                              | 7.94                                | 147                             | 142                                 |
| University of Houston-Victoria*  | n/a                        | 67%                                 | n/a                               | 6.89                                | n/a                             | 144                                 |
| Texas A&M University-Texarkana*  | n/a                        | 66%                                 | n/a                               | 8.44                                | n/a                             | 133                                 |
| The University of Texas at Brownsville   | 50%                        | 57%                                 | 6.63                              | 8.19                                | 154                             | 140                                 |
| <b>Statewide Summary for Universities</b>  | <b>84%</b>                 | <b>68%</b>                          | <b>5.37</b>                       | <b>7.42</b>                         | <b>142</b>                      | <b>144</b>                          |

Source: Coordinating Board

<sup>1</sup> This table shows information about a cohort of students who had earned 60 semester credit hours as of fall 2007. Students "native" to a university were compared to students who had transferred to a university from a community college with successful completion of 60 semester credit hours prior to transfer. Selecting this cohort allows for comparison of students who have persisted through approximately the first half of their undergraduate coursework, and provides a more reliable statistical sample for student persistence to graduation.

<sup>2</sup> Completion rate refers to the time from fall 2007 forward that it took for students to complete their baccalaureate degree. Students were tracked from fall 2007 through summer 2011 (four years beyond fall 2007).

Statewide, 84 percent of university native students who achieved junior status by earning a total of 60 SCH prior to the fall 2007 semester completed a bachelor's degree within the following four years. The completion rate for community college transfer students was 68 percent during the same four-year period (through 2011), showing an average completion rate for community college transfer students that lagged 16 percentage points behind their university native student peers. For a similar cohort of native and transfer students who became juniors one year earlier, in 2006, and who completed a bachelor's degree during or before 2010, the difference was also 16 percentage points. The completion rate of the 2007 cohort increased by one percentage point, from an 83 percent completion rate for 2006 cohort native students and 67 percent completion rate for 2006 cohort transfer students. Thus, within the 2007 cohort of students, an overall gain of one percentage point was achieved in degree completion within the subsequent four-year period (2007 to 2011), but the gap between native and transfer student degree completion remained steady.

While the statewide comparison for 2007 continued to show an average 16 percentage point difference in degree completion between university native and community college transfer students, there continues to be substantial variation in the achievement gap between native and transfer students for each university. For example, transfer and native juniors in the 2007 cohort at The University of Texas at Brownsville<sup>3</sup> reversed the general trend, with 57 percent of transfer students completing baccalaureate degrees by 2011, while native students completed at a rate of 50 percent for the same period. For this institution, transfer student degree completion exceeded native student degree completion by 7 percentage points, although neither figure is high when compared with the statewide average completion rate of 84 percent for university native students and 68 percent for community college transfer students. The University of Texas–Pan American also shows a higher percentage of transfer students than native students from the 2007 cohort completing their degrees by 2011; 80 percent of the 2007 transfer juniors completed their degrees, compared with 76 percent of native students.

At Texas A&M University-Commerce, native students graduated at a rate of 76 percent, while transfer students graduated only one percentage point lower, at 75 percent, demonstrating almost equal completion rates. On the other hand, Texas A&M University at Galveston saw a 92 percent completion rate for its native students from the 2007 cohort, but only a 65 percent completion rate among the transfer students in that cohort, a difference of 27 percentage points. Similarly, The University of Texas at Tyler had a native student completion rate of 83 percent among the 2007 cohort, while only 57 percent of transfer students from that group completed their degrees by 2011, a difference of 26 percentage points.

There are some other differences from the 2006 cohort year to the 2007 cohort year. At Texas Southern University, only 29 percent of transfer students in the 2006 cohort completed their degrees within the four years following their achievement of junior status, while 60 percent of native students graduated during the same period. For the current year, 50 percent of Texas Southern University cohort transfer students completed their degrees by 2011, a substantial increase. Texas Southern University also showed a small gain of one percentage point in the completion rate for its native students. (See the charts beginning on page 135 for data from each university.)

---

<sup>3</sup> Until recently, UT-Brownsville shared campus space, faculty, administrative staff, and lower-division students with Texas Southmost College, which makes comparisons between UT-Brownsville and other state universities difficult.

Completion rates at the four-year mark after the achievement of junior status are only one way to look at student success. The overall average time it takes to complete the bachelor's degree, and the average number of semester credit hours (SCH) attempted, are also useful measures of institutional efficiency. Average time-to-degree takes into consideration the time since a student first enrolled at any institution of higher education after graduating from high school.

The average number of semester credit hours attempted overall, considered with the time-to-degree data, yields additional insights about differences in university native and community college transfer student success. For the students in the overall 2007 cohort who graduated by 2011, the average time it took to earn a bachelor's degree was almost unchanged from the 2006 cohort data. Among the 2007 student cohort, university native students averaged 5.37 years to earn the bachelor's degree, from initial enrollment to completion, while community college transfer students required an additional two-plus years to complete their degrees, averaging 7.42 years.

For the students in the overall 2006 cohort who graduated by 2010, the average time it took university native students to earn the bachelor's degree was 5.37 years, and there was no change in this number from the 2006 cohort to the 2007 cohort. Community college transfer students from the 2006 cohort took 7.45 years, on average, to complete their degrees, so there is a very small improvement (.03 percentage point) from the 2006 to 2007 cohort. Transfer students, however, still required slightly more than two additional years to complete their degrees when compared with their university native peers. Time-to-degree data for individual universities show that no university has been able to graduate transfer students in the same time period as it graduates native students; the reasons for this time lag might be revealed with further study.

An interesting aspect in determining efficiency is the number of attempted SCH a student has on record at the point of graduation. This is a factor that does not show as much variation, with transfer students only attempting an average of three SCH more than students native to universities in the 2006 cohort, and only two SCH more within the 2007 cohort. Thus, although community college students are taking longer to complete their degrees, they appear to be doing so without attempting significantly more SCH than university native students. The transfer students in the 2007 student cohort averaged 144 attempted SCH, while the university native students in the 2007 cohort averaged 142 attempted SCH. In determining real cost to students and to the state, considering the number of attempted SCH along with time-to-degree provides a more nuanced picture than time-to-degree alone.

It is clear that overall, the more time-efficient path is that of a native student enrolling at a four-year university and completing baccalaureate studies at the same institution. The similarity in the number of semester credit hours attempted by transfer and native students suggests that students who transfer from a community college may progress more slowly in time-to-degree, but are only very slightly less cost-efficient in terms of the number of attempted semester credit hours. Even with the longer time-to-degree, transfer students realize cost efficiencies in the lower tuition and fees they pay during the community college portion of their studies. They do not actually enroll in many more courses (represented by semester credit hour totals) than their native university counterparts, but their longer time to degree completion could mean that they sustain a higher overall total cost for living expenses. (Institution-specific information about average time-to-degree and average attempted semester credit hour totals can be found beginning on page 143 of this report.)

The survey data reveal a wide variety of practices to improve student retention and success. Universities with high retention and completion rates for community college transfer students are more likely to require academic advising and/or orientation programs, tend to have good online academic planning resources available, and often have specific student success programs or student tracking systems for transfer students. But some of the universities with lower retention and completion rates also have these resources in place, suggesting that there is no definitive list of programs that guarantee transfer student success.

The variations in retention and completion rates for native and transfer students at Texas public universities are the result of a complex interaction between the students, the programs, and other resources that the institutions make available. Additional research would need to be conducted to further determine which programs are most effective and under what conditions.

At the state level, a new statute regarding reverse transfer was implemented following the 82nd session of the Texas Legislature (2011). Texas Education Code (TEC) Section 61.833 created the requirement that certain students who earned credit at a lower-division institution and transferred may have credit sent back to their lower-division institution in a process called "reverse transfer," so that the student may receive an associate degree even after they have transferred to a university. This statute applies to students who initially enroll in a higher education institution during the fall 2012 semester or later, and will eventually result in each university sending credit back to a college or technical institute as part of a statewide reverse transfer policy. Meanwhile, many universities have been participating in reverse transfer agreements with some colleges, and already send credit back, in advance of the implementation of the statute.

The THECB has initiated a number of projects intended to facilitate transfer by providing for more efficient and collaborative practices among public colleges and universities. Individual institution-to-institution articulation agreements can offer secure pathways for students who know precisely where they intend to transfer and what field of study they expect to pursue. But statewide initiatives like the Texas Common Course Numbering System, the fully transferrable general education core curriculum, field of study curricula, and the more recent statewide voluntary transfer compacts that are supported with funding from Lumina Foundation for Education provide reliable transfer pathways for all students, especially those who must compare several choices when considering their transfer options (<http://www.thecb.state.tx.us/TuningTexas>).

In November 2008, through its Making Opportunity Affordable initiative, Lumina Foundation selected 11 states, including Texas, to receive one-year, \$150,000 planning grants. These grants were used to plan methods for making the opportunity of going to college more affordable for students and the state. In Texas, a course-level alignment initiative was piloted during 2009 through the efforts of the Voluntary Mechanical Engineering Transfer Compact Committee. This project included the development of essential student learning outcomes for freshman- and sophomore-level courses required in a mechanical engineering bachelor's degree program; the learning outcomes were developed by faculty committees from colleges and universities working collaboratively together and have been implemented statewide for community colleges. As of July 11, 2012, a total of 60 community colleges/districts and 15 universities participate in the Voluntary Mechanical Engineering Transfer Compact, which guarantees the application of transfer credit to participating universities' mechanical engineering degree programs for students who complete the courses identified in the Compact.

In November 2009, Texas was one of seven states to receive a four-year Productivity Grant from Lumina Foundation for Education to continue the work the state initiated under the planning grant. As part of this multi-year, \$1.8 million grant project, Texas has embarked upon integrating the Tuning process, a faculty-led process of developing program-level outcomes for specific majors with input from a variety of stakeholders, including employers, recent graduates, students, and additional faculty into the course-level alignment work piloted in 2009 through the efforts of the Voluntary Mechanical Engineering Transfer Compact Committee. Over the four-year grant period, the Tuning process will be applied to 12 academic discipline areas. The process began in 2010 with additional engineering fields (chemical, electrical, industrial, and civil engineering).

The project includes both the development of program-level outcomes and the identification of lower-division courses that form the foundation for a bachelor's degree in a particular discipline. It also includes the development of specific course-level student learning outcomes for each of the lower-division courses in the transfer compact. As of July 2012, three additional engineering transfer compacts have been delivered: civil, electrical, and industrial engineering transfer compacts can be found at the web address cited above. Four additional voluntary transfer compacts are currently in final draft form: biomedical engineering, chemical engineering, biology, and chemistry compacts will be finalized by fall 2012. In February 2012, efforts began to develop transfer compacts for mathematics, business, computer information systems, and management information systems. This work is expected to be complete by fall 2013.

Building on momentum from the Voluntary Mechanical Engineering Transfer Compact Committee's work, THECB staff began a project to develop student learning outcomes for other lower-division courses with large enrollments of dual credit and/or transfer students. Work groups made up of faculty teaching courses in the discipline (including equal faculty representation for community colleges and universities) developed student learning outcomes for high-traffic freshman and sophomore courses in seven additional fields: English Rhetoric and Composition, English Literature, Mathematics, Economics, Government/Political Science, American History, and Biology. After a public comment period, the learning outcomes for these courses were debated and then adopted at a meeting of the Academic Course Guide Manual (ACGM) Advisory Committee on October 5, 2011. Additional learning outcomes for courses in Philosophy, Psychology, Sociology, Spanish, and Speech are being developed during 2012.

In its January 2009 report to the Coordinating Board, (*Designing Texas Undergraduate Education for the 21<sup>st</sup> Century*), the Undergraduate Education Advisory Committee ([www/theccb.state.tx.us/UEAC](http://www/theccb.state.tx.us/UEAC)) recommended that the state's fully transferrable general education core curriculum be revised for the first time since 1997. In April 2011, the UEAC provided recommendations to the Commissioner of Higher Education regarding that revision. A newly revised Texas Core Curriculum was considered by the Board at its regular quarterly meeting on October 27, 2011, following a public comment period. The revision offers a cohesive, curriculum-level statement of purpose and six core objectives, replacing 37 different component-area Exemplary Educational Objectives, six Basic Intellectual Competencies, and eight Perspectives. The newly revised Texas Core Curriculum is expected to create better efficiency in student learning and in transfer of credit; it should also simplify the institutional evaluation and assessment process, bringing the curriculum into better alignment with statutory requirements and the assessment process into better coherence with accreditation standards.



Beyond the THECB, there is another statewide initiative to increase transfer success. Transfer101.org is a website that was "created by The University of Texas System in partnership with The Texas A&M University System and the Texas Association of Community Colleges." According to the website, the initiative was launched as an effort to increase the number of students transferring from community colleges to universities. The site strives to provide community college students with easy access to the information and tools they need to make that transition.

## Recommendations

- Institutions should be encouraged to participate in the statewide transfer compacts that have been developed by faculty committees for specific academic disciplines. Such voluntary statewide agreements eliminate the need for multiple one-to-one articulation agreements between institutions, which can be confusing for students and advisors. One voluntary transfer agreement among multiple institutions also addresses the problem encountered when a student chooses institutions that have agreed to one articulation agreement and then the student decides to attend a different institution and loses semester credit hours applicable to the major as a result of the need to fulfill different major requirements at the newly selected institution.
- The process of using statewide faculty committees to develop student learning outcomes for specific courses should be continued. Guidance as to what content is expected to be covered in a given lower-division academic course at the two-year institution is provided in the *Lower-Division Academic Course Guide Manual (ACGM)*, created and maintained by the THECB's Workforce, Academic Affairs and Research Division through a standing committee composed of representatives of two-year and four-year institutions in Texas. However, prior to the development of student learning outcomes for courses in the ACGM, well-intentioned instructors at two-year institutions had very little guidance from the ACGM as to what topics needed to be covered, even with respect to a minimal subset of topics that could be expected from any course taught with a given course name. In such a framework, four-year institutions could cite examples of transfer students unprepared in content by their sending institution, giving rise to more general and legitimate concerns relative to the content of courses for which they are asked to give transfer credit.
- In regions where a university may be the only four-year higher education institution serving a population for hundreds of miles, special efforts should be made to have articulation and dual-acceptance agreements with area community colleges.
- Universities and their system offices should collaborate across the state by sharing information about which programs are most cost-efficient in providing student support with available resources. Most universities with good transfer student retention rates engage in a range of practices to advise and support those students, including (but not limited to) orientation, academic advising, student success programs, and student progress tracking.
- Maintaining a website with information helpful to transfer students is achievable for all Texas public universities. The time and effort involved in developing articulation, dual admission, and reverse transfer agreements are considerable when compared to the resources required to merely publish such information on an institutional website. Institutions without such information on their websites should add it and ensure that it is kept current, easily found, and accessible by prospective transfer students and other interested parties.
- A number of universities continue to cite difficulties with community college advisors giving incorrect or incomplete information to potential transfer students. University faculty should not assume that advisors at area community colleges know everything

they need to know, and should take proactive steps to work with area colleges to improve the lines of communication. Many universities send their own advisors to staff offices or information booths at selected community colleges; this should become common practice for public universities, and community colleges should partner in the endeavor by providing facilities for transfer advisors from universities on a regular and routine basis. Universities can also facilitate advisor development that provides information about the university's policies and programs.

- In the initial report regarding community college transfer students (2010), the Coordinating Board recommended that universities should increase their efforts to establish reverse transfer agreements with community colleges in order to promote the *Closing the Gaps* goal of associate degree completion. While that recommendation stands for the current report, two recent developments have made the reverse transfer of completed credit leading to the award of an associate degree much easier and more comprehensive across the state. First, a change to the Common Transfer Application now allows a student to authorize release of information under the Family Educational Rights and Privacy Act (FERPA) for the purpose of facilitating the student's completion of an associate degree post-transfer. Second, during the 82nd regular session of the Texas Legislature, HB 3025 was enacted. This bill requires all universities to identify, track, and follow up with each student initially enrolling in higher education during fall 2012 or later who has earned at least 30 SCH at a community college and has completed a total of 90 SCH. The university is required to request the student's permission to provide transcript information about credit earned back to the community college from which the eligible student transferred. The community college is required to review the transcript information and to determine whether the student has completed credit that would qualify for the award of an associate degree.
- Institutions should recognize that faculty vertical team meetings, to align curricula with transfer partners, are crucial tools for creating seamless transfer pathways and ensuring that community college students are prepared for upper-division coursework.
- Institutions should work collaboratively with other institutions in their accountability grouping to identify best practices which are resulting in a higher transfer student success rate.



## Table of Contents

|  |     |
|--|-----|
| Executive Summary.....                             | 1   |
| Table of Contents.....                             | 10  |
| Introduction.....                                  | 11  |
| Institutional Profiles .....                       | 12  |
| Angelo State University .....                      | 12  |
| Lamar University .....                             | 15  |
| Midwestern State University.....                   | 18  |
| Prairie View A&M University .....                  | 21  |
| Sam Houston State University.....                  | 25  |
| Stephen F. Austin State University .....           | 28  |
| Sul Ross State University .....                    | 31  |
| Sul Ross State University-Rio Grande Campus.....   | 34  |
| Tarleton State University .....                    | 37  |
| Texas A&M International University.....            | 40  |
| Texas A&M University.....                          | 43  |
| Texas A&M University-Central Texas .....           | 47  |
| Texas A&M University-Commerce.....                 | 49  |
| Texas A&M University-Corpus Christi.....           | 52  |
| Texas A&M University-Galveston .....               | 55  |
| Texas A&M University-Kingsville.....               | 58  |
| Texas A&M University-San Antonio.....              | 62  |
| Texas A&M University-Texarkana .....               | 65  |
| Texas Southern University .....                    | 68  |
| Texas State University-San Marcos.....             | 71  |
| Texas Tech University .....                        | 75  |
| Texas Woman’s University .....                     | 79  |
| The University of Texas at Arlington.....          | 82  |
| The University of Texas at Austin .....            | 85  |
| The University of Texas at Brownsville .....       | 88  |
| The University of Texas at Dallas .....            | 91  |
| The University of Texas at El Paso .....           | 94  |
| The University of Texas at San Antonio .....       | 98  |
| The University of Texas at Tyler.....              | 102 |
| The University of Texas of the Permian Basin ..... | 105 |
| The University of Texas-Pan American.....          | 109 |
| University of Houston .....                        | 112 |
| University of Houston-Clear Lake .....             | 115 |
| University of Houston-Downtown .....               | 118 |
| University of Houston-Victoria.....                | 121 |
| University of North Texas .....                    | 124 |
| University of North Texas at Dallas.....           | 127 |
| West Texas A&M University .....                    | 130 |
| Performance Data and Related Observations .....    | 133 |
| Key Observations and Conclusions .....             | 146 |
| Recommendations.....                               | 153 |
| Appendices.....                                    | 155 |



## **INTRODUCTION**

This report—in fulfillment of the requirement specified in the General Appropriations Act, HB1, 82nd Texas Legislature, Section 55, page III-247 (hereafter called Rider 55)—provides a comparative analysis of transfer goals and practices as reported by each general academic teaching institution (i.e., public university). It is based upon the specific performance data of both native and transfer students at each institution. This is the third annual report, and it reflects information the Coordinating Board gathered from Texas public universities during the summer 2012 term (the most recent completed reporting period). It also includes Coordinating Board data for degree completion and time-to-degree rates for a cohort of native and transfer students who became juniors in fall 2007. Future annual reports will seek to identify any emerging regional or statewide trends that contribute to transfer student success.

The Texas Higher Education Coordinating Board (THECB) initiated the first report (required by Rider 55 of the General Appropriations Act, SB 1, 81st Texas Legislature, Section 55, page III-251) in August 2010 by conducting a survey that asked each general academic teaching institution (i.e., public university) to assess existing academic and technical transfer pathways, identify barriers to transfer, and define emerging issues. The survey also asked institutions to describe actions to serve current and future transfer students through local and regional articulation agreements, community college program enhancements, student outreach and advising, website information development, targeted financial aid, university student success programs, and degree program alignment. That survey was repeated in June and July 2012 to collect updated information for use in the current report.

In addition, the THECB drew from its existing databases to calculate comparative performance data for both native and transfer students at each institution as required by Rider 55. The performance data examined include application rates, admission rates, enrollment rates, financial aid awarded, time-to-degree rates, and baccalaureate completion rates for both native and transfer students at universities during the preceding academic year. In order to gain an equitable view of student success patterns, the cohort of students for whom these data were compiled includes “native” students (i.e., those who initially enrolled at a university and had achieved junior status as of the fall 2006 semester at that same university) and “transfer” students (i.e., those community college students who transferred into a university as juniors during the fall 2006 semester). All students in the 2007 cohort, therefore, had already earned at least 60 semester credit hours (SCH) and achieved upper-division status. The term “time-to-degree” in this report refers to the time a student takes to complete a bachelor’s degree from the point at which the student, either native or transfer, has successfully completed 60 SCH and achieves “junior” status.

The term “completion rate” refers to the rate at which the same cohort of students graduated with a bachelor’s degree. For the purpose of this study, the completion rate was assessed for the four years following the semester in which a native or transfer student achieved “junior” status as defined above.

## INSTITUTIONAL PROFILES

### Angelo State University

#### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 15 |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 15 |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 1  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

#### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

|   |     |
|---|-----|
| Facilitating discussions with two-year institutions and transfer students as well as offering specific events and programs targeting transfer students will positively impact student transfer success. |     |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university?   | YES |

If "yes" to the above, response given for community college program enhancements:

|  |
|--|
| Admissions counselors have increased visits to transfer fairs and on-site campus visits. In addition to hosting community college advisors and counselors on ASU's campus, additional program opportunities to involve community colleges are being implemented. |
|--|

#### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 20     |
| Are new transfer students required to attend an orientation program?  | NO     |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 3      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 11-25% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |



### Website Information Development Responses

|  |  |
|--|--|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES  |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES  |
| Is this information provided on or linked to information for transfer students on the university website?  | YES  |
| Web address for transfer student information   | <a href="http://www.angelo.edu/dept/admissions/transfer.php">www.angelo.edu/dept/admissions/transfer.php</a> |

### Targeted Financial Aid Responses

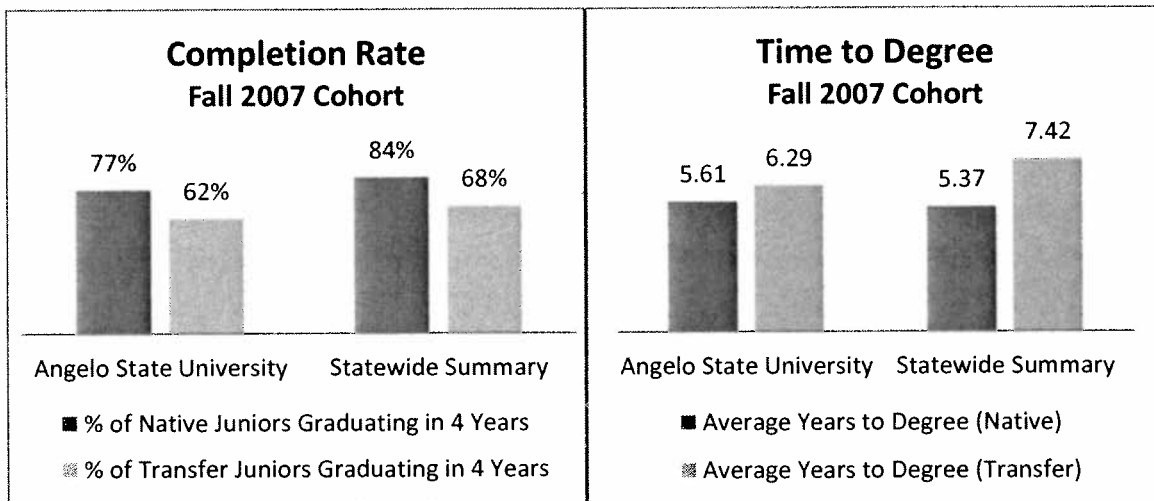
|   |              |
|---|--------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 3            |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%       |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$15,176,266 |

### Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: Spring Transitions Transfer Talk |     |
| Does this university have an administrator or committee responsible for transfer student success?   | YES |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | NO  |

### Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 4            |
| Approximately how many meetings have occurred in the last two years?  | 6            |



Source: Coordinating Board

Angelo State University (ASU) reported 20 academic articulation agreements with 13 different institutions in 2011, but this year the number of academic articulation agreements has fallen to 15 (at 15 different institutions). The number of workforce articulation and reverse-transfer agreements remains at zero. ASU has implemented one reverse transfer agreement during the past year. The institution reports progress in facilitating discussions with two-year institutions, as well as offering specific events and programs targeting transfer students. Admissions counselors have increased visits to transfer fairs and on-site campus visits. Community college advisors and counselors are being hosted on ASU's campus, and additional program opportunities to involve community colleges are being implemented, although they were not enumerated in the institution's survey response. These changes indicate that ASU is implementing the recommendations of the past year's report, and that the institution is focusing efforts on transfer success.

## Lamar University

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 23  |
| Number of current workforce articulation agreements  | 6   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 15  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 5   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

While most barriers are connected to routine requirements, we have noted that transfer students with older transcripts experience more difficulties in establishing equivalent credit for core classes.

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

Through the Grad Texas Program we have noted that numerous students seeking degree completion present earned course work from multiple institutions, with this course work more often that not reflecting attempted hours from multiple academic disciplines, thus not readily supporting efficient transfer of all credit to a specific degree. The availability of an online as well as a traditional Bachelor of Applied Arts and Sciences degree has been integral to addressing this issue.

|   |     |
|---|-----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |
|---|-----|

If "yes" to the above, response given for community college program enhancements:

Articulation agreements targeting community college STEM students who have successfully completed Calculus II, accompanied by a guaranteed University scholarship upon transfer, have shown promise in facilitating transfer.

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | 35          |
| Are new transfer students required to attend an orientation program?  | NO          |
| Is academic advising required for new transfer students?  | YES         |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES         |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 0           |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 10% or less |

|  |     |
|--|-----|
| Is training provided to admissions staff members regarding transfer issues and concerns? | YES |
|--|-----|

Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES |
| Is this information provided on or linked to information for transfer students on the university website?  | NO  |
| Web address for transfer student information   | N/A |

Targeted Financial Aid Responses

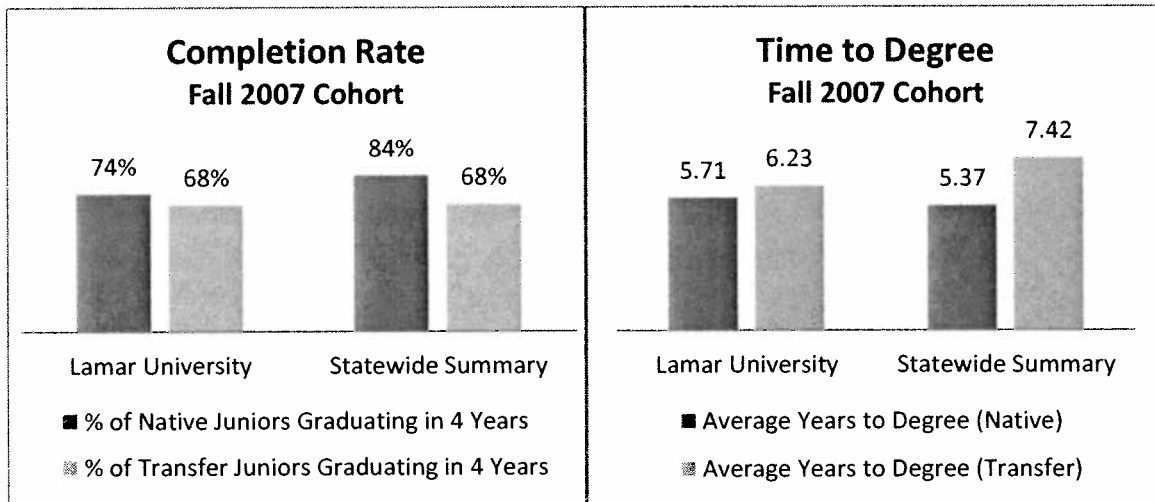
|   |          |
|---|----------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 0        |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%   |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$80,000 |

Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | NO  |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: Tutoring Supplemental Instruction Early Alert Advising Mentor Assignment |     |
| Does this university have an administrator or committee responsible for transfer student success?   | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | YES |

Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 12           |
| Approximately how many meetings have occurred in the last two years?  | 40           |



Source: Coordinating Board

In 2011, Lamar University (Lamar) had 33 academic articulation agreements with 17 colleges, but it had no workforce articulation agreements. Last year's report suggested that, because Lamar is part of the same system and is in close physical proximity to the Lamar State Colleges, agreements to foster the transfer of workforce credit from its sister schools into Lamar's existing Bachelor of Applied Arts and Sciences degree should be considered. This year, Lamar reports 23 academic articulation agreements, and has added 6 workforce articulation agreements. Lamar does not participate in dual admission agreements with regional colleges, but reports reverse transfer agreements with 5 colleges. Lamar could consider offering academic advising at college campuses in its region, and increasing the amount of targeted financial aid available to transfer students.

## Midwestern State University

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 194 |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 1   |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 9   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 1   |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO  |

### Transfer Success Responses

|   |    |
|---|----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  | NO |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 100    |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | NO     |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 2      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://admissions.mwsu.edu/equivalencies.asp">http://admissions.mwsu.edu/equivalencies.asp</a> |

### Targeted Financial Aid Responses

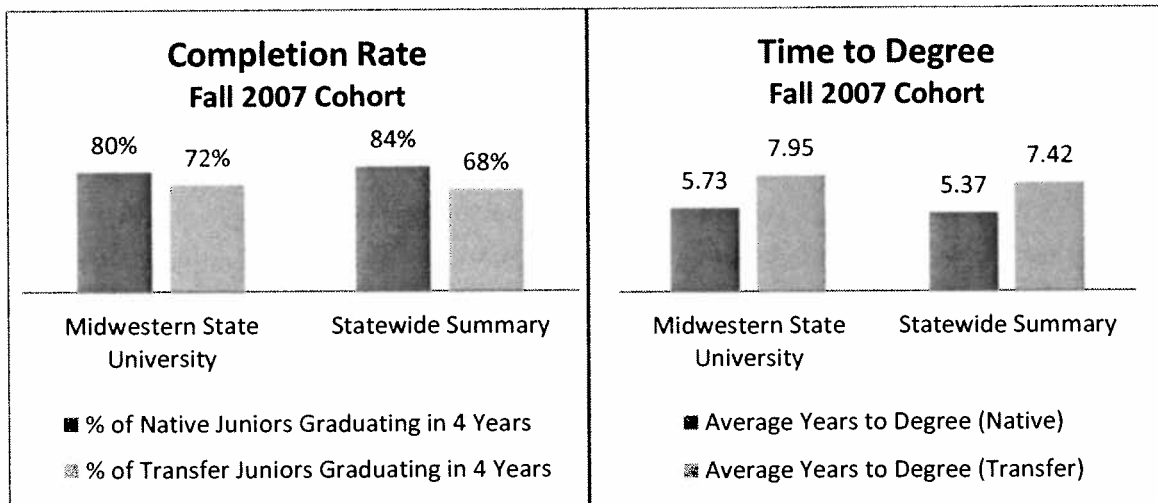
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 2           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%      |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$6,334,652 |

### Transfer Student Success Programs Responses

|  |    |
|--|----|
| Does this university offer student success programs specifically designed for transfer students?   | NO |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: |    |
| Does this university have an administrator or committee responsible for transfer student success?  | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | NO |

### Degree Program Alignment Responses

|   |               |
|---|---------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | NO            |
| Are these meetings coordinated at the department level or the institutional level?  | Institutional |
| How many departments have participated in vertical teaming over the past two years?   | 0             |
| Approximately how many meetings have occurred in the last two years?  | 0             |



Source: Coordinating Board

Midwestern State University (Midwestern) notes 194 academic articulation agreements, but only identifies one community college with which it has implemented academic articulation agreements. Midwestern does not participate in any workforce articulation agreements. All transfer students participate in mandatory orientation, and academic advising is required. Up to 50 percent of the institution’s recruitment budget is earmarked for transfer students. The institution is in a good position to build upon its strong base. Last year, this report advised Midwestern to consider reverse transfer agreements and dual admissions agreements; this year, the institution reports one dual admission agreement and 9 reverse transfer agreements. Because all Midwestern’s transfer students are required to receive orientation and academic advising, specific transfer-student training for advisors should be added to ensure that information is seamless between the website, admissions, orientation, and advising. The completion rates for the native and transfer students in the 2007 cohort increased when compared with the 2006 cohort rates (native student completion in 2006 was 77 percent, increasing by 3 percentage points to 80 percent for 2007; transfer student completion in 2006 was 63 percent, increasing 9 percentage points to 72 percent for 2007).



## Prairie View A&M University

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 1   |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 1   |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

College of Nursing - Completed the 63 prerequisite transferrable college-level hours to be most competitive (minimally completed 45 hrs.) or completed your Associate Degree in Nursing. Met the required 2.75 Cumulative GPA and Support Area GPA on a 4.0 scale (3.0 LVN-BSN) and have not repeated the same course more than once or have not repeated more than two of the pre-requisite courses to receive a grade of "C": or higher. College of Business - All students are considered Pre-Business until they have completed at least 45 and a 2.3 GPA, with a "C" or better in suggested courses, and passing scores on the "THEA"

### Transfer Success Responses

|   |     |
|---|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  | NO  |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |

If "yes" to the above, response given for community college program enhancements:

Direct Connect Program – Fixed Rate Tuition (HB 2999)

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | 70          |
| Are new transfer students required to attend an orientation program?  | YES         |
| Is academic advising required for new transfer students?  | YES         |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | NO          |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 5           |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 51% or more |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | NO          |

### Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | NO  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://www.pvamu.edu/2566.asp">http://www.pvamu.edu/2566.asp</a> |

### Targeted Financial Aid Responses

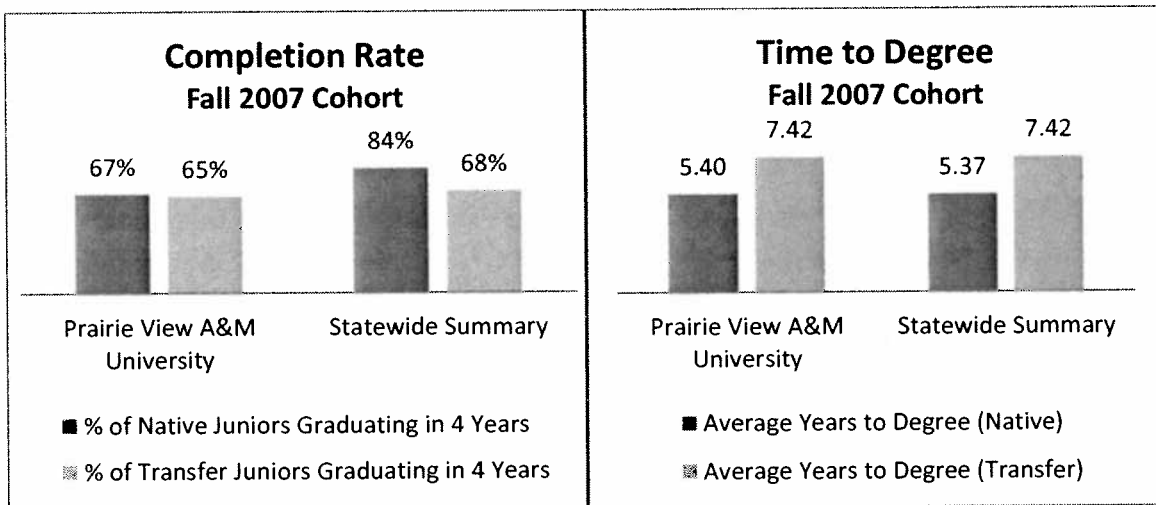
|   |                |
|---|----------------|
| Number of financial aid programs targeted specifically for transfer students at this university   | 16             |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011   | 10% or less    |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011   | \$4,363,659.69 |
| 1. Degree Transfer Achievement Scholarship 2. Degree Transfer Distinguished 3. Degree Transfer Recognition Scholarship 4. Transfer Scholarship - Designated Tuition 5. NW Grad Transfer CC Scholarship 6. NW UG Transfer CC Scholarship 7. PV Grad Transfer CC Scholarship 8. PV UG Transfer CC Scholarship 9. Summer Transfer Scholarship 10. Transfer Achievement Scholarship 11. Transfer Distinguished Scholarship 12. Transfer Incentive Award 13. PV Transfer Scholarship 14. Transfer Recognition Scholarship 15. Extend the View Transfer Scholarship 16. Direct Connect Associate Degree Scholarship |                |

### Transfer Student Success Programs Responses

|   |    |
|---|----|
| Does this university offer student success programs specifically designed for transfer students?  | NO |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is an academic support program designed to provide intense, intrustic [sic], holistic advisement, supplemental instruction, tutoring and counseling services beyond the first year. The program provides academic support of the second and third year student, as well as those deem at risks. Architectural Concepts Institute (ACI) offers a design course available to transfer students who lacked exposure to this content prior to enrolling at Prairie View A&M University. Shadow Program permits a new student the opportunity to follow an upper-class student for at least one day. |    |
| Does this university have an administrator or committee responsible for transfer student success?   | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | NO |

Degree Program Alignment Responses

|   |            |
|---|------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | NO         |
| Are these meetings coordinated at the department level or the institutional level?  | It depends |
| How many departments have participated in vertical teaming over the past two years?   | 0          |
| Approximately how many meetings have occurred in the last two years?  | 0          |



Source: Coordinating Board

Prairie View A&M University (Prairie View) is the second oldest institution of higher education in Texas, having been established by the Texas Legislature in 1876. Prairie View serves a relatively small number of transfer students classified as juniors—70 in the fall 2006 cohort, increasing to 80 in the fall 2007 cohort. With only one academic articulation agreement reported, and no workforce articulation agreements, reverse transfer agreements, or dual admission agreements, it is not clear what initiatives, if any, PVAMU has in place to actively recruit transfer students. The institution reports spending more than 50 percent of its student recruitment budget on prospective transfer students, but the product does not seem to match the reporting. The institution identified some program admission standards as internal barriers to transfer, but did not identify any emerging issues relating to transfer success. Prairie View noted two community college enhancements to facilitate the success of transfer students: the Direct Connect Program and Fixed Rate Tuition. Prairie View could improve its potential to attract transfer students by providing online resources, articulation agreements, and trained admissions and advising staff.

## Sam Houston State University

### Transfer Pathways Responses

|  |      |
|--|------|
| Number of current academic articulation agreements   | 2162 |
| Number of current workforce articulation agreements  | 47   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 47   |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 9    |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 18   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES  |

If "yes" to the above, response given for barriers to transfer:

Social integration, financial needs, and academic changes from community colleges to a four-year university have been identified as barriers to transfer students.

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

Internal longitudinal studies indicated that transfer students who enter with 24 or more SCHs have higher persistence and graduation rates. These rates are similar to, or higher than, native students' rates. This information initiated modification of transfer student admission requirements to consider lower SCHs transferred with higher transfer student GPAs and higher transferred SCHs with lower transfer student GPAs using a sliding scale. By using the sliding scale for admissions, SHSU has a one-year retention rate of 78% and a four-year graduation rate of 60% for transfer students, with our native students having a one-year retention rate of 72% and a six-year graduation rate of 49%.

|   |     |
|---|-----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |
|---|-----|

If "yes" to the above, response given for community college program enhancements:

Cooperative advising, reverse transfer, articulation agreements, transfer equivalency guides, and joint admission have facilitated success for transfer students.

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 17     |
| Are new transfer students required to attend an orientation program?  | NO     |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 4      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 11-25% |

|  |     |
|--|-----|
| Is training provided to admissions staff members regarding transfer issues and concerns? | YES |
|--|-----|

Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES   |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://www.shsu.edu/prospects/transfer/">http://www.shsu.edu/prospects/transfer/</a> |

Targeted Financial Aid Responses

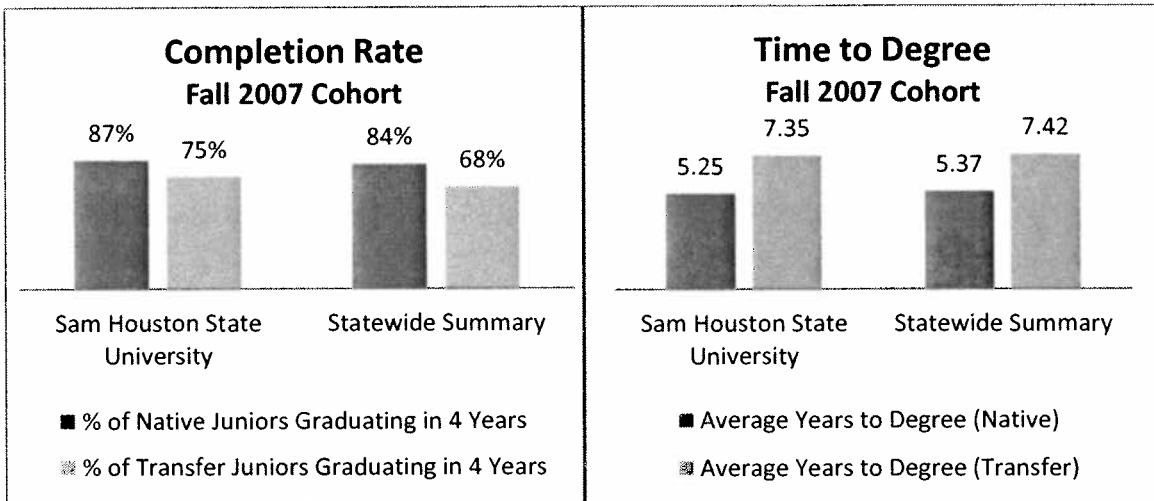
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 1           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%      |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$1,975,000 |

Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: Transfer Student Academic Choices Guide, Reverse Transfer Program, targeted e-mail blasts, SAM Center Newsletter, and the Bearkat Transfer Scholarship. |     |
| Does this university have an administrator or committee responsible for transfer student success?  | YES |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | YES |

Degree Program Alignment Responses

|   |               |
|---|---------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES           |
| Are these meetings coordinated at the department level or the institutional level?  | Institutional |
| How many departments have participated in vertical teaming over the past two years?   | 6             |
| Approximately how many meetings have occurred in the last two years?  | 12            |



Source: Coordinating Board

The number of articulation agreements at Sam Houston State University (Sam Houston) has varied from 50 in 2009, to 16 in 2010, to 2,162 in 2011. This shift probably indicates a more specific definition that was used for the 2011 survey, and may reflect departmental or program level agreements. The university has one of the highest numbers of workforce articulation agreements, reporting 47 agreements, and the number of institutions with which agreements are shared continues to increase, from 40 in 2009, to 45 in 2010, to 47 in 2011. Eighteen dual admission agreements and 9 reverse transfer agreements also allow Sam Houston to serve a broad population of transfer students. The institution offers online resources for transfer students, including online access to articulation information, and devotes a significant portion of its financial aid to transfer students. There is one financial aid program targeted specifically for transfer students, providing almost \$2 Million in targeted financial aid. Sam Houston was active in vertical teaming in 2009-10, holding 45 meetings among 12 departments, but in 2010-11 it held only two meetings among four departments. That number increased in 2011-2012 to 12 meetings among 6 departments. The institution exceeds statewide average completion rates and helps students to finish at an average time-to-degree that is lower than the statewide average for both native and transfer students, indicating the effectiveness of the university's transfer initiatives.

## Stephen F. Austin State University

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 53 |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 28 |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 30 |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|   |    |
|---|----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  | NO |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 40     |
| Are new transfer students required to attend an orientation program?  | NO     |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 0      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 11-25% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |  |
|--|--|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES  |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES  |
| Is this information provided on or linked to information for transfer students on the university website?  | YES  |
| Web address for transfer student information   | <a href="http://www.sfasu.edu/admissions/transfer/">www.sfasu.edu/admissions/transfer/</a> |



Targeted Financial Aid Responses

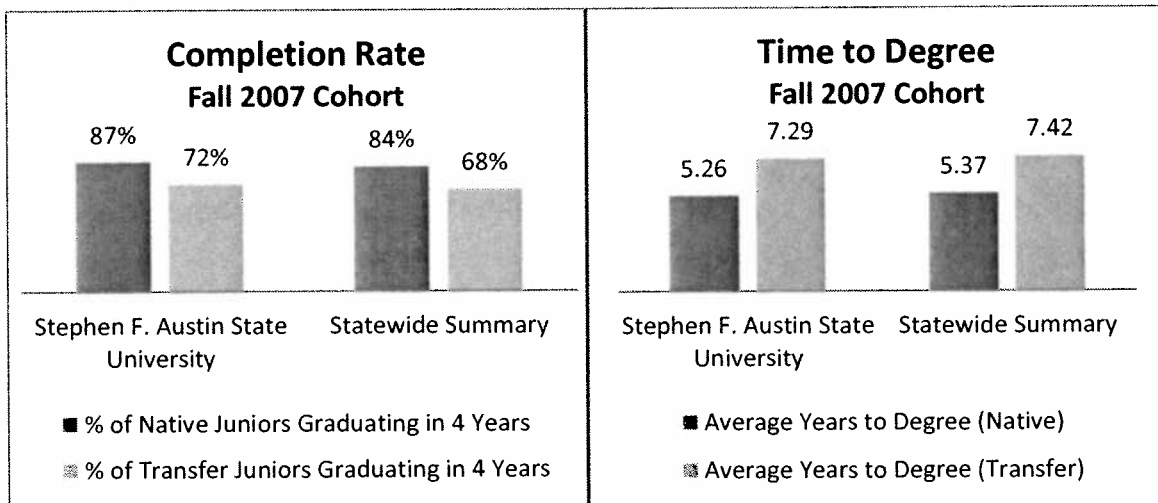
|   |           |
|---|-----------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 1         |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%    |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$510,200 |

Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | NO  |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: none cited |     |
| Does this university have an administrator or committee responsible for transfer student success?   | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | YES |

Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 4            |
| Approximately how many meetings have occurred in the last two years?  | 8            |



Source: Coordinating Board

Stephen F. Austin State University (SFA) consistently demonstrates completion rates for both native and transfer students that exceed the state averages, and also supports both native and transfer students to degree completion in a shorter time than the statewide average. SFA continues the improvements that became evident last year, continuing to increase its academic articulation agreements with other institutions--from 32 in 2009, to 50 in 2010, and now to 53 for the current year of 2011. Although there are no dual admission agreements, SFA reports having completed reverse transfer agreements with 30 colleges, which is a relatively high number. The percentage of transfer students who attend the orientation program has increased from 30 percent to 40 percent.

## Sul Ross State University

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 21 |
| Number of current workforce articulation agreements  | 2  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 7  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 2  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 5  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|   |    |
|---|----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  | NO |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | 95          |
| Are new transfer students required to attend an orientation program?  | YES         |
| Is academic advising required for new transfer students?  | YES         |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES         |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 3           |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 51% or more |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES         |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | NO  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES |
| Is this information provided on or linked to information for transfer students on the university website?  | NO  |

Targeted Financial Aid Responses

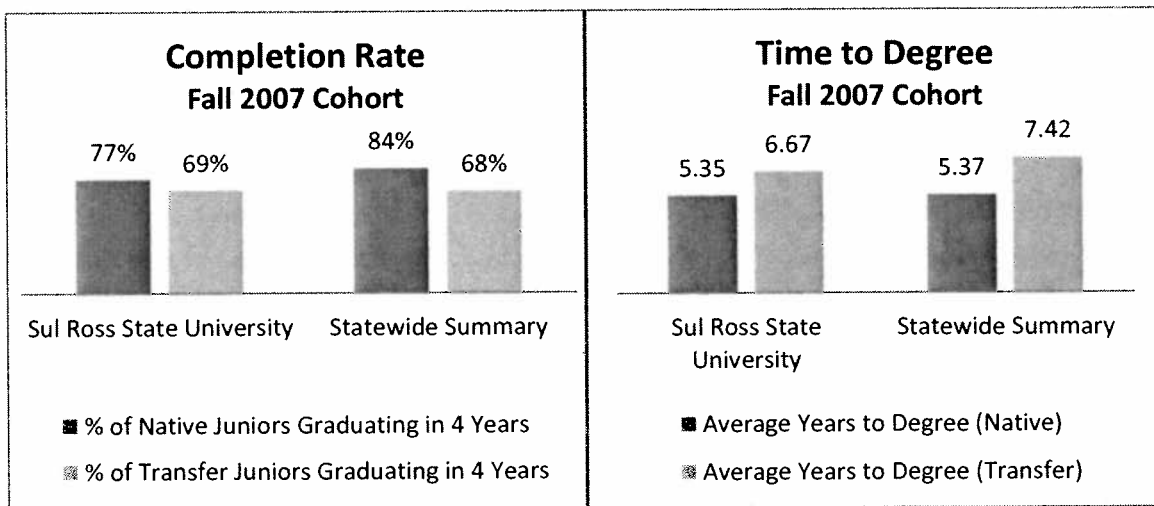
|   |        |
|---|--------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 0      |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25% |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$0    |

Transfer Student Success Programs Responses

|  |    |
|--|----|
| Does this university offer student success programs specifically designed for transfer students?   | NO |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: n/a |    |
| Does this university have an administrator or committee responsible for transfer student success?  | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | NO |

Degree Program Alignment Responses

|   |               |
|---|---------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES           |
| Are these meetings coordinated at the department level or the institutional level?  | Institutional |
| How many departments have participated in vertical teaming over the past two years?   | 4             |
| Approximately how many meetings have occurred in the last two years?  | 6             |



Source: Coordinating Board

There were only 13 transfer students in the 2007 cohort of junior transfer students at Sul Ross State University (Sul Ross), so it is difficult to make generalizations. The institution did not identify any problems or concerns regarding transfer students. Sul Ross reports 21 academic articulation agreements and 2 workforce articulation agreements with 7 colleges. Considering that more than half its recruitment budget devoted is to attracting transfer students, the yield seems disappointingly small. Sul Ross could develop an up-to-date website with essential degree program information for transfer students. While there is more that this university could do to increase the number of, and services for, its transfer students, the geographic isolation of Sul Ross and the lack of nearby community college partners may make such enhancements prohibitively cost-inefficient. As it is, Sul Ross brings both native and transfer students to degree completion in a manner that is more time-efficient than the statewide average, but it needs to increase completion rates for native students as well as continuing to encourage completion by the small number of transfer students it serves.

## Sul Ross State University – Rio Grande

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 1   |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 1   |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

Incomplete data sharing; Differences in Institutional effectiveness measures; Correlation of course content by faculty; Limitations/effective use of Financial Aid

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

Ethnic and cultural expectations; First generation college student issues; need for better alignment with primary sources of community college transfers

|   |     |
|---|-----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |
|---|-----|

If "yes" to the above, response given for community college program enhancements:

enhanced tracking of core completion requirements; understanding by faculty of core requirements and importance of their completion

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | 75          |
| Are new transfer students required to attend an orientation program?  | YES         |
| Is academic advising required for new transfer students?  | YES         |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES         |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 1           |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 51% or more |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES         |

Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://rgc.sulross.edu/docs/admissions/catalog1012-05.pdf">http://rgc.sulross.edu/docs/admissions/catalog1012-05.pdf</a> |

Targeted Financial Aid Responses

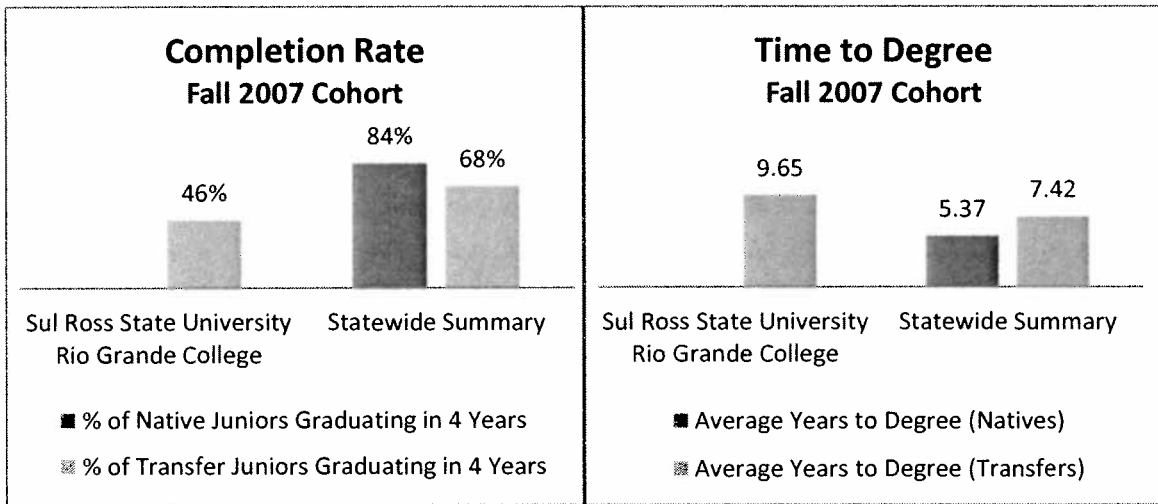
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 10          |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 51% or more |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$21,500    |

Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: tutoring advising computer labs and support |     |
| Does this university have an administrator or committee responsible for transfer student success?  | YES |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | NO  |

Degree Program Alignment Responses

|   |     |
|---|-----|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES |
| Are these meetings coordinated at the department level or the institutional level?  |     |
| Some have been conducted at the departmental level, others are coordinated on an institutional level  |     |
| How many departments have participated in vertical teaming over the past two years?   | 3   |
| Approximately how many meetings have occurred in the last two years?  | 2   |



Source: Coordinating Board

Rio Grande College of Sul Ross State University (Sul Ross-Rio Grande) provides upper-level and graduate courses in Uvalde, Eagle Pass, and Del Rio, in southwest Texas. The institution partners with Southwest Texas Junior College, with which it has an academic articulation agreement. Sul Ross-Rio Grande does not offer lower-division courses, so all of its undergraduate students are transfer students.

According to the Sul Ross-Rio Grande website, all undergraduate degree programs at Sul Ross-Rio Grande have been fully articulated with nearby Southwest Texas Junior College (SWTJC). Although Sul Ross-Rio Grande's undergraduate student population is entirely upper-division transfer students who have earned a minimum of 54 SCH prior to enrolling, the institution is well below the statewide average in the completion rate for its undergraduate students, and well above the time-to-degree average. Recent changes in leadership at the campus may lead to improvements in these numbers.



## Tarleton State University

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 0  |
| Number of current workforce articulation agreements  | 1  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 4  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 5  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 4  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

|   |     |
|---|-----|
| Transfer and Family Relations has implemented a transfer orientation for students with more than 30 transferable hours; however, it is not mandatory. Transfer students with less than 30 transferable hours are required to attend a traditional orientation (face-to-face) for registration of courses. They also attend a transition week the week prior to the fall semester. |     |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university?   | YES |

If "yes" to the above, response given for community college program enhancements:

|   |
|---|
| Student support services include advising, course transferability and application assistance. |
|---|

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | NO          |
| Are new transfer students required to attend an orientation program?  | 10          |
| Is academic advising required for new transfer students?  | YES         |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | NO          |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 8           |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 10% or less |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES         |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students? | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?         | YES |

|  |   |
|--|---|
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://www.tarleton.edu/catalog">http://www.tarleton.edu/catalog</a> |

#### Targeted Financial Aid Responses

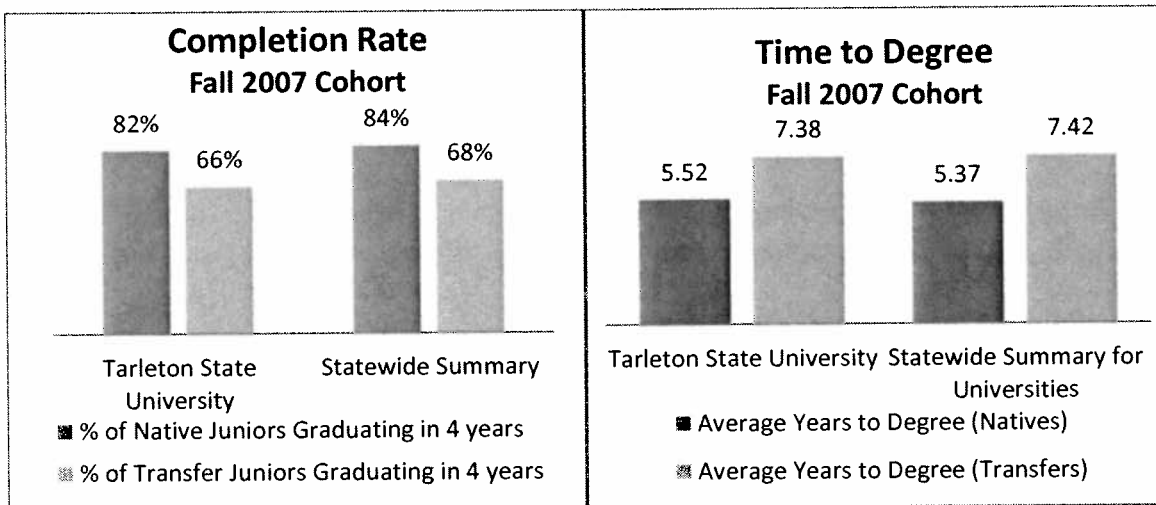
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 0           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 10% or less |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$0         |

#### Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | NO  |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: n/a |     |
| Does this university have an administrator or committee responsible for transfer student success?  | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | YES |

#### Degree Program Alignment Responses

|  |            |
|--|------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years?  | YES        |
| Are these meetings coordinated at the department level or the institutional level?   | It depends |
| In some cases the Assistant Vice President for Outreach and Off-Campus Programs coordinated the meetings and in other cases the departments coordinated the meetings. In most situations, the meetings were in response to a mutual desire among the institutions to improve transfer articulation from community college programs into Tarleton's off-campus Bachelor degree completion programs. |            |
| How many departments have participated in vertical teaming over the past two years?  | 5          |
| Approximately how many meetings have occurred in the last two years?   | 20         |



Source: Coordinating Board

Responses for Tarleton State University (Tarleton) do not seem to reflect coordination among various offices. No academic articulation agreements and only one workforce articulation agreement with community colleges are reported, but the institution reports agreements with 4 colleges – more than the total number of articulation agreements reported. Reverse-transfer agreements with other institutions have increased from zero in 2010 to 5 in 2011. A low percentage of students attend transfer student orientation, which is not required. Tarleton reported no targeted financial aid funding during the current year, but also indicated transfer student scholarship programs (Top Academic Partner Scholarships, Phi Theta Kappa TAP Scholarship, and Community College Bridge Scholarship), which also seems contradictory. Tarleton’s time-to-degree for transfer students has improved slightly from the fall 2005 to fall 2007 cohort (from 7.58 years to 7.38 years), and the four-year completion rate lags slightly behind statewide averages for both native and transfer students.

## Texas A&M International University

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 1  |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 1  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 1  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 1  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|   |    |
|---|----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  | NO |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | 20          |
| Are new transfer students required to attend an orientation program?  | YES         |
| Is academic advising required for new transfer students?  | YES         |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES         |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 1           |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 10% or less |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES         |

### Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | NO  |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | NO  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://www.tamui.edu/catalog/2012-2013/appendixd.shtml">http://www.tamui.edu/catalog/2012-2013/appendixd.shtml</a> |

Targeted Financial Aid Responses

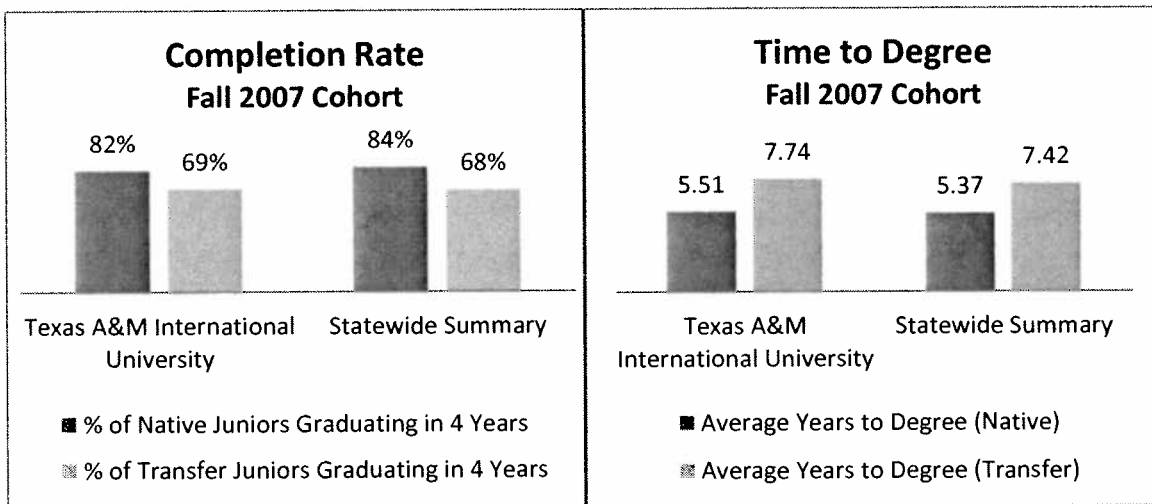
|   |        |
|---|--------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 0      |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25% |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$0    |

Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | NO  |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: academic advising peer counseling supplemental instruction writing and tutoring center services student leadership |     |
| Does this university have an administrator or committee responsible for transfer student success?   | YES |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | YES |

Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 1            |
| Approximately how many meetings have occurred in the last two years?  | 5            |



Source: Coordinating Board

Texas A&M International University (TAMU-International) continues its improvement this year in the four-year completion rate for transfer students (65 percent for the 2006 student cohort, to 69 percent for the 2007 cohort), and slightly exceeds the statewide average with the 2007 cohort. The time-to-degree for transfer students has decreased (7.93 years for the 2005 cohort, 8.29 years for the 2006 cohort, and 7.74 years for the most recent 2007 cohort). TAM-International has only one shared academic articulation agreement and one dual admission agreement, as well as one reverse transfer agreement. The institution could possibly raise the numbers of transfer students and their completion rates by restoring financial aid to transfer students and adding information to their website; seeking additional transfer partners would also be an important step for this institution. Financial aid funding targeted specifically for transfer students was reported at zero for the 2011-2010 year. The number of campuses where advising is given to potential transfer students remains at one, while participation in the required transfer orientation program has fallen sharply from 60 percent to 20 percent.

## Texas A&M University

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 41  |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 27  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 10  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 1   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

Disconnect between courses that count toward the core at a community college that do not apply to many of our degree programs (college algebra, for example); Lower division courses required in our degree plans that are not available at many community colleges

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

Designate financial aid and scholarship programs for transfer students, particularly increased access for TEXAS Grant. Regularly review and update transfer course equivalencies on the University website. Transfer shock: during their first term on campus transfers likely were among the best in the classes at community college, but the level of competition is greater and some courses tend to be larger. Unfortunately, transfer students do not believe this will happen to them because they've already been in college.

|   |     |
|---|-----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |
|---|-----|

If "yes" to the above, response given for community college program enhancements:

Good advising at community college could help aspiring transfer student take courses that apply to their target degree plan. Many of those courses would still fulfill the core requirement of the community college. Placement tests that would allow community college students to move directly into higher-level math courses would reduce excess hours related to developmental courses and college algebra. This could likely apply to other subject areas as well. Texas A&M has established a Phi Theta Kappa scholarship which has helped market our academic program and degrees to this population of potential transfer students. In addition, students wishing to apply to Texas A&M are more competitive in the application process when our admission counselors are able to meet with them early in the process.

### Student Outreach and Advising Responses

|   |     |
|---|-----|
| Percentage of transfer students who participate in a campus or online orientation program | 100 |
| Are new transfer students required to attend an orientation program?                      | YES |
| Is academic advising required for new transfer students?                                  | YES |

|   |             |
|---|-------------|
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES         |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 15          |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 10% or less |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES         |

#### Website Information Development Responses

|  |                              |
|--|------------------------------|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES                          |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES                          |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | NO                           |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES                          |
| Is this information provided on or linked to information for transfer students on the university website?  | YES                          |
| Web address for transfer student information   | admissions.tamu.edu/transfer |

#### Targeted Financial Aid Responses

|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 4           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%      |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$2,000,000 |

#### Transfer Student Success Programs Responses

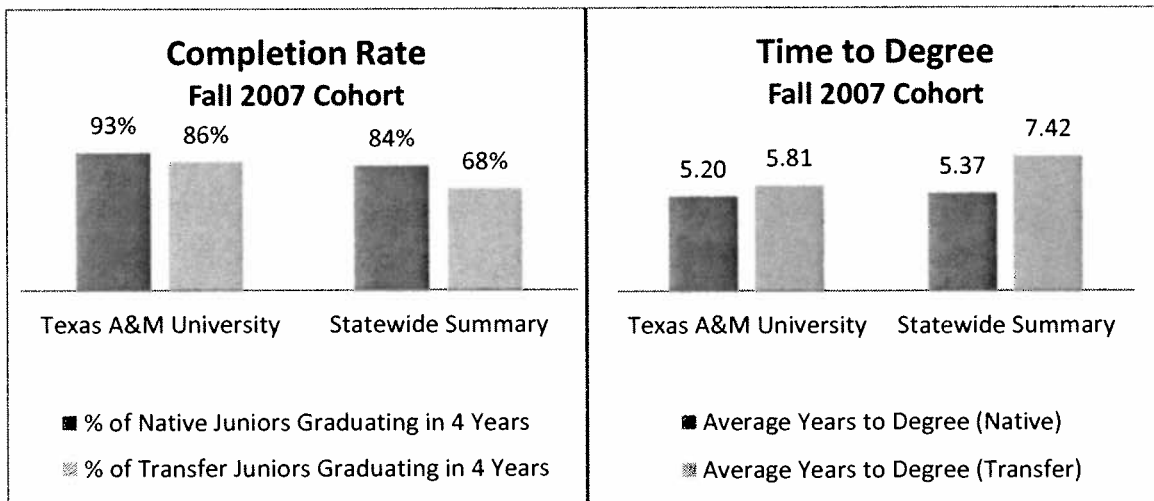
|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | YES |
| <p>List of up to five of this university's most important, currently operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: The College of Science offers a first-semester learning-community type experience for new transfer students. The College of Education and Human Development learning community is designed to provide a connection between the academic material of the course with the support resources on campus all-the-while increasing engagement between the student and the professor of the course. The College has also identified upper-class mentors who will be assigned to these sections to enhance familiarity with the campus and build a peer network on which the transfers may rely. The College of Liberal Arts has first year seminars for transfer students. T-Camp and Howdy Camp are optional, student-run, extended orientation programs designed to help transfer students establish relationships and gain a better understanding about Texas A&amp;M traditions.</p> |     |



|   |    |
|---|----|
| Does this university have an administrator or committee responsible for transfer student success?                 | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed? | NO |

Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 2            |
| Approximately how many meetings have occurred in the last two years?  | 4            |



Source: Coordinating Board

Texas A&M University (TAMU) reports an increase from 32 articulation agreements at 21 different community colleges in 2010-2011 to 41 academic articulation agreements at 27 institutions in 2011-2012, while maintaining one dual admission agreement. TAMU has implemented 10 reverse transfer agreements during the most recent year (2011-2012). TAMU devotes significant resources to transfer student outreach and advising, with 100 percent of its transfer students participating in orientation programs, required academic advising, and training for advisors and admissions officers. TAMU also provides online resources for transfer students, including the publishing of articulation agreements and tools to allow potential transfer students to compare the credits they have earned with specific degree requirements. The difference between native and transfer students in four-year completion rates is only seven percentage points, which is less than half the statewide difference, and the time-to-degree rates are also very similar (and more efficient than the statewide average, especially for transfer students).

## Texas A&M University-Central Texas

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 4  |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 4  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 1  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 4  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|   |     |
|---|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  |     |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |

If "yes" to the above, response given for community college program enhancements:

|                               |
|-------------------------------|
| Warrior Corp program Advising |
|-------------------------------|

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | 5           |
| Are new transfer students required to attend an orientation program?  | NO          |
| Is academic advising required for new transfer students?  | YES         |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES         |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 3           |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 51% or more |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | NO          |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | NO  |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | NO  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES |
| Is this information provided on or linked to information for transfer students on the university website?  | NO  |

|  |     |
|--|-----|
| Web address for transfer student information | n/a |
|--|-----|

Targeted Financial Aid Responses

|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 7           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 51% or more |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$200,000   |

Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: All of our students are either graduate students or transfer students. We have a variety of student success programs including tutoring, online writing support, workshops, career development, and time management. |     |
| Does this university have an administrator or committee responsible for transfer student success?   | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | NO  |

Degree Program Alignment Responses

|   |               |
|---|---------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES           |
| Are these meetings coordinated at the department level or the institutional level?  | Institutional |
| How many departments have participated in vertical teaming over the past two years?   | 2             |
| Approximately how many meetings have occurred in the last two years?  | 4             |

Texas A&M University-Central Texas (TAMU-Central Texas) is currently an upper-level institution. During the past two years, it has entered into four academic articulation agreements, four dual admission agreements, and one reverse transfer agreement. As an upper-level institution, TAMU-Central Texas could assist students by improving its on-line transfer resources, including transfer guides that allow prospective students to determine how the credit they have earned at other institutions that participate in the Texas Common Course Numbering System would apply to the university's degree plans. These steps could also help the institution prepare for the admission of lower-division undergraduates if that step is taken in the future.

Note: Because TAMU-Central Texas is a new public university that only recently received the authority to enroll students and grant degrees, there is not enough data to produce charts for time-to-degree and completion rates.

## Texas A&M University-Commerce

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 38 |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 22 |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 36 |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 4  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

|   |     |
|---|-----|
| Academic advising at the two-year institution is not always contributing to seamless transfer and timely progression toward graduation. Some students transfer with incomplete developmental sequence(s). |     |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university?   | YES |

If "yes" to the above, response given for community college program enhancements:

|   |
|---|
| Completion of the developmental sequence at the two-year college, accurate and timely academic advising, ability to offer degree programs at the MITC partnerships allowing students to remain at home and work while completing their degree, articulation agreements specific to departmental majors with dual enrollment and reverse transfer options. |
|---|

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 100    |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 5      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES   |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://www.tamuc.edu/admissions/transferAdmissions/courseEquivalencies.aspx">http://www.tamuc.edu/admissions/transferAdmissions/courseEquivalencies.aspx</a> |

### Targeted Financial Aid Responses

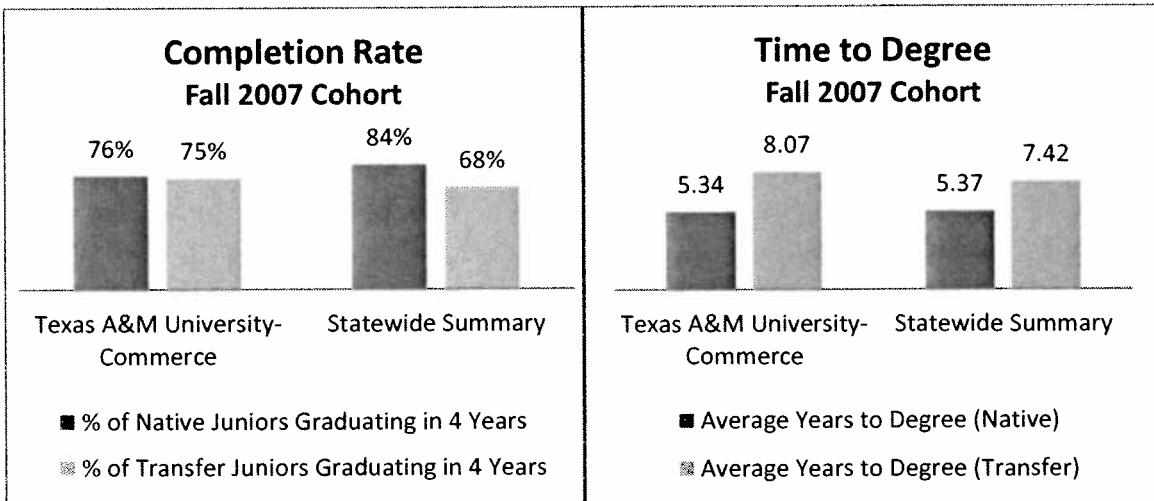
|   |              |
|---|--------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 2            |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%       |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$15,500,000 |

### Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: Transfer and PTK scholarships University College Success Coaches Bachelor of Applied Arts and Sciences Bachelor of General Studies GRAD TX |     |
| Does this university have an administrator or committee responsible for transfer student success?   | YES |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | NO  |

### Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 5            |
| Approximately how many meetings have occurred in the last two years?  | 25           |



Source: Coordinating Board

Texas A&M University-Commerce has a growing number of academic articulation agreements (38, increased from 33 in 2010-2011), and the number of institutions with which it has articulation agreements is unchanged from last year. Thirty-six reverse transfer agreements were identified this year. The institution has taken steps to improve information once the transfer students get to campus, where 100 percent attended the required orientation for the second year in a row, receiving mandatory advising from trained advisors. University officials noted some students coming in with incomplete developmental sequences and expressed concern about inaccurate advising at colleges. Financial aid targeted for transfer students has held steady, increasing slightly from \$15,000,000 last year to \$15,500,000 for 2011-2012. The time-to-degree and four-year completion rates reflect similar completion for native and transfer students, although there remains a large gap between the time-to-degree rates of the transfer and native students.

**Texas A&M University-Corpus Christi**

Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 5  |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 5  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 1  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

|   |     |
|---|-----|
| Need for better information for transfer students and a central touch point for them as they transition to campus. Are creating an office dedicated to assist students with transfer questions both on campus and in strategic locations off campus prior to enrollment. Office staffed by person knowledgeable about core curriculum policies and transfer issues and common problems. |     |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university?   | YES |

If "yes" to the above, response given for community college program enhancements:

|  |
|--|
| Transfer Days at the Community College; We are establishing a university liaison at the local Community College that will be on site a minimum of two days per week. |
|--|

Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 75     |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 12     |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students? | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?         | NO  |



|  |   |
|--|---|
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://admissions.tamucc.edu/transfer">http://admissions.tamucc.edu/transfer</a> |

#### Targeted Financial Aid Responses

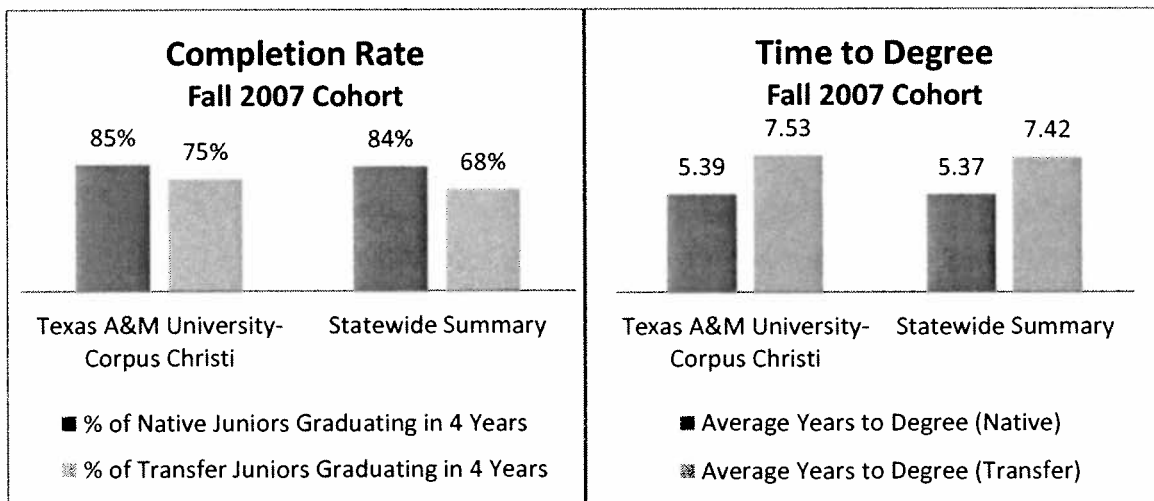
|   |          |
|---|----------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 1        |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%   |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$36,500 |

#### Transfer Student Success Programs Responses

|  |    |
|--|----|
| Does this university offer student success programs specifically designed for transfer students?   | NO |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: Center For Academic Student Achievement (CASA) Tutors/Supplemental Instruction Career Services Disability Services University Counseling Center Student Organizations |    |
| Does this university have an administrator or committee responsible for transfer student success?  | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | NO |

#### Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 4            |
| Approximately how many meetings have occurred in the last two years?  | 8            |



Source: Coordinating Board

Texas A&M University-Corpus Christi (TAMU-Corpus Christi) maintains five articulation agreements with five community colleges, and one dual admission agreement. The university reports that it is creating a central “touch point” for transfer students where those students new to the TAMU-Corpus Christi campus will be able to find needed information. The four-year completion rate for transfer students had fallen significantly from the 2005 cohort (72 percent) to the 2006 cohort, (60 percent), but the completion rate has moved higher again with the 2007 student cohort, so that both native and transfer students are above the statewide average for 2011-2012. Time-to-degree for native students in the 2007 cohort is still slightly above the statewide average across the board, but time-to-degree for transfer students has dropped from 8.55 years for the 2006 cohort to 7.53 years for the 2007 cohort, a noteworthy improvement.

## Texas A&M University - Galveston

### Transfer Pathways Responses

|  |             |
|--|-------------|
| Number of current academic articulation agreements   | 12          |
| Number of current workforce articulation agreements  | no response |
| Number of two-year institutions that have at least one current articulation agreement with this university | 12          |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0           |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 2           |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES         |

If "yes" to the above, response given for barriers to transfer:

very specific course requirements due to the special purpose mission of the marine and maritime industry

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

We have reengineered our transfer new student conferences including intake advising and aculturation to the [sic] department. We have also developed degree programs maps to the [sic] Texas Common Course number system to aid advising at all public community colleges.

|   |    |
|---|----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |
|---|----|

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 100    |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 3      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 11-25% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students? | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?         | NO  |

|  |  |
|--|--|
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | NO   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES  |
| Is this information provided on or linked to information for transfer students on the university website?  | YES  |
| Web address for transfer student information   | institution failed to provide this information |

Targeted Financial Aid Responses

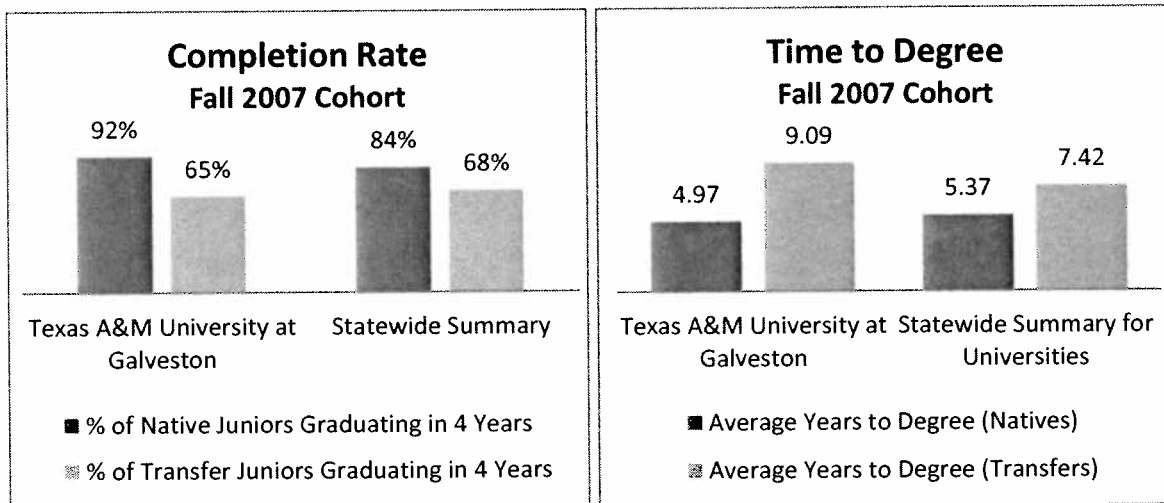
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 3           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 10% or less |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$30,000    |

Transfer Student Success Programs Responses

|  |    |
|--|----|
| Does this university offer student success programs specifically designed for transfer students?   | NO |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: |    |
| Does this university have an administrator or committee responsible for transfer student success?  | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | NO |

Degree Program Alignment Responses

|   |            |
|---|------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | NO         |
| Are these meetings coordinated at the department level or the institutional level?  | It depends |
| How many departments have participated in vertical teaming over the past two years?   | 0          |
| Approximately how many meetings have occurred in the last two years?  | 0          |



Source: Coordinating Board

Texas A&M University at Galveston (TAMU-Galveston) reports 12 academic articulation agreements for 2011-2012. The institution reports that all of its transfer students participated in orientation programs (which are now required), improvements have been made to the website, and the amount of financial aid targeted for transfer students has risen from zero in 2010 to \$50,000 in 2011. Degree completion rates for native students at TAMU-Galveston are high, at 92 percent, and the time-to-degree is lower than the statewide average for this group. Transfer students fared less well in the 2007 cohort, finishing at a rate slightly below the statewide average, and taking almost twice as long to complete their degree as their native peers, well above the statewide average.

## Texas A&M University-Kingsville

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 6   |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 5   |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

We are very aware that we need to provide self-service articulation tools on our website so that students can more easily determine how their credit will transfer to TAMUK, and the specific programs, prior to even applying for our institution. Also, at this time academic advising is not available to new transfer students until the full articulation of their credit has been completed and entered into our student information system.

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

We have recently reinstated our transfer orientation programs. Transfer Thursdays are geared specifically to students who have been admitted as transfers. We do need to improve the information on our website that is geared toward transfer students.

|   |    |
|---|----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |
|---|----|

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | 15          |
| Are new transfer students required to attend an orientation program?  | NO          |
| Is academic advising required for new transfer students?  | YES         |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | NO          |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 1           |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 10% or less |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES         |

Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | NO  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://www.tamuk.edu/admission/transfers/index.html">http://www.tamuk.edu/admission/transfers/index.html</a> |

Targeted Financial Aid Responses

|   |           |
|---|-----------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 2         |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%    |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$505,425 |

Transfer Student Success Programs Responses

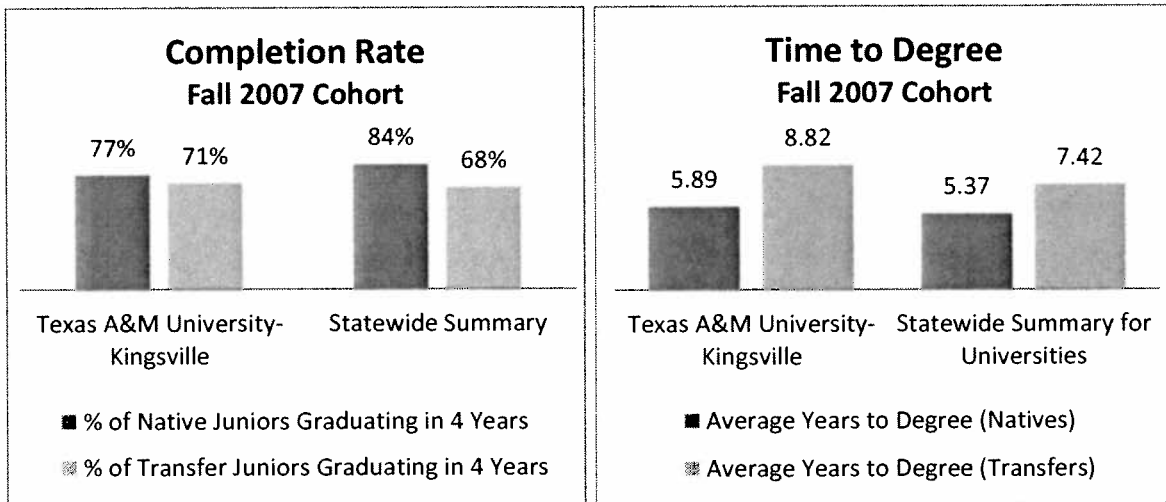
|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: The Office of Student Activities offers transfer student programming throughout the Fall and Spring semesters. Programs include: Welcome Luncheon Socials (coffee & games) Wellness/Personal Trainers through the Recreation Center Stress-Free Zone for finals A sponsored night at a Javelina Baseball game |     |
| Does this university have an administrator or committee responsible for transfer student success?  | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | NO  |

Degree Program Alignment Responses

|  |     |
|--|-----|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years?  | YES |
| Are these meetings coordinated at the department level or the institutional level?   |     |
| For our institution, these meetings are coordinated mainly at the College level, versus the departmental level or institutional level. We have seven Colleges within the institution, five of which house the majority of our undergraduate programs. (The other two colleges are specific to graduate students and honors students.) For question 32, of this survey, our response is in reference to how many colleges have participated. For question 33, our College of Business Administration has indicated that the meetings have been between representatives from the Dean's Offices, not yet at the faculty level. |     |

|   |    |
|---|----|
| How many departments have participated in vertical teaming over the past two years? | 4  |
| Approximately how many meetings have occurred in the last two years?                | 35 |





Source: Coordinating Board

Texas A&M University-Kingsville (TAMU-Kingsville) has six academic articulation agreements with five colleges, but reports no reverse transfer agreements or dual admission agreements, a departure from previous reporting years. While the completion rate for native and transfer students is only six percentage points different, compared with 16 percentage points statewide, TAMU-Kingsville did not graduate as many of its native students as the statewide average. Time to degree for both groups exceeds the statewide average, and in the case of transfer students, is more than a year longer than the average. TAMU-Kingsville does not provide complete web-based resources for transfer students who want to align their completed courses with degree requirements, and transfer student orientation is not required. Academic advisors receive special training for the needs of transfer students, but there do not seem to be organized efforts to assist transfer students in a transition to the university. TAMU-Kingsville acknowledges that it has much to do in order to support transfer students who choose to attend TAMU-Kingsville.

## Texas A&M University-San Antonio

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 2   |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 1   |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

Some barriers to transfer have been identified. Since TAMU-SA is an upper-level institution that only offers junior, senior, and graduate level courses, students who have not completed the general education core or other lower-division requirements are required to return to a junior/community college to complete these courses. This is also an issue for students who transfer to TAMU-SA through the TEAMSA agreement with Alamo Colleges, which allow students with between 30-45 hours to transfer to TAMU-SA. We also require that TSI status be complete in order to be admitted into our institution. Students who are not TSI-complete must return to community colleges to finish out core classes and pre-requisite courses that may be needed before enrolling in TAMU-SA courses. Finally, some programs, such as those in education, have their own requirements to be admitted into their department, which differs from that of requirements to be admitted into the institution, which causes barriers as well.

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

For TAMU-SA, one of the biggest issues is the need for students to have completed all lower-division requirements, including core courses, pre-requisites, and major-specific requirements, prior to transferring into TAMU-SA since we are an upper-division institution.

|   |    |
|---|----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |
|---|----|

### Student Outreach and Advising Responses

|   |     |
|---|-----|
| Percentage of transfer students who participate in a campus or online orientation program   | 30  |
| Are new transfer students required to attend an orientation program?  | YES |
| Is academic advising required for new transfer students?  | NO  |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | NO  |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 1   |

|   |             |
|---|-------------|
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment? | 51% or more |
| Is training provided to admissions staff members regarding transfer issues and concerns?                    | NO          |

#### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | NO  |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES |
| Is this information provided on or linked to information for transfer students on the university website?  | NO  |
| Web address for transfer student information   | n/a |

#### Targeted Financial Aid Responses

|   |           |
|---|-----------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 5         |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 25-50%    |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$312,624 |

#### Transfer Student Success Programs Responses

|  |    |
|--|----|
| Does this university offer student success programs specifically designed for transfer students?   | NO |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: |    |
| Does this university have an administrator or committee responsible for transfer student success?  | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | NO |

#### Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 10           |
| Approximately how many meetings have occurred in the last two years?  | 30           |

Texas A&M University-San Antonio (TAMU-San Antonio) appears to have lost some ground in providing services for their transfer students, which make up the entire undergraduate student body at this upper-level institution. Last year the university reported a well-established support system in place for their transfer students. Recruitment at the eight colleges that receive their regular attention was especially strong, and full-time transfer advisors had office space and a Welcome Center that could provide students with information and assist with applications. In 2011-2012, however, the number of academic articulation agreements continued to fall, from seven in 2009-2010, to four in 2010-2011, and most recently to two in 2011-2012. The institution no longer requires academic advising for transfer students, and the participation level at the required transfer student orientation was only 30 percent. The institution should improve its web-based resources and its advising services for transfer students, as well as strengthen connections with community colleges in order to provide prospective students with information regarding what they should complete prior to transfer.

Note: Because TAMU-San Antonio is a new public university that only recently received the authority to enroll students and grant degrees, there is insufficient data to produce charts for time-to-degree and completion rates.

## Texas A&M University-Texarkana

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 4  |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 4  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 2  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|   |    |
|---|----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  | NO |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 75     |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 1      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://www.tamut.edu/catalog/catalog-2012-2013/2012-13%20Catalog%20Final%207.3.12.pdf">http://www.tamut.edu/catalog/catalog-2012-2013/2012-13%20Catalog%20Final%207.3.12.pdf</a> |

### Targeted Financial Aid Responses

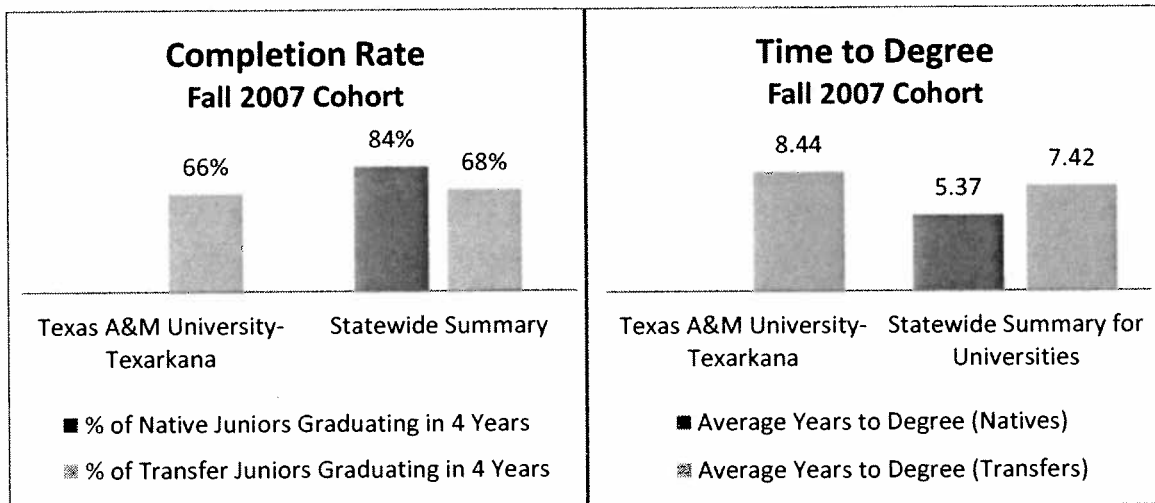
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 0           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 51% or more |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$0         |

### Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: |     |
| Does this university have an administrator or committee responsible for transfer student success?  | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | YES |

### Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 6            |
| Approximately how many meetings have occurred in the last two years?  | 5            |



Source: Coordinating Board

Texas A&M University-Texarkana (TAMU-Texarkana) has historically been an upper-division-only institution, but recently received authority to enroll freshman and sophomore students, so it has only recently begun offering lower-division courses. The university reports four academic articulation agreements and two dual admission agreements, with no reverse transfer agreements currently in effect. TAMU-Texarkana reports an array of student outreach and advising policies and practices, including a required orientation program and academic advising. Between one-quarter and one-half of its recruitment budget is dedicated to transfer students. Despite offering various transfer-student support initiatives, the institution's time-to-degree for transfer students has increased during the past three years, from 7.54 years in 2009-2010, to 8.29 years in 2010-2011, to 8.44 years in 2011-2012. This is a trend the institution should try to reverse.

## Texas Southern University

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 5  |
| Number of current workforce articulation agreements  | 1  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 5  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|   |     |
|---|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  |     |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |

If "yes" to the above, response given for community college program enhancements:

Joint Admissions Memorandum of Understanding with Houston Community College signed 6/29/2011.

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 80     |
| Are new transfer students required to attend an orientation program?  | NO     |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 12     |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES |



|   |   |
|---|---|
| Is this information provided on or linked to information for transfer students on the university website? | YES   |
| Web address for transfer student information  | <a href="http://em.tsu.edu/admissions/equivalencyguides.php">http://em.tsu.edu/admissions/equivalencyguides.php</a> |

### Targeted Financial Aid Responses

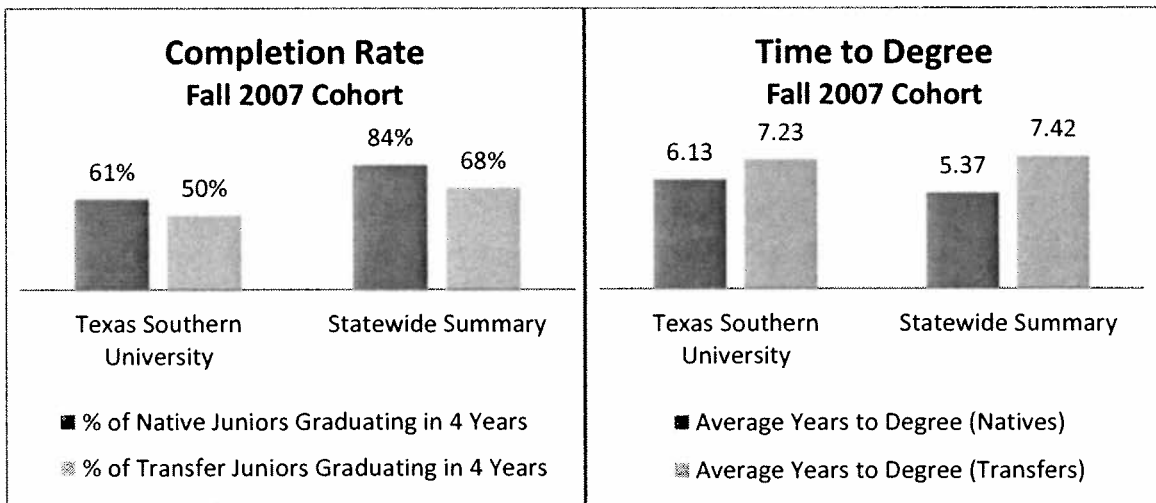
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 5           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 10% or less |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$43,000    |

### Transfer Student Success Programs Responses

|   |    |
|---|----|
| Does this university offer student success programs specifically designed for transfer students?  | NO |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: * Offer FS 102 - Freshman Seminar Course sections designated for Transfer Students Only * Enhancement Seminar (Time/Money Management Skills) * Open Access Academic Labs * Tutorial Programs * Career Placement Center |    |
| Does this university have an administrator or committee responsible for transfer student success?   | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | NO |

### Degree Program Alignment Responses

|   |    |
|---|----|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | NO |
| Are these meetings coordinated at the department level or the institutional level?  | NA |
| How many departments have participated in vertical teaming over the past two years?   | 0  |
| Approximately how many meetings have occurred in the last two years?  | 0  |



Source: Coordinating Board

Texas Southern University (Texas Southern) has held steady in their support of transfer students during the 2011-2012 academic year. The institution continued five academic transfer agreements and one workforce articulation agreement, but has not implemented any reverse transfer agreements. Although Texas Southern reported no dual admission agreements, the institution reported a "Joint Admissions Memorandum of Understanding with Houston Community College signed 6/29/2011." Because the university admitted only 44 transfer students in the 2007 cohort, compared with 621 native students in the same cohort, perhaps this new memorandum of understanding will boost transfer to Texas Southern. The institution's website has full resources for transfer students, and academic advising is required. Twelve colleges receive regular recruitment efforts, but there is limited funding available that is designated specifically for transfer students. Texas Southern's most urgent problem with their transfer students is their four-year completion rate. Between the 2005 and the 2006 cohort, the rate fell from 40 percent (already well below the state average) to 29 percent; the current 2007 cohort fared better, at 50 percent completion within four years after achieving junior status, which is 18 percentage points below the statewide average. Overall, native student degree completion is also a problem, with an even larger gap between Texas Southern's completion rate (61 percent) and the statewide average (84 percent).

## Texas State University-San Marcos

### Transfer Pathways Responses

|  |       |
|--|-------|
| Number of current academic articulation agreements   | 1,411 |
| Number of current workforce articulation agreements  | 0     |
| Number of two-year institutions that have at least one current articulation agreement with this university | 33    |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0     |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 4     |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES   |

If "yes" to the above, response given for barriers to transfer:

Block course sequences in a few majors may provide barriers

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

|   |     |
|---|-----|
| Overall weakening of state and federal financial aid  |     |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |

If "yes" to the above, response given for community college program enhancements:

Texas State employs regional admissions counselors stationed in major metropolitan areas who schedule regular visits to community college (CC) campuses where they counsel prospective transfer students and provide information to CC advisors.

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 100    |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 72     |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |  |
|--|--|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES  |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES  |
| Is this information provided on or linked to information for transfer students on the university website?  | YES  |
| Web address for transfer student information   | <a href="http://www.admissions.txstate.edu/future/transfer/self-evaluation.html">http://www.admissions.txstate.edu/future/transfer/self-evaluation.html</a> and<br><a href="http://www.admissions.txstate.edu/future/transfer.html">http://www.admissions.txstate.edu/future/transfer.html</a> |

### Targeted Financial Aid Responses

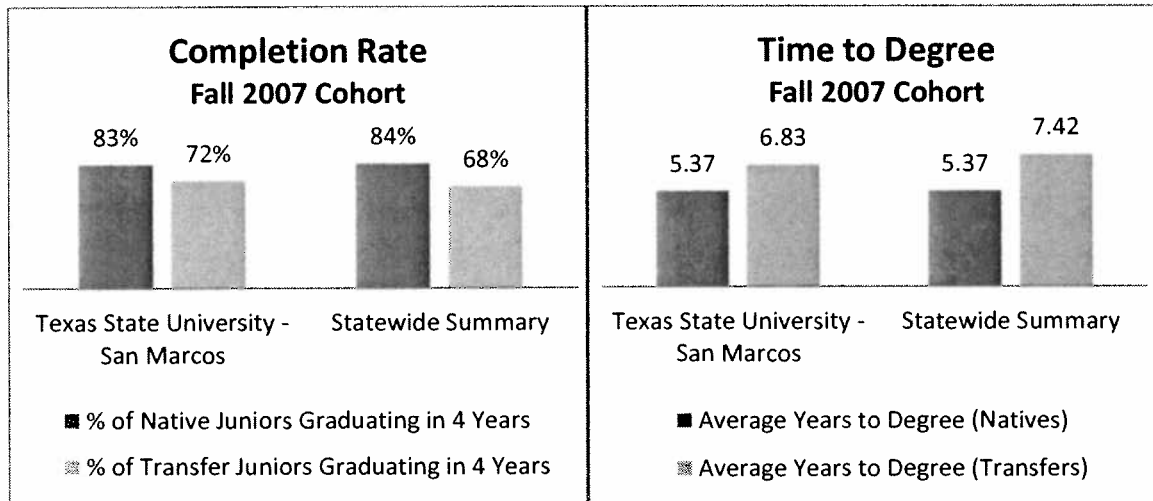
|   |        |
|---|--------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 1      |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 25-50% |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$0    |

### Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | NO  |
| <p>List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students:</p> <ol style="list-style-type: none"> <li>1. Transfer Student Success Web Site: The web site provides concise information for transfer students about resources on and off campus. It was designed as a one stop site to facilitate the transition to campus as well as into the community. <a href="http://www.vpsa.txstate.edu/student-success/transfer-student-resources.html">http://www.vpsa.txstate.edu/student-success/transfer-student-resources.html</a></li> <li>2. Resource Fair: The fair is scheduled during the first two weeks of the semester to help transfer students along with other non-native students (i.e. non-traditional, veterans) to learn about essential campus resources. The offices represented provide academic as well as personal services.</li> <li>3. Department Receptions: Academic departments provide "new major" receptions at the beginning of the fall semester. The events draw together faculty, staff and students leaders of academic organizations.</li> </ol> |     |
| Does this university have an administrator or committee responsible for transfer student success?   | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | YES |

Degree Program Alignment Responses

|   |     |
|---|-----|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years?   | YES |
| Are these meetings coordinated at the department level or the institutional level?  |     |
| Meetings between Texas State faculty and faculty/staff at two-year institutions may be coordinated at the program or departmental level. However, articulation agreements and transfer planning guides (TPGs) are coordinated and approved at the institutional |     |
| How many departments have participated in vertical teaming over the past two years?   | 1   |
| Approximately how many meetings have occurred in the last two years?  | 2   |



Source: Coordinating Board

Texas State University-San Marcos (Texas State San Marcos) continues to be a leader among Texas public universities in all aspects of transfer student success. It has reported far more articulation agreements than any other university: last year's report of 1,266 agreements with 19 different colleges has increased to 1,411 academic articulation agreements negotiated with 33 colleges. Texas State San Marcos also reports a full menu of student outreach and advising activities and policies, including mandatory orientation and academic advising for new transfer students. The institution offers advising to potential transfer students at 72 college campuses, and provides professional development related to transfer students for both academic advisors and admissions officers. Texas State San Marcos also offers online resources for transfer, such as the posting of transfer guides and tools that allow students to compare the credits they have earned at other colleges with various degree requirements. Between one-quarter and one-half of financial aid funding goes to transfer students, although there is only one financial aid award specifically designated for transfer students.

## Texas Tech University

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 48  |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 41  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 3   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 4   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

1) Dual-branding marketing plan w/two-year feeder schools (brochures, posters, websites, etc.) 2) Need for Associate of Science and Associate of Arts degrees articulation agreement draft. 3) Need for Bachelor of Applied Science degree so as to be able to articulate Associate of Applied Science programs and improve transfer course credit applicability options for military veterans seeking four-year degrees. 4) Need to increase number of program-to-program articulation agreements to smooth transition process of strategically identified majors between institutions.

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

1) Transfer Student Success Course - Texas Tech (TTU) is currently refreshing our Transfer Student Success Course to better reflect the current issues facing transfer students at Texas Tech. The semester long course will encourage transfer students to engage in on-campus events, join social, academic, and service student organizations, connect with advisers, professors, and other TTU professionals, and help them navigate the multitude of services offered to help students through their first year experience at TTU. 2) Need for an improved professional development program targeting issues specific to transfer student transition and success. 3) Community colleges requesting articulation agreements with the Honors College.

|   |     |
|---|-----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |
|---|-----|

If "yes" to the above, response given for community college program enhancements:

1) Outreach and Academic Advising for Pre-transfer Students - The Office of Community College and Transfer Relations (CCTR) was created specifically to facilitate the success of transfer students to TTU. CCTR provides academic advising services solely to pre-transfer students while they are attending the sending institution. Transfer course sequencing guidance is supported through optimal transfer plans (OTP's) and one-to-one academic advising sessions are encouraged before students step on campus, with highly trained advisers whose advising population is specifically pre-transfer students. 2) College of Education has a STEP 2 program with South Plains College to aide successful transition to education majors/degree programs. 3) TTU applies Honors program credit noted on sending institution transcripts. 4) Red Raider Bound partnership with Collin CCCD 5) Tech Transfer Days – special event on community college campuses to assist student to complete TTU application, receive admission decision

letter, and receive transfer credit evaluation same day along with receiving information about TTU student resources and academic programs.

Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 100    |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 60     |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES   |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | 1) <a href="http://www.cctr.ttu.edu">www.cctr.ttu.edu</a> ,<br>2) <a href="http://www.depts.ttu.edu/officialpublications/catalog/_AdmitTransferCredit.php#TCCNS">http://www.depts.ttu.edu/officialpublications/catalog/_AdmitTransferCredit.php#TCCNS</a> . |

Targeted Financial Aid Responses

|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 8           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%      |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$3,741,343 |

Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students? | YES |
|--|-----|

List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students:

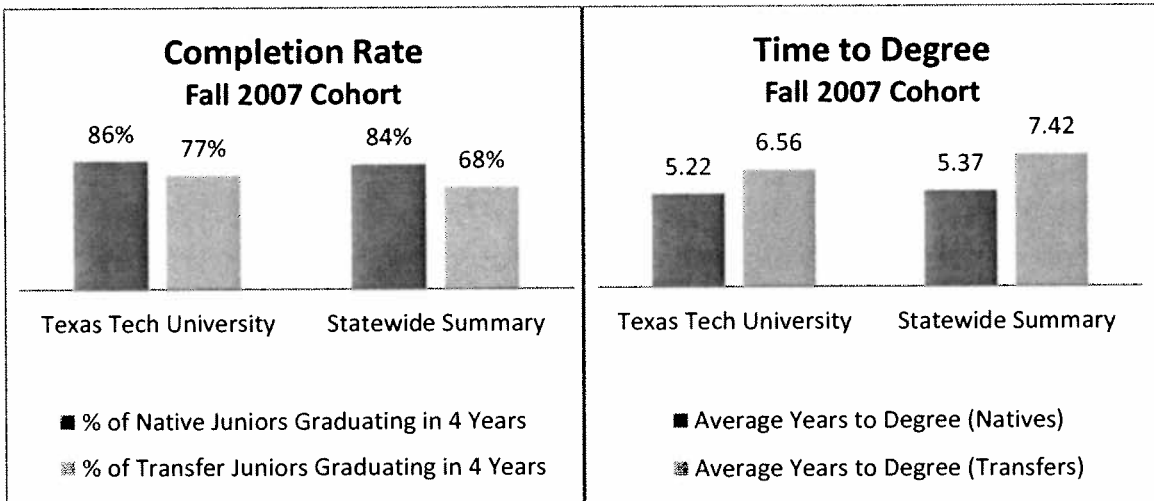


1. Transfer Student Success Web Site: The web site provides concise information for transfer students about resources on and off campus. It was designed as a one stop site to facilitate the transition to campus as well as into the community. <http://www.vpsa.txstate.edu/student-success/transfer-student-resources.html>
2. Resource Fair: The fair is scheduled during the first two weeks of the semester to help transfer students along with other non-native students (i.e. non-traditional, veterans) to learn about essential campus resources. The offices represented provide academic as well as personal services.
3. Department Receptions: Academic departments provide "new major" receptions at the beginning of the fall semester. The events draw together faculty, staff and students leaders of academic organizations.

|   |     |
|---|-----|
| Does this university have an administrator or committee responsible for transfer student success?                 | YES |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed? | YES |

#### Degree Program Alignment Responses

|   |     |
|---|-----|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years?               | YES |
| Are these meetings coordinated at the department level or the institutional level?  |     |
| It depends. Community College & Transfer Relations has recently taken over as the lead institutional office in coordinating meetings between Community Colleges and Texas Tech. |     |
| How many departments have participated in vertical teaming over the past two years?   | 8   |
| Approximately how many meetings have occurred in the last two years?  | 17  |



Source: Coordinating Board

Texas Tech University (Texas Tech) reports 48 academic articulation agreements with 41 colleges. The institution offers student outreach and advising services, mandatory orientation programs and academic advising for transfer students, and professional development for advisors and admissions officers relating to good transfer practices. Texas Tech reports for a second year that it offers academic advising to students on 60 different college campuses. The university has increased its financial aid programs aimed at transfer students from 6 to 8, awarding almost \$3.75 million in financial aid specifically for transfer students. Texas Tech's degree completion for both native and transfer juniors in the 2007 cohort was again above the statewide average, with a time-to-degree completion well below the statewide average for both groups.

## Texas Woman's University

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 154 |
| Number of current workforce articulation agreements  | 17  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 12  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 1   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 6   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

The state limit on excess hours often negatively impacts a student's ability to progress in their program because all of their academic hours cannot be appropriately applied.

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

Transfer students often apply too late for financial aid, reducing their ability to receive aid. Late application and registration often results in students' inability to take required coursework in sequence.

|   |     |
|---|-----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |
|---|-----|

If "yes" to the above, response given for community college program enhancements:

TWU Honors Scholars Program Scholarships reserved for transfer students Articulation agreements facilitate efficient transition. TWU Bound Program provides incentives for students to commit to TWU prior to transfer. Program allows usage of TWU library and campus amenities.

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 52     |
| Are new transfer students required to attend an orientation program?  | NO     |
| Is academic advising required for new transfer students?  | NO     |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 27     |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES   |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://www.twu.edu/admissions/transfer-equivalency-guides.asp">http://www.twu.edu/admissions/transfer-equivalency-guides.asp</a> |

### Targeted Financial Aid Responses

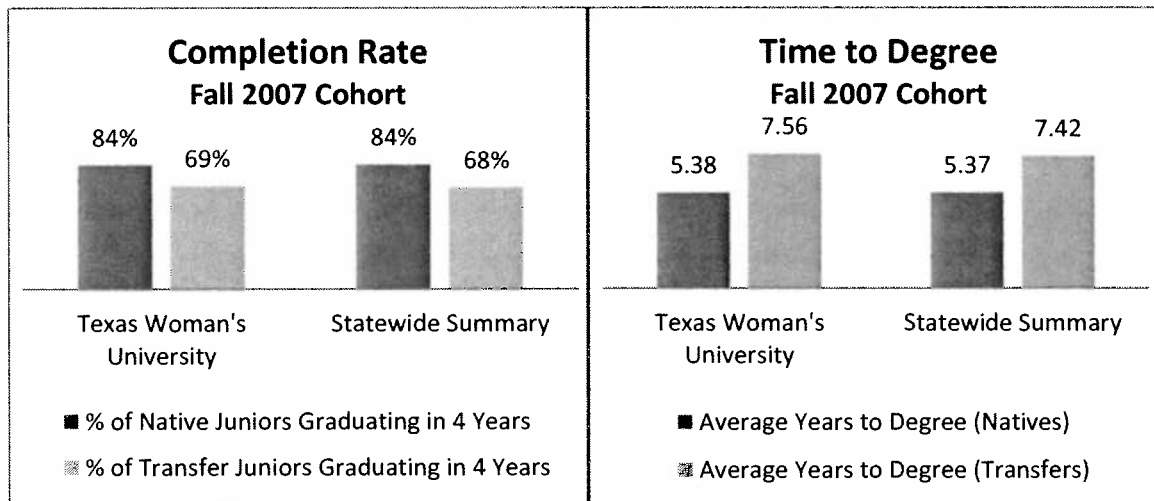
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 7           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 51% or more |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$886,675   |

### Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: Commuter Net Learning Community - Students enroll in paired/multiple courses, work together, establish friendships, and share the transfer experience. The following programs are frequented by transfer students: AVID Post-secondary Tutoring centers Career services Counseling Center Commuter Services Child Care |     |
| Does this university have an administrator or committee responsible for transfer student success?   | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | NO  |

### Degree Program Alignment Responses

|   |     |
|---|-----|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years?           | YES |
| Are these meetings coordinated at the department level or the institutional level?  |     |
| Initial discussions regarding course and program alignment are arranged at the institutional level. Follow-up dialogue often occurs among faculty and partner institutions. |     |
| How many departments have participated in vertical teaming over the past two years?   | 8   |
| Approximately how many meetings have occurred in the last two years?  | 12  |



Source: Coordinating Board

Texas Woman's University maintains 154 academic articulation agreements, which is a very large number when compared with other institutions. The university also supports 17 workforce articulation agreements, making it a leader in this relatively neglected transfer arena. Some of the articulation agreements are specialized Honors Program agreements, offering scholarships for transfer students and research experiences in biology. The institution's website has sufficient information for transfer students, which is important since there is no required orientation or advising, and only about half of transfer students attend orientation. The institution does report several barriers to transfer student success. The state limit of 120 semester credit hours for baccalaureate degrees often results in transfer students paying additional tuition, since all of their attempted academic SCH are counted as part of their total. Some transfer students also apply too late to get an optimal schedule and financial aid.

## The University of Texas at Arlington

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 21 |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 21 |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 6  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 10 |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

|   |     |
|---|-----|
| Cost and financial aid  |     |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |

If "yes" to the above, response given for community college program enhancements:

|   |
|---|
| Scholarships Mav Track Early ID program orientation On site advising High school programming University College |
|---|

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 10     |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | NO     |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 20     |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students? | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?         | YES |

|  |  |
|--|--|
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES  |
| Is this information provided on or linked to information for transfer students on the university website?  | YES  |
| Web address for transfer student information   | uta.edu/catalog/general/commoncoursenumbers.aspx |

Targeted Financial Aid Responses

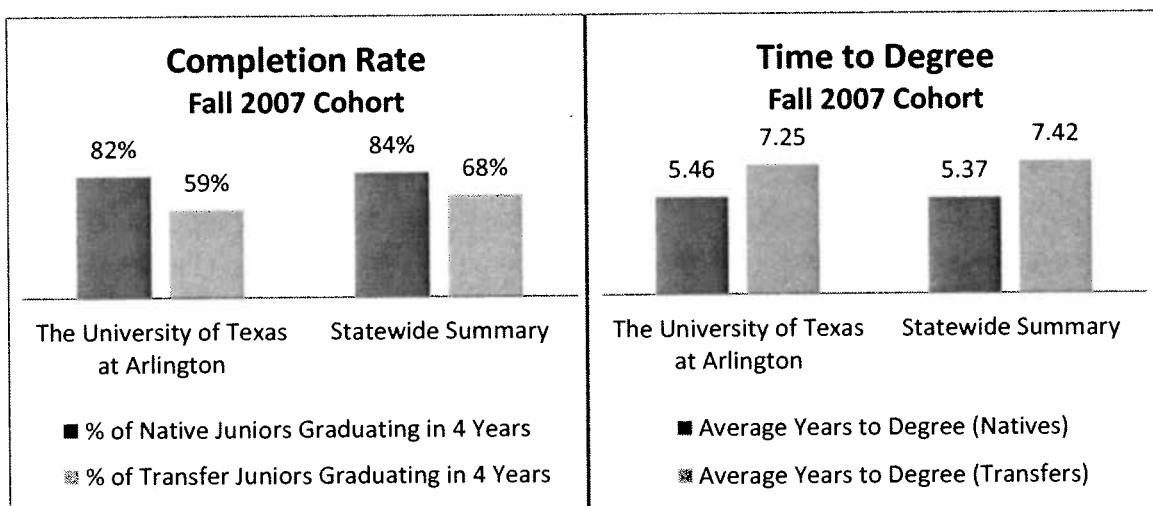
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 8           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 25-50%      |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$1,000,000 |

Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | NO  |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: |     |
| Does this university have an administrator or committee responsible for transfer student success?  | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | YES |

Degree Program Alignment Responses

|   |               |
|---|---------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES           |
| Are these meetings coordinated at the department level or the institutional level?  | Institutional |
| How many departments have participated in vertical teaming over the past two years?   | 6             |
| Approximately how many meetings have occurred in the last two years?  | 6             |



Source: Coordinating Board

The University of Texas at Arlington (UT-Arlington) reported a very large number of academic articulation agreements (89) and reverse transfer agreements (12) in 2010-2011, but appears to have reduced or consolidated those this year, with 21 academic articulation agreements at 21 colleges, 6 reverse transfer agreements, and 10 dual admission agreements. UT-Arlington is also actively working with community college transfer partners in aligning curricula. Only 10 percent of the transfer students participate in the required orientation programs, but new transfer students are required to receive academic advising. Unfortunately, the institution indicates that advisors and faculty do not receive any special training regarding transfer students. UT-Arlington's outreach and recruitment efforts regarding transfer students are significant, with advising offered to potential transfer students on 20 community college campuses (eight fewer than last year) and between one-quarter and one-half of their recruitment budget dedicated to transfer students. UT-Arlington's online resources for transfer students are comprehensive, and the amount of financial aid specifically for transfer students totaled \$1 million for 2011-2012. Despite these efforts, UT-Arlington's completion rate for transfer students in the 2007 cohort was nine percentage points below the state average, down two percentage points from the 2006 cohort completion rate.



## The University of Texas at Austin

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 0  |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 0  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 2  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

|   |    |
|---|----|
| Lack of curriculum alignment. Students come in under-prepared in various courses, usually calculus and lower-division courses in biology and chemistry        |    |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 25     |
| Are new transfer students required to attend an orientation program?  | NO     |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 1      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 11-25% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES |

|   |   |
|---|---|
| Is this information provided on or linked to information for transfer students on the university website? | YES   |
| Web address for transfer student information  | <a href="http://www.utexas.edu/student/admissions/ate/">http://www.utexas.edu/student/admissions/ate/</a> |

### Targeted Financial Aid Responses

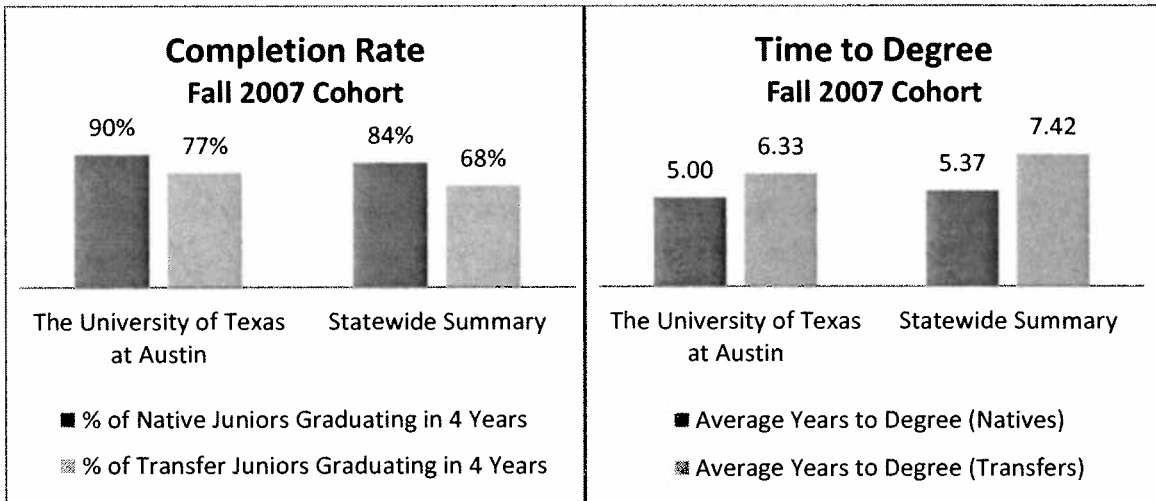
|   |        |
|---|--------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 0      |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25% |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$0    |

### Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | YES |
| <p>List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students:</p> <p>1. UTRANSITION: To assist transfer students in their transition to the University of Texas at Austin. The program introduces students to the academic and social support services available at UT.</p> <p>2. Transfer Interest Groups: A Transfer Interest Group (TrIG) is a cohort of up to 25 transfer students who develop community by taking two to three classes together during the fall semester. Students get to know their classmates by attending a weekly seminar facilitated by a peer mentor and staff member. Students discuss issues they encounter such as study and time management strategies, social opportunities and issues, and campus life and involvement opportunities. Students participating in TrIGs also discuss issues particular to transfer students. TrIG course groupings are organized around a theme or academic area. In addition, these courses satisfy degree and/or core curriculum requirements. A TrIG gives students the tools they need to navigate and succeed at The University of Texas at Austin. Enrolling in a TrIG gives students a number of advantages in your first semester at UT Austin. Students will learn how to form study groups, utilize the university's resources, and get involved on campus.</p> |     |
| Does this university have an administrator or committee responsible for transfer student success?  | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | NO  |

### Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 2            |
| Approximately how many meetings have occurred in the last two years?  | 2            |



Source: Coordinating Board

The University of Texas at Austin (UT-Austin) does not rely heavily on transfer student enrollment, and it maintains only one academic articulation agreement with one two-year institution. It has no reverse transfer agreements or dual admission agreements. Many of UT-Austin's transfer students come from the Coordinated Admission Program with other UT-System institutions. UT-Austin offers a regular orientation session for transfer students, but attendance is not mandatory. Academic advising is required, and the university website is well supplied with information for transfer students. UT-Austin transfer students in the 2006 cohort moved backwards in both time-to-degree (6.06 to 6.41 years) and the four-year completion rate (83 percent to 78 percent) when compared with the 2005 cohort. The most recent 2007 cohort improved slightly in time-to-degree, but continued to fall in terms of completion rate. On both measures, however, transfer students at this institution complete at rates substantially higher than the statewide averages for transfer students.

## The University of Texas at Brownsville

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 95  |
| Number of current workforce articulation agreements  | 83  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 36  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 1   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 1   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

[institution failed to respond]

### Transfer Success Responses

|   |     |
|---|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  | NO  |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |

If "yes" to the above, response given for community college program enhancements:

[institution failed to respond]

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | 0           |
| Are new transfer students required to attend an orientation program?  | YES         |
| Is academic advising required for new transfer students?  | YES         |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES         |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 2           |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 10% or less |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES         |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | NO  |

|  |     |
|--|-----|
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System? | YES |
| Is this information provided on or linked to information for transfer students on the university website?                                    | NO  |
| Web address for transfer student information   | n/a |

Targeted Financial Aid Responses

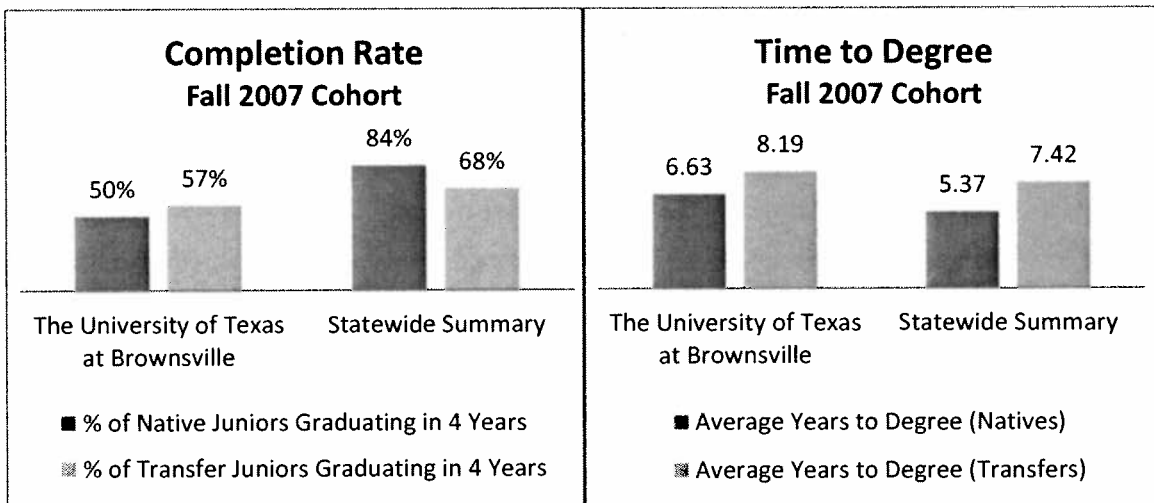
|   |        |
|---|--------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 0      |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25% |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$0    |

Transfer Student Success Programs Responses

|  |    |
|--|----|
| Does this university offer student success programs specifically designed for transfer students?   | NO |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: |    |
| Does this university have an administrator or committee responsible for transfer student success?  | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | NO |

Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 15           |
| Approximately how many meetings have occurred in the last two years?  | 4            |



Source: Coordinating Board

At the University of Texas at Brownsville (UT-Brownsville), a trend can be observed across the three years examined by these reports. The completion rate among both native and transfer students continues to be well below the statewide average for the 2007 student cohort, while both native and transfer students take longer to graduate than the statewide average.

The trend over the three cohorts profiled in successive reports is of concern. The completion rates for native/transfer students were stable for 2005 and 2006 cohorts, but declined sharply in the most recent year, with a 15 percentage point drop for native juniors from the 2006 cohort to the 2007 cohort, and a 5 percent decline for transfer students during the same period.

| Average completion rate:            | 2005 cohort | 2006 cohort | 2007 cohort |
|-------------------------------------|-------------|-------------|-------------|
| UT-Brownsville Native Students      | 64%         | 65%         | 50%         |
| Statewide Average Native Students   | 83%         | 83%         | 84%         |
| UT-Brownsville Transfer Students    | 61%         | 62%         | 57%         |
| Statewide Average Transfer Students | 67%         | 67%         | 68%         |

Time-to-degree for UT-Brownsville students in the three cohorts shows a similar problem, with the statewide averages showing native and transfer time-to-degree almost stable, but time for both native and transfer students at this institution rising substantially.

| Average time to degree (years):     | 2005 cohort | 2006 cohort | 2007 cohort |
|-------------------------------------|-------------|-------------|-------------|
| UT-Brownsville Native Students      | 6.03        | 6.47        | 6.63        |
| Statewide Average Native Students   | 5.37        | 5.37        | 5.37        |
| UT-Brownsville Transfer Students    | 7.99        | 7.72        | 8.19        |
| Statewide Average Transfer Students | 7.26        | 7.45        | 7.42        |

## The University of Texas at Dallas

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 55 |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 54 |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 16 |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|   |     |
|---|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  |     |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |

If "yes" to the above, response given for community college program enhancements:

|  |
|--|
| Understanding of and focus on Core Requirements<br>Coordination of course content between university and CCs |
|--|

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 25     |
| Are new transfer students required to attend an orientation program?  | NO     |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 12     |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES |

|   |   |
|---|---|
| Is this information provided on or linked to information for transfer students on the university website? | YES                                       |
| Web address for transfer student information  | www.utdallas.edu/enroll/apply/tguides.php |

Targeted Financial Aid Responses

|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 7           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 25-50%      |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$2,222,000 |

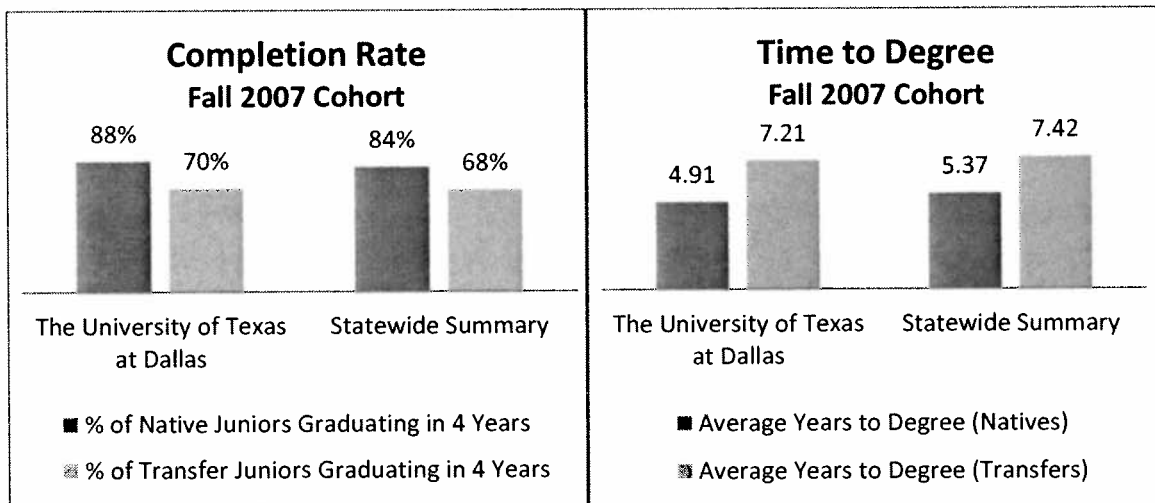
Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: Student Success Center Transfer Year Experience Transfer Student Services |     |
| Does this university have an administrator or committee responsible for transfer student success?  | YES |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | NO  |

Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 9            |
| Approximately how many meetings have occurred in the last two years?  | 12           |





Source: Coordinating Board

The University of Texas at Dallas (UT-Dallas) is actively engaged in the creation of partnerships with community colleges, as evidenced by the 55 academic articulation agreements it has with 54 colleges, the 12 college campuses where it offers advising to potential transfer students, and the 12 vertical team meetings in which its faculty participated. UT-Dallas has also participated in reverse transfer with 16 colleges, one of the highest numbers statewide for this new initiative. The institution provides a variety of online resources to assist in transfer. Time-to-degree rates have been consistently better than the statewide average for both native and transfer students. Completion rates for both groups also exceed the statewide averages, but the gap between native and transfer student completion is 18 percentage points, compared with the statewide difference of 16 percentage points.

## The University of Texas at El Paso

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 10  |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 2   |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 1   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 1   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

UTEP and EPCC have developed extensive relationships down to the department / program level to remove barriers that impact students' ability to transfer seamlessly. Faculty and staff from both institutions, as well as regional independent school districts, meet on a regular basis to work out transfer issues and articulation agreements. Examples include: - increased cost of attendance at UTEP - scheduling at UTEP vs EPCC - transportation to UTEP

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

UTEP received a grant from Lumina Foundation to identify factors that contribute to student transfer success. During Year 2 of the grant we refined the preliminary transfer student analyses that were completed during Year 1 and binary logistic models were used to identify important factors that explain degree completion. Identified strong predictors of degree completion include: # of transfer credits, post-transfer course performance, and enrollment intensity. Financial aid and developmental education also have discernable impacts. Students who transferred from EPCC are more successful than transfer students from other sending institutions. Students with more transfer credits are more likely to persist and complete; however, the advantage of additional transfer credits fades after the tipping point of 60 SCH.

|   |     |
|---|-----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |
|---|-----|

If "yes" to the above, response given for community college program enhancements:

Articulation agreements, Transfer scholarships, Early College High School (ECHS) New Student Orientation, EPCC UTEP Collaborative for Academic Excellence, EPCC UTEP Articulation Committee, El Paso ECHS Leadership Council, UTEP representatives attend EPCC Developmental Education Council meetings, EPCC UTEP College Readiness Committee, Reverse Transfer, EPCC UTEP Joint Application, Shared student ID numbers, Joint ACCUPLACER placement chart, Financial Aid Consortium Agreement, Greater Texas Foundation ECHS Scholarships, Joint Academic Advising Professional Development every semester, UTEP Advising Center at EPCC Valle Verde, UTEP Advising at EPCC offices at Fort Bliss, NSF GK-12 Fellows grant, NIH Border Bridges to the Baccalaureate grant

Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 80     |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | NO     |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 1      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 11-25% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | NO  |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://academics.utep.edu/Default.aspx?tabid=70279">http://academics.utep.edu/Default.aspx?tabid=70279</a> |

Targeted Financial Aid Responses

|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 3           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 10% or less |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$877,672   |

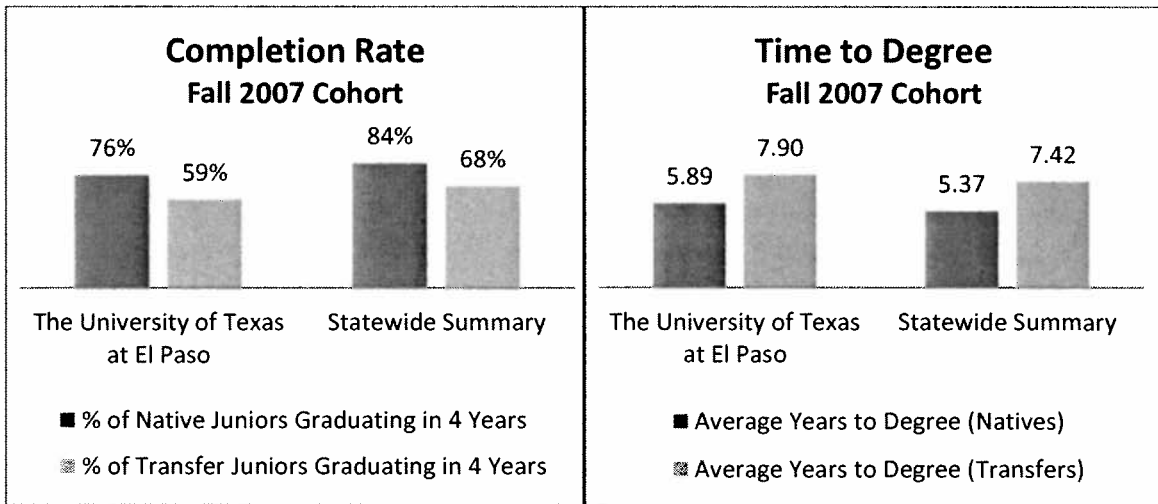
Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: (1) UNIV 2350 Institutionally Designated Option for Transfer Students (2) Numerous degree articulation 2+2 degrees including Reverse Transfer (3) UTEP Transfer Grant, UTEP Promise Transfer Scholarships (4) Transfer Orientation (5) UTEP Advising Center at EPCC |     |
| Does this university have an administrator or committee responsible for transfer student success?  | NO  |

|   |    |
|---|----|
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed? | NO |
|---|----|

Degree Program Alignment Responses

|  |     |
|--|-----|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years?  | YES |
| Are these meetings coordinated at the department level or the institutional level? It depends.   |     |
| The EPCC UTEP Articulation Committee coordinates these meetings at the institutional level between departments who are interested in developing transfer agreements. Certain departments coordinate at the departmental level (Developmental Math and Developmental English, for example). |     |
| How many departments have participated in vertical teaming over the past two years?  | 12  |
| Approximately how many meetings have occurred in the last two years?   | 50  |



Source: Coordinating Board

The University of Texas at El Paso (UT-El Paso) has had a long collaborative relationship with El Paso Community College (El Paso CC). UT-El Paso works with El Paso CC in a variety of ways, including engaging in vertical team meetings with faculty from both institutions. UT-El Paso has policies in place that require all new transfer students to participate in an orientation program, but has stopped requiring academic advising for new transfer students. The university's collection of web resources includes transfer guides, Texas Common Course Number equivalencies, and online tools that allow students to compare the credits they have already earned with degree requirements at the university. UT-El Paso is noteworthy for their assessment work this year, completing a Foundations of Excellence study on transfer student issues and support services in 2011-2012, and targeting specific problem areas for future improvements. This year, the institution continued a Lumina Foundation grant that has allowed the university to identify factors in transfer student success, and to develop strategies that reflect those findings.

## The University of Texas at San Antonio

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 14  |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 14  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 1   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

At the institution level, new applicants must wait until getting admitted and seeing an academic advisor to get a confirmed degree plan. Admissions and on-line articulation agreements can address most of this, but if someone comes from a non-articulated college or presents coursework not in an articulation agreement (transfer plan), then they cannot easily get an official evaluation of how that coursework fits into their degree plan. At the Department or program level, some colleges and departments have set criteria for admission to the major above the criteria for university admission. As such students may not know they are accepted into their major when they are accepted for admission and that creates uncertainty that can cause doubt about transferring to UTSA.

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

We have studied our transfer student success rates as broken out by ranges of student transfer grade point averages at the time of admission. We find that students at or above 2.25 are more successful than those between 2.0 and 2.25 and, as such, have gained approval for an increase in the transfer admission criteria from 2.0 to 2.25 effective beginning the Fall 2013 semester. We note a continued lack of support among some community colleges to prepare students to transfer to our institution, despite that [sic] new incentives (e.g., reverse transfer, transfer plan) for them to support and offer proper information to students planning to transfer. We are told that community colleges are recognized now in some way for increasing transfer rates but it seems not to have an effect on the amount of support their students get for transfer advising while at the community college. Students' transcripts from the community colleges don't always indicate the student is core complete, even when they've completed an AA or AS degree

|   |    |
|---|----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |
|---|----|

### Student Outreach and Advising Responses

|   |     |
|---|-----|
| Percentage of transfer students who participate in a campus or online orientation program | 12  |
| Are new transfer students required to attend an orientation program?                      | NO  |
| Is academic advising required for new transfer students?                                  | YES |

|   |        |
|---|--------|
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 15     |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 11-25% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

#### Website Information Development Responses

|  |  |
|--|--|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES  |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES  |
| Is this information provided on or linked to information for transfer students on the university website?  | YES  |
| Web address for transfer student information   | <a href="http://utsa.edu/advise/transfer.html">http://utsa.edu/advise/transfer.html</a> , also <a href="http://utsa.edu/admissions/undergrad/requirements/transfers.html">http://utsa.edu/admissions/undergrad/requirements/transfers.html</a> |

#### Targeted Financial Aid Responses

|   |        |
|---|--------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 0      |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 25-50% |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$0    |

#### Transfer Student Success Programs Responses

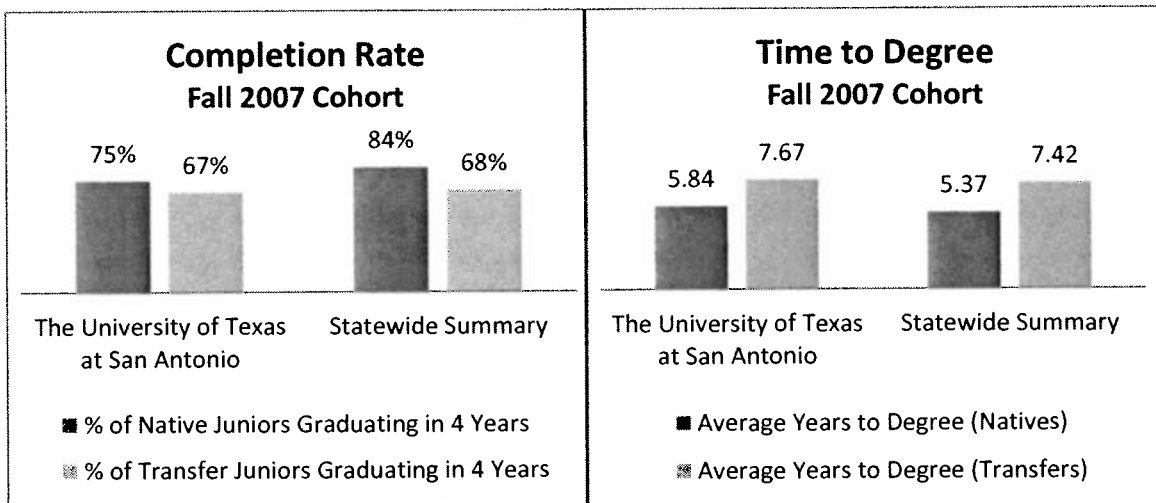
|   |    |
|---|----|
| Does this university offer student success programs specifically designed for transfer students?  | NO |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: Supplemental Instruction Tutoring Counseling Career Services Academic Coaching |    |
| Does this university have an administrator or committee responsible for transfer student success?   | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | NO |

#### Degree Program Alignment Responses

|  |     |
|--|-----|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two | YES |
|--|-----|

|   |              |
|---|--------------|
| years?  |              |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years? | 2            |
| Approximately how many meetings have occurred in the last two years?                | 3            |





Source: Coordinating Board

The University of Texas at San Antonio (UT-San Antonio) has articulation agreements with 14 colleges, but has only sent transcripts under a reverse transfer agreement to one college this year. The university does not require new transfer students to participate in orientation, as advised in last year's report to consider doing so, as the percentage of transfer students who participate in orientation is one of the lowest in the state. Instead, the 2011-2012 report indicates that new transfer students are now required to meet with an advisor.

UT-San Antonio has recently decided to raise its admission requirement for transfer students, who will need a grade point average (GPA) of 2.25 beginning fall 2013, instead of the 2.00 that is the current threshold. The university has full web resources for transfer students, including the posting of articulation agreements, information about the applicability of transfer credits to various degree programs, and Texas Common Course Numbering System compliance. But even with online resources, the institution reports that its internal policies may pose a barrier to prospective transfer students getting needed information in advance. UT-San Antonio also lacks a system to track the progress of recent transfer students. As with several other Texas public institutions, the maximum undergraduate credit limitation causes problems with some transfer students coming in with too many semester credit hours and therefore potentially paying additional tuition.

## The University of Texas at Tyler

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 10 |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 10 |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 11 |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|   |    |
|---|----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  | NO |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 45     |
| Are new transfer students required to attend an orientation program?  | NO     |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 1      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 11-25% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES |
| Is this information provided on or linked to information for transfer students on the university website?  | YES |

|  |   |
|--|---|
| Web address for transfer student information | <a href="http://www.uttyler.edu/advising/transfer/pegs_tjc.php">http://www.uttyler.edu/advising/transfer/pegs_tjc.php</a> for Tyler Junior College only |
|--|---|

Targeted Financial Aid Responses

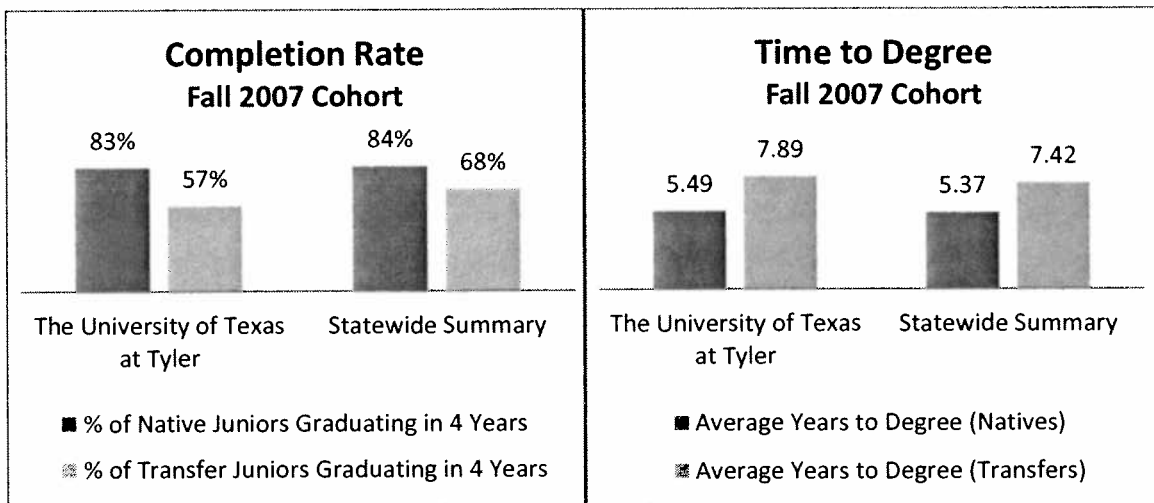
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 0           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 51% or more |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$690,500   |

Transfer Student Success Programs Responses

|   |    |
|---|----|
| Does this university offer student success programs specifically designed for transfer students?                  | NO |
| Does this university have an administrator or committee responsible for transfer student success?                 | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed? | NO |

Degree Program Alignment Responses

|   |               |
|---|---------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES           |
| Are these meetings coordinated at the department level or the institutional level?  | Institutional |
| How many departments have participated in vertical teaming over the past two years?   | 8             |
| Approximately how many meetings have occurred in the last two years?  | 10            |



Source: Coordinating Board

The University of Texas at Tyler (UT-Tyler) has reduced its 16 academic articulation agreements back to ten, which is the number they originally reported in 2009-10. The university evidently concentrates its transfer resources toward its partner community college, Tyler Junior College. The university handles a significant number of transfer students; in the 2007 cohort, there were 487 native students and 284 transfer student. The success of transfer students will have a noticeable effect on overall student success at this institution. UT-Tyler should consider new orientation, advising, and student tracking policies; and it should also investigate ways to offer more information about degree requirements on its website. The four-year completion rate for transfer students increased from the 2005 cohort to the 2006 cohort, up from 55 percent to 61 percent. For the current 2007 cohort, however, the percent of transfer students completing degrees within four years of achieving junior status declined back to 57 percent. The time to degree for both native and transfer students exceeds the statewide average.

## The University of Texas of the Permian Basin

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 17 |
| Number of current workforce articulation agreements  | 3  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 17 |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 1  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

In a word communications. We have had articulations and reverse transfer agreements with a number of schools for a number of years. The details go into catalogs and on websites. When they are first announced the news is carried to students at both institutions. Over time the program or service is lost with all of the other details in a catalog or on the website. Recently an area community college hired a new director of enrollment management. This person outlined what articulations and other agreements were needed. The administration at the school responded with yes, that is exactly what we need. When that person called to talk to a staff member here they referred her/him to web pages on our site that talked exactly the articulations and agreement sought existing between the community college and our university. When the person searched their own schools web-page further they found the same material existed on the web-site. We have met and are working on how to keep the word fresh for advisors, students, and other constituents.

|   |     |
|---|-----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |
|---|-----|

If "yes" to the above, response given for community college program enhancements:

Yes, We are scheduling more visits to the community colleges by our academic advising staff. We are reviewing with an eye to improving our transfer scholarship. We have developed this year program by program articulations where the associate degree appears on one side of a page with right selection of courses for our bachelor's degree. On the other side appears the degree for after transfer to our university.

### Student Outreach and Advising Responses

|  |     |
|--|-----|
| Percentage of transfer students who participate in a campus or online orientation program                                      | 50  |
| Are new transfer students required to attend an orientation program?   | NO  |
| Is academic advising required for new transfer students?   | YES |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students? | YES |

|   |        |
|---|--------|
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 4      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 11-25% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

#### Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES   |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | NO  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://ss.utpb.edu/admissions/apply-now/transfer/">http://ss.utpb.edu/admissions/apply-now/transfer/</a> |

#### Targeted Financial Aid Responses

|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 2           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%      |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$1,015,040 |

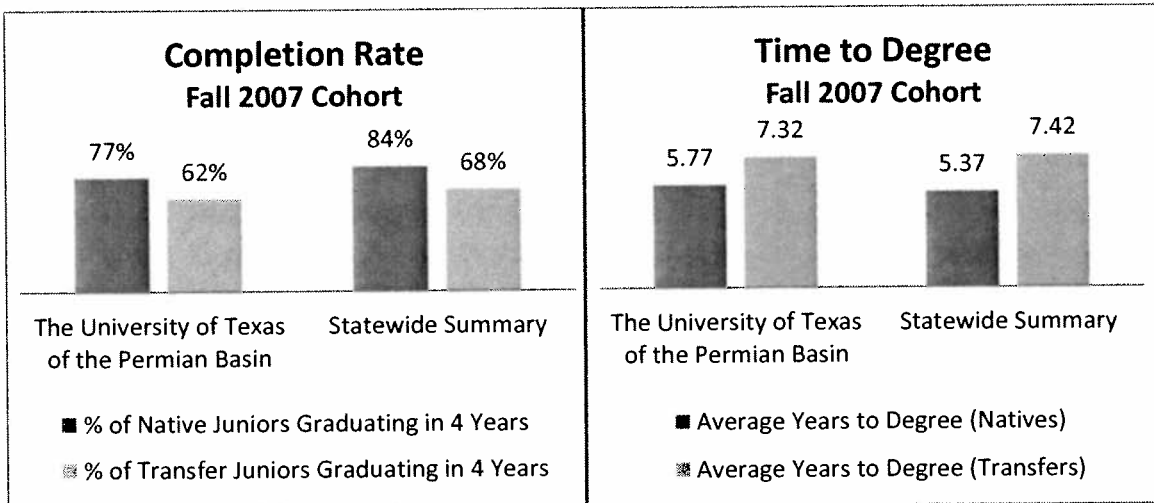
#### Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | NO  |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: |     |
| Does this university have an administrator or committee responsible for transfer student success?  | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | YES |

#### Degree Program Alignment Responses

|   |     |
|---|-----|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years?   | YES |
| Are these meetings coordinated at the department level or the institutional level?  |     |
| With Odessa College the VP for instruction and the UTPB Provost started the discussions, but it was moved to the departments for the details. Program by program articulations determined by the departments/disciplinary faculty were signed by the intuition. |     |

|   |    |
|---|----|
| How many departments have participated in vertical teaming over the past two years? | 11 |
| Approximately how many meetings have occurred in the last two years?                | 4  |



Source: Coordinating Board

The University of Texas of the Permian Basin (UT-Permian Basin) reports 17 academic articulation agreements and three workforce articulation agreements with 17 colleges. One institution has received transcripts from UT-Permian Basin under a reverse transfer agreement. Articulation agreements involve 17 colleges. There is no dual admission. Orientation for transfer students is not required, but attendance rose from 25 percent in 2010-2011 to 50 percent in 2011-2012. Advising is mandatory for transfer students, and special training is provided for both advisors and faculty. The percentage of financial aid reserved for transfer students exceeds \$1 million. UT-Permian Basin has expressed concern that commitments like articulation agreements and shared requirements sound fine at the beginning, but deteriorate in effectiveness as time passes. They have recently developed program-by-program articulations with the community college curriculum on one page and the university requirements on the facing page, so a student can tell easily exactly which courses will count toward which degree.



## The University of Texas-Pan American

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 18  |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 3   |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 2   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

For some programs, lack of or poor communication between 2 year and 4 year institution departments/program administrators and faculty. Limited recruitment and outreach to 2 year institution from 4 year university programs.

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

Understanding financial aid eligibility, timely registration, and advisement.

|   |     |
|---|-----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |
|---|-----|

If "yes" to the above, response given for community college program enhancements:

Some colleges/programs have organized recruitment, outreach and advisement sessions for transfer students at feeder community colleges.

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 90     |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 1      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 11-25% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://portal.utpa.edu_main/dess_main/admissions_home_new">http://portal.utpa.edu_main/dess_main/admissions_home_new</a> |

Targeted Financial Aid Responses

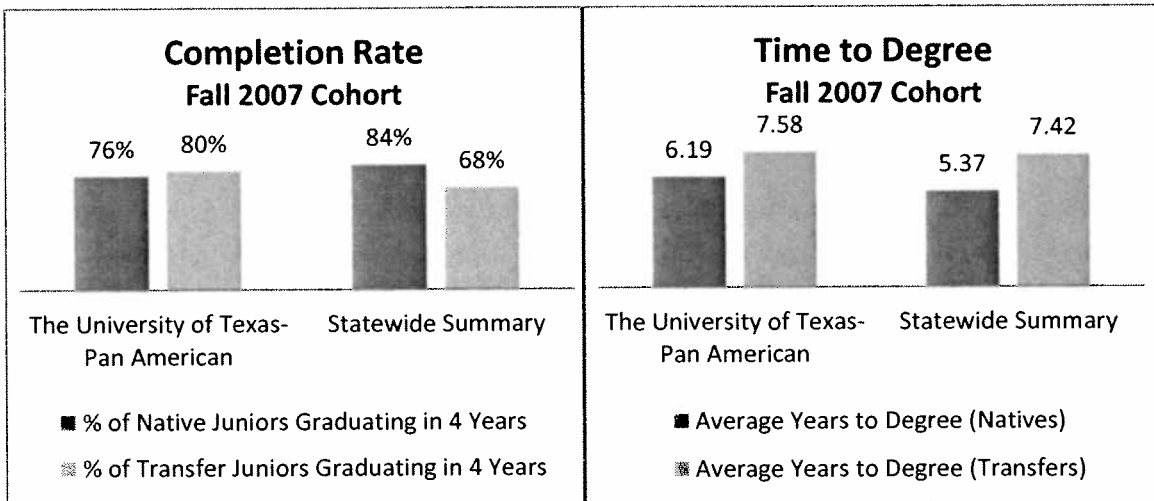
|   |              |
|---|--------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 8            |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 10% or less  |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$13,771,386 |

Transfer Student Success Programs Responses

|   |    |
|---|----|
| Does this university offer student success programs specifically designed for transfer students?  | NO |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: [no response from institution] |    |
| Does this university have an administrator or committee responsible for transfer student success?   | NO |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | NO |

Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 12           |
| Approximately how many meetings have occurred in the last two years?  | 18           |



Source: Coordinating Board

UT-Pan American (UT-Pan American) is the only public university to graduate transfer students at a higher completion rate than native students. UT-Pan American has been consistent in its completion rate for native students for the three cohorts that have been represented in these reports (2005 cohort = 77 percent; 2006 cohort = 77 percent; 2007 cohort = 76 percent), but its transfer student completion has overtaken the native student completion (2005 cohort = 74 percent; 2006 cohort = 76 percent; 2007 cohort = 80 percent). This is remarkable, considering that the statewide average sees the transfer students in the 2007 cohort trailing 16 percentage points behind native students. The university has 18 academic articulation agreements with three different community colleges, and dual admission agreements with two colleges, which is the same number reported last year. Transfer students have access to ample information from UT-Pan American, with required orientation, advising, and a website that identifies what courses transfer from which institutions.

## University of Houston

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 55  |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 55  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 29  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

We are aware that we have issues with courses students took at other institutions at the lower division level which we teach only at the upper division level. As a result, those credits do not transfer to the degree. We are also aware that some courses that may have counted as core at the community college are not counted as core here. For example, a community college may require six hours of social science but we only use one for some programs.

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

Accurate information while choosing courses at the community college about which courses will transfer to a degree. Also, a change in the community college major upon transfer to UH may prolong the student's time to degree if course credits are lost in the process.

|   |     |
|---|-----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |
|---|-----|

If "yes" to the above, response given for community college program enhancements:

We have been focusing on transfer credit transparency and scholarship programs.

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 97     |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 11     |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 11-25% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES   |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://www.uh.edu/admissions/admitted/transfercredit/index.php">http://www.uh.edu/admissions/admitted/transfercredit/index.php</a> |

Targeted Financial Aid Responses

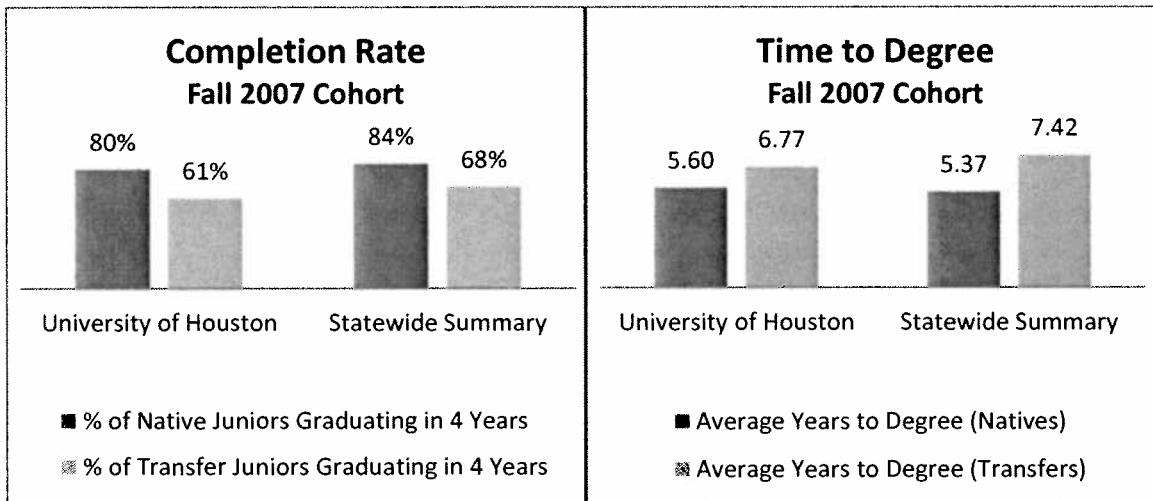
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 2           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 25-50%      |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$1,500,000 |

Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: Transfer Advising Program in community colleges; Joint Admissions; Reverse Transfer Agreements; Student Transfer Enrichment Program; Advising and Registration for Transfers |     |
| Does this university have an administrator or committee responsible for transfer student success?   | YES |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | YES |

Degree Program Alignment Responses

|   |               |
|---|---------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES           |
| Are these meetings coordinated at the department level or the institutional level?  | institutional |
| How many departments have participated in vertical teaming over the past two years?   | 4             |
| Approximately how many meetings have occurred in the last two years?  | 8             |



Source: Coordinating Board

In the last year, the University of Houston (UH) has increased the number of academic articulation agreements from 53 to 55. The number of two-year institutions that have at least one articulation agreement with UH has also grown this year from 53 to 55, and the number of reverse transfer agreements has increased significantly, from three to 29, more than any other reporting institution. Participation at the now-required orientation program is at 97 percent, and transfer students can also be informed by the institution's complete website. There are still problems with communication, however, and UH reports that one emerging issue is inaccurate information about which courses will transfer and at what level; students who change majors upon arriving at UH do not understand that they may lose course credit, as courses applicable to one major may not fulfill a requirement in the new major. Financial support for transfer students includes two programs specifically targeting transfer students, totaling \$1,500,000 in available funding specifically for transfer students. Completion rates improved, increasing from 79 percent (2006 cohort) to 80 percent (2007 cohort) completion for native students, and from 55 percent (2006 cohort) to 61 percent (2007 cohort) for transfer students.

## University of Houston-Clear Lake

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 361 |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 10  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 8   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0   |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO  |

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

|   |    |
|---|----|
| The 6-drop rule and the excess hours rule. Weak advising structures at the community college lead to excess hours and lack of student understanding about program requirements and expectations at transferring institutions. |    |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university?   | NO |

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | 30          |
| Are new transfer students required to attend an orientation program?  | NO          |
| Is academic advising required for new transfer students?  | NO          |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES         |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 9           |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 51% or more |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES         |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES |

|   |  |
|---|--|
| Is this information provided on or linked to information for transfer students on the university website? | YES  |
| Web address for transfer student information  | <a href="http://www.uhcl.edu/2plus2">www.uhcl.edu/2plus2</a> |

#### Targeted Financial Aid Responses

|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 1           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 51% or more |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$1,300,000 |

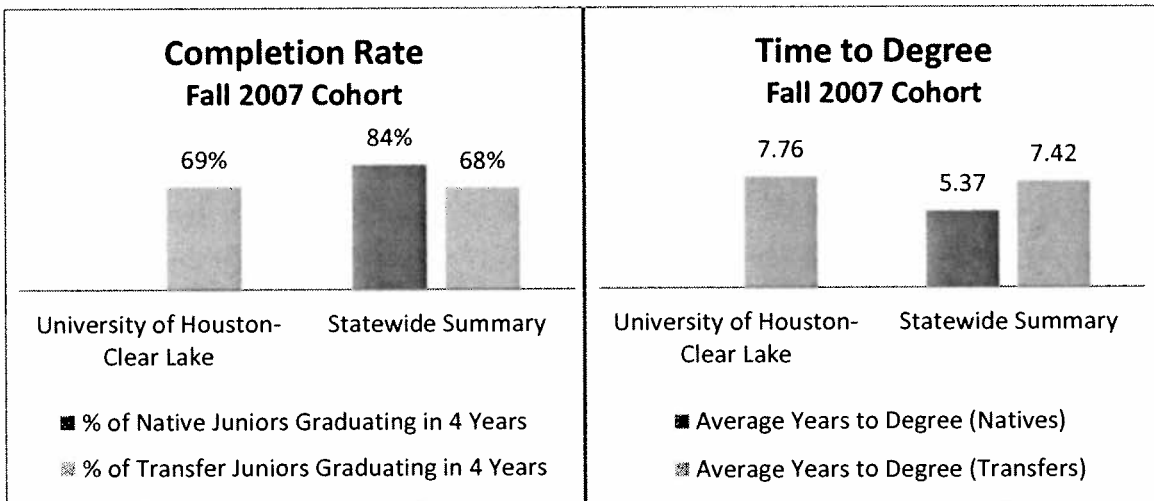
#### Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: Supplemental instruction Peer tutoring Peer mentoring Mandatory academic counseling for students placed on probation after the first semester |     |
| Does this university have an administrator or committee responsible for transfer student success?  | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | YES |

#### Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 3            |
| Approximately how many meetings have occurred in the last two years?  | 10           |





Source: Coordinating Board

The University of Houston-Clear Lake (UH-Clear Lake) is an upper-division institution; therefore, all of its students are transfer students, which makes comparison with other institutions difficult. UH-Clear Lake was authorized during the 82nd Session of the Texas Legislature (2011) to begin its downward expansion, and will begin offering freshman and sophomore courses soon. The institution offers advising on 9 community college campuses, down from 15 campuses during 2010-2011. UH-Clear Lake has added an online tool that allows potential transfer students to see how their credits might apply to various degree programs. Transfer students are not required to attend orientation or meet with an advisor when they arrive on campus. UH-Clear Lake faculty have participated in vertical teaming in recent years, and given its recent change in status, this is an activity that it should consider increasing. The four-year completion rate for transfer students in the 2007 cohort is 69 percent, just above the statewide average, the time to degree is also above the statewide average, meaning transfer students in the cohort took about a semester (a third of a year) longer to graduate than the average of their peers statewide.

## University of Houston-Downtown

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 40  |
| Number of current workforce articulation agreements  | 120 |
| Number of two-year institutions that have at least one current articulation agreement with this university | 7   |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 5   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 12  |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

All UHD individuals who work with articulating transfer credit need to have the latest information on articulation agreements in existence. Inasmuch as some of our junior-level courses are taught at the sophomore level in community colleges, transfer students often want junior-level credit for these courses. Some transcripts do not identify how CLEP and AP credits are articulated.

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

Transfer students on probation coming from community colleges; excessive number of hours from community college transfers; students sometimes believe WECM courses will count toward their degree and/or core requirements.

|   |     |
|---|-----|
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |
|---|-----|

If "yes" to the above, response given for community college program enhancements:

Joint admission agreements are supplemented by advising from UHD advisors.

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 30     |
| Are new transfer students required to attend an orientation program?  | NO     |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 5      |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES   |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | NO  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://ss.utpb.edu/admissions/applynow/">http://ss.utpb.edu/admissions/applynow/</a> |

### Targeted Financial Aid Responses

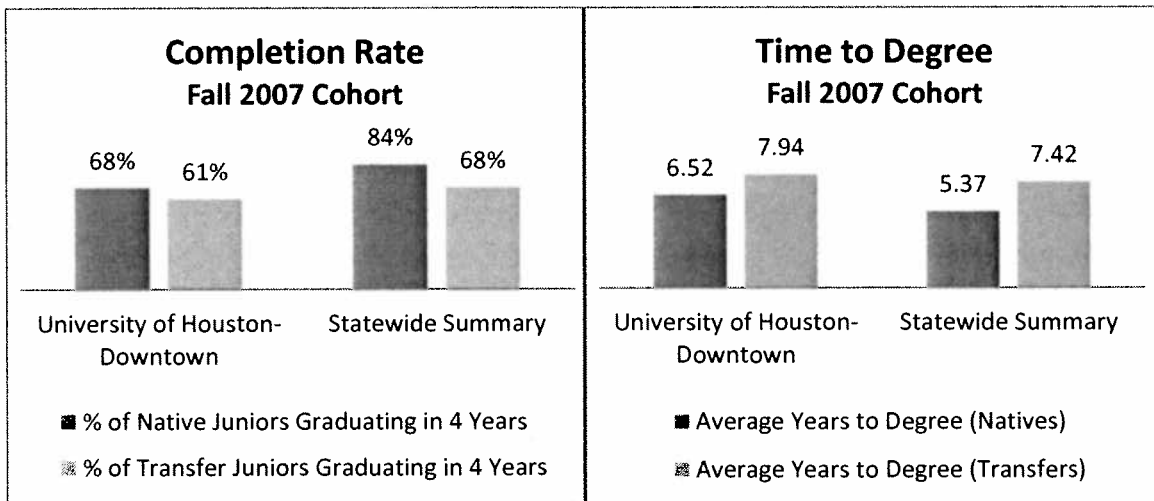
|   |           |
|---|-----------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 6         |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25%    |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$173,650 |

### Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | NO  |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: High Impact Experiences; Linked courses with supplemental instruction; service learning/community engagement activities; Scholarsâ€™™ Academy (with a College Success course for transfer students); specialized college success courses; Academic Support Labs for Math, English, Statistics, Reading, Science, and Accounting. |     |
| Does this university have an administrator or committee responsible for transfer student success?   | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | YES |

### Degree Program Alignment Responses

|   |     |
|---|-----|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES |
| Are these meetings coordinated at the department level or the institutional level?  |     |
| UHD participates in the Houston Pathways Program under the direction of Dr. Carlos Reina of Houston Community College.  |     |
| How many departments have participated in vertical teaming over the past two years?   | 4   |
| Approximately how many meetings have occurred in the last two years?  | 15  |



Source: Coordinating Board

The University of Houston-Downtown (UH-Downtown) increased the number of academic articulation agreements from 10 in 2010-2011 to 40 in 2011-2012, but the more significant increase was in the number of workforce agreements, which went up from 10 in 2010-2011 to 120 in 2011-2012. UH-Downtown also increased by two the number of institutions with which they partner. The percentage of total undergraduate financial aid that went to transfer students fell to less than a quarter of all financial aid. UH-Downtown continues to devote between one-quarter and one-half of its recruitment budget to transfer students, and has expanded its student outreach to include an additional campus as a site for advising potential transfers. UH-Downtown saw the 2007 cohort native student completion rate increase to 68 percent (61 percent for native students in the 2006 cohort), while time to degree stayed about the same. Transfer students in the 2007 cohort completed degrees after four years at a rate of 61 percent, a two percentage point increase over the previous cohort. Transfer student time to degree decreased from 8.2 years for the 2006 cohort to 7.94 years for the 2007 group, still in excess of the statewide average.

## University of Houston-Victoria

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 11 |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 11 |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 10 |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|   |     |
|---|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success?  | NO  |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |

If "yes" to the above, response given for community college program enhancements:

|   |
|---|
| 2 by 2 programs and transfer agreement with multiple community colleges Jaguar Prep program with Victoria College to foster TSI completion and success transfer |
|---|

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | 0           |
| Are new transfer students required to attend an orientation program?  | NO          |
| Is academic advising required for new transfer students?  | YES         |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES         |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 10          |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 10% or less |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES         |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | NO  |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | NO  |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES |

|   |                                 |
|---|---------------------------------|
| Is this information provided on or linked to information for transfer students on the university website? | YES                             |
| Web address for transfer student information  | [institution failed to respond] |

Targeted Financial Aid Responses

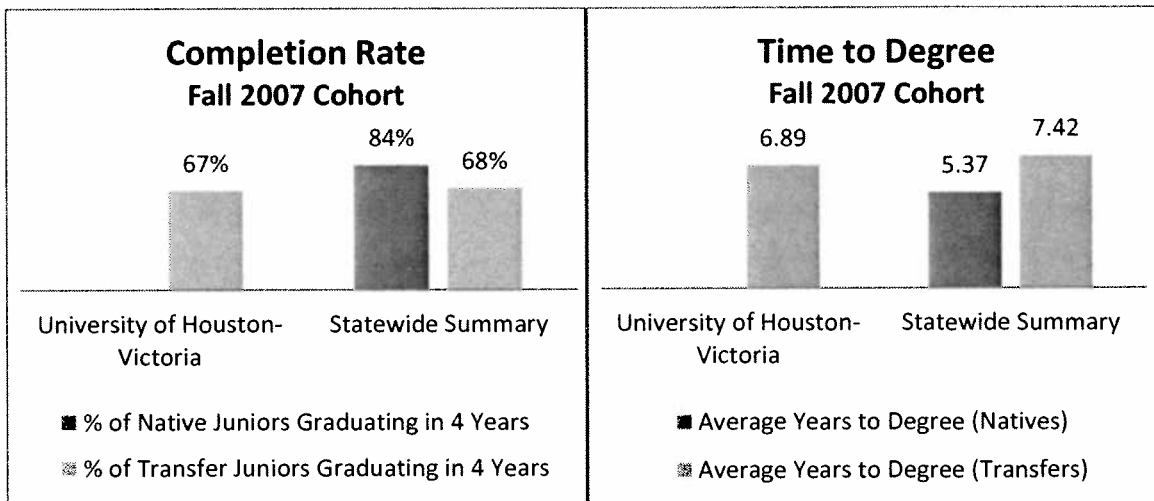
|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 4           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 51% or more |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$33,300    |

Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: tutoring, testing, career services, counseling, |     |
| Does this university have an administrator or committee responsible for transfer student success?  | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | YES |

Degree Program Alignment Responses

|   |      |
|---|------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | NO   |
| Are these meetings coordinated at the department level or the institutional level?  | Both |
| How many departments have participated in vertical teaming over the past two years?   | 0    |
| Approximately how many meetings have occurred in the last two years?  | 0    |



Source: Coordinating Board

The University of Houston-Victoria (UH-Victoria) was, until recently, an upper-division institution that did not admit lower-division (freshman and sophomore) students. UH-Victoria reports that it maintains articulation agreements with eleven two year institutions and dual admission agreements with 10. During 2011-2012, the university increased the number of institutions where its staff members provide regular academic advising from one to ten. UH-Victoria decreased the proportion of its recruitment budget targeted for transfer students from over 50 percent to only 10 percent or less. While this move away from emphasis on transfer students as a recruitment budget priority may reflect the change in status of UH-Victoria, transfer recruitment should not be neglected. UH-Victoria faculty members were also less engaged this past year in curricular alignment with community college faculty with no meetings taking place.

## University of North Texas

### Transfer Pathways Responses

|  |     |
|--|-----|
| Number of current academic articulation agreements   | 8   |
| Number of current workforce articulation agreements  | 0   |
| Number of two-year institutions that have at least one current articulation agreement with this university | 4   |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 1   |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0   |
| Has this university identified institution-level or department/program level barriers to transfer?         | YES |

If "yes" to the above, response given for barriers to transfer:

|  |
|--|
| course advisement and selection at community college prior to transfer<br>sequencing of courses based on semester of transfer<br>course availability based on open seats |
|--|

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

|   |    |
|---|----|
| changes in state and federal financial aid  |    |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | NO |

### Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 99     |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 16     |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

### Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES |



|  |   |
|--|---|
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System? | YES   |
| Is this information provided on or linked to information for transfer students on the university website?                                    | YES   |
| Web address for transfer student information   | <a href="http://essc.unt.edu/registrar/articulation/index.html">http://essc.unt.edu/registrar/articulation/index.html</a> |

Targeted Financial Aid Responses

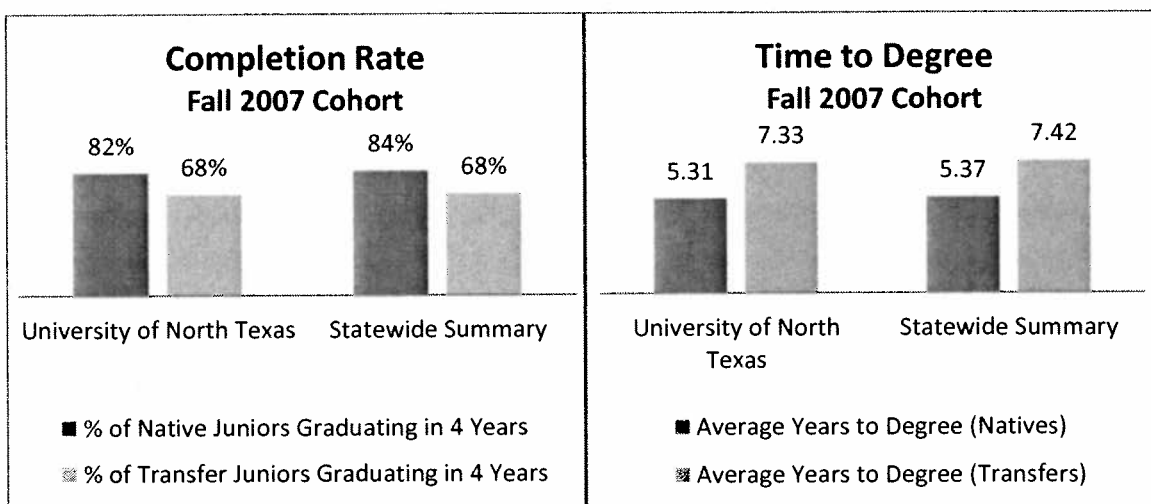
|   |        |
|---|--------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 0      |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25% |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$0    |

Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: 1. Transfer Ambassador Program " mentoring program led by current transfer students to aid new transfers in their transition to UNT. 2. Transfer REAL Community " on-campus housing opportunity for transfers to live with other students experiencing a similar transition. 3. Transfer Talkbacks " monthly focus groups designed to get feedback from transfer students in hopes of improving the transfer process for new transfers. 4. SET@UNT " online community to help transfers transition to UNT. New transfers are added once they register for orientation. 5. Get the Scoop On Series " each month a new department is featured for transfer students to learn more about. |     |
| Does this university have an administrator or committee responsible for transfer student success?   | YES |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | YES |

Degree Program Alignment Responses

|  |     |
|--|-----|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years?                            | YES |
| Are these meetings coordinated at the department level or the institutional level?   |     |
| UNT approaches these meetings in coordination with a P-16 council which comprises multiple institutions of higher education the DFW metroplex. This council interfaces with the THECB staff. |     |
| How many departments have participated in vertical teaming over the past two years?  | 2   |
| Approximately how many meetings have occurred in the last two years?   | 5   |



Source: Coordinating Board

The University of North Texas (North Texas), one of the most active transfer destinations among Texas public universities, has increased its number of academic articulation agreements, and the number of institutions with which it shares agreements, but eliminated its workforce articulation agreements. Transfer student participation in orientation increased by 9 percentage points over the previous cohort to 99 percent. Although 11-25 percent of the total financial aid budget went to transfer students, the dollar amount for specifically targeted aid was reported as zero. North Texas does offer transfer and Phi Theta Kappa (community college honor society) scholarships. There was a significant decline in collaborative activity for vertical alignment, with only two departments participating in five meetings (compared with 15 departments and 30 meetings reported for 2010-2011). The four-year completion rate for transfer students increased by 3 percentage points from the 2006 to the 2007 cohort, while the average time to degree for a North Texas transfer student increased from 7.07 to 7.33 years.

**University of North Texas at Dallas**

Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 0  |
| Number of current workforce articulation agreements  | 0  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 0  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 0  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 0  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

If "yes" to the above, response given for barriers to transfer:

|  |
|--|
|  |
|--|

Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

|   |     |
|---|-----|
| Significant numbers of students enter the university with excessive hours which limit financial aid and hampers graduation success.                           |     |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university? | YES |

If "yes" to the above, response given for community college program enhancements:

|                                  |
|----------------------------------|
| Outreach and transition services |
|----------------------------------|

Student Outreach and Advising Responses

|   |        |
|---|--------|
| Percentage of transfer students who participate in a campus or online orientation program   | 100    |
| Are new transfer students required to attend an orientation program?  | YES    |
| Is academic advising required for new transfer students?  | YES    |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES    |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 17     |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 26-50% |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES    |

Website Information Development Responses

|  |     |
|--|-----|
| Does the university website have a section for information tailored to the needs of transfer students? | YES |
|--|-----|

|  |   |
|--|---|
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES   |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://dallascatalog.unt.edu/content.php?catoid=3&amp;navoid=56">http://dallascatalog.unt.edu/content.php?catoid=3&amp;navoid=56</a> |

#### Targeted Financial Aid Responses

|   |             |
|---|-------------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 3           |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 25-50%      |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$4,200,000 |

#### Transfer Student Success Programs Responses

|  |     |
|--|-----|
| Does this university offer student success programs specifically designed for transfer students?   | YES |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: University College Outreach and Transition Services Course Equivalency System |     |
| Does this university have an administrator or committee responsible for transfer student success?  | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?  | YES |

#### Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 3            |
| Approximately how many meetings have occurred in the last two years?  | 15           |

The University of North Texas at Dallas (North Texas-Dallas) was recently authorized to transition from a satellite campus of the University of North Texas to a free-standing university. This institution began offering lower-division courses during fall 2010. For the second year in a row, the number of articulation agreements and the number of institutions with shared articulation agreements is zero. The amount of financial aid available to transfer students was cut by over two-thirds in 2010-2011, to \$4.2 million; this amount was maintained for 2011-2012. The institution offers Outreach and Transition services and offers advising for potential transfer students at 17 colleges. Three departments at the university participated in 15 vertical team meetings during 2011-2012. Once again, North Texas-Dallas reports that students transferring with excessive hours is a recurring problem.

Note: Because North Texas-Dallas is a new public university that only recently received the authority to enroll students and grant degrees, there is not enough data to produce charts for time-to-degree and completion rates.

## West Texas A&M University

### Transfer Pathways Responses

|  |    |
|--|----|
| Number of current academic articulation agreements   | 13 |
| Number of current workforce articulation agreements  | 4  |
| Number of two-year institutions that have at least one current articulation agreement with this university | 5  |
| Number of two-year institutions receiving transcripts via Reverse Transfer agreements                      | 3  |
| Number of Dual Admission agreements enacted with other institutions of higher education                    | 4  |
| Has this university identified institution-level or department/program level barriers to transfer?         | NO |

### Transfer Success Responses

|  |     |
|--|-----|
| Has the university defined and/or identified any emerging issues regarding student transfer success? | YES |
|--|-----|

If "yes" to the above, response given for emerging issues:

|   |     |
|---|-----|
| 1. Need for improved information systems between institutions. 2. Two- and four- year institutions that provide comprehensive and up-to-date information about transfer typically have higher transfer rates. 3. We have established a physical presence on all four of the community college campuses in our service area. |     |
| Has the university defined and/or identified community college program enhancements that facilitate the success of transfer students to or at the university?   | YES |

If "yes" to the above, response given for community college program enhancements:

|  |  |
|--|--|
| 1. Set expectation that associate degree is completed prior to transfer. 2. Give full credit toward the bachelors degree for up to 81 hours of college-level study completed with a minimum grade. 3. Recognize the associate degree as a full-faith ticket of admission to the university. 4. Guarantee a place in the junior class for all students who meet the criteria. |  |
|--|--|

### Student Outreach and Advising Responses

|   |             |
|---|-------------|
| Percentage of transfer students who participate in a campus or online orientation program   | 35          |
| Are new transfer students required to attend an orientation program?  | NO          |
| Is academic advising required for new transfer students?  | YES         |
| Do academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?                | YES         |
| On how many community/technical/state college campuses does the university offer advising to potential transfer students on an ongoing basis? | 6           |
| Approximately what percentage of the institutional recruitment budget is dedicated to transfer recruitment?                                   | 10% or less |
| Is training provided to admissions staff members regarding transfer issues and concerns?  | YES         |

Website Information Development Responses

|  |   |
|--|---|
| Does the university website have a section for information tailored to the needs of transfer students?   | YES   |
| Are program-specific articulation agreements and/or transfer guides identified on the website?   | YES   |
| Does the university website allow potential transfer students to compare the credits they have already earned with the university's specific requirements? | YES   |
| When listing the courses required for bachelor's degrees, is the university website compliant with the Texas Common Course Numbering System?               | YES   |
| Is this information provided on or linked to information for transfer students on the university website?  | YES   |
| Web address for transfer student information   | <a href="http://www.wtamu.edu/student-support/transfer-student-resources.aspx">http://www.wtamu.edu/student-support/transfer-student-resources.aspx</a> |

Targeted Financial Aid Responses

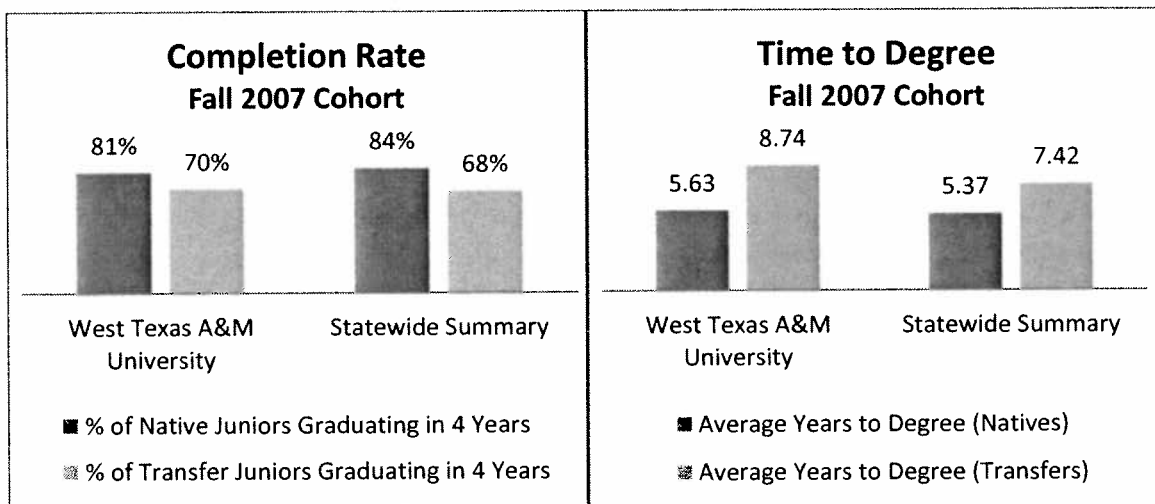
|   |        |
|---|--------|
| Number of financial aid programs targeted specifically for transfer students at this university               | 0      |
| Percentage of total undergraduate financial aid that went to transfer students during academic year 2010-2011 | 11-25% |
| Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011       | \$0    |

Transfer Student Success Programs Responses

|   |     |
|---|-----|
| Does this university offer student success programs specifically designed for transfer students?  | NO  |
| List of up to five of this university's most important, currently-operational transfer student success programs, or generalized student success programs which are frequently used by transfer students: 1. Tutoring 2. Math lab, supplemental instruction, writing center 3. Electronic Learning Center 4. Career Services |     |
| Does this university have an administrator or committee responsible for transfer student success?   | NO  |
| Does this university track the progress of recent transfer students in order to offer assistance if it is needed?   | YES |

Degree Program Alignment Responses

|   |              |
|---|--------------|
| Have this university's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years? | YES          |
| Are these meetings coordinated at the department level or the institutional level?  | Departmental |
| How many departments have participated in vertical teaming over the past two years?   | 2            |
| Approximately how many meetings have occurred in the last two years?  | 4            |



Source: Coordinating Board

West Texas A&M University (West Texas) continues to work closely with its two-year transfer partners and has increased the number of dual admission agreements from 3 in 2011 to 4 in 2012. Fewer academic and workforce articulation agreements reported this year may reflect the more specific definitions used for the 2012 survey. The West Texas survey response indicates that there were no expenditures for designated financial aid for transfer students; however, the report describes a transfer scholarship program (based on previous performance at the college and membership in Phi Theta Kappa, the community college honor society). The completion rate for the transfer students in the 2007 cohort declined by 4 percentage points from the 2006 cohort, while the average time-to-degree was extended by a year (from 7.72 to 8.74 years). While completion rates remained stable and time to degree improved for native students in the 2007 cohort, the gap in these measures for their transfer counterparts widened.



## **Performance Data and Related Observations**

## Texas Applicants, Acceptances, and Enrollment

**Fall 2011**

**Information on admissions to Texas public universities has become available online through the Texas Higher Education Data web page. The data are available for each academic year, starting with summer/fall 1998 to the present. The information is available at this address: <http://www.txhighereddata.org/Interactive/AppAccEnr.cfm>.**

| INSTITUTION                    | FTUG APPLICANTS |         |            |        |             | TRANSFER APPLICANTS |        |            |        |             |
|--------------------------------|-----------------|---------|------------|--------|-------------|---------------------|--------|------------|--------|-------------|
|                                | Apply           | Accept  | % of Apply | Enroll | % of Accept | Apply               | Accept | % of Apply | Enroll | % of Accept |
| SUL ROSS RIO GRANDE COLLEGE    | 1               | 1       | 100.0%     | 1      | 100.0%      | 74                  | 74     | 100.0%     | 52     | 70.3%       |
| ANGELO STATE UNIVERSITY        | 3,512           | 2,792   | 79.5%      | 1,421  | 50.9%       | 293                 | 265    | 90.4%      | 167    | 63.0%       |
| TEXAS A&M UNIVERSITY-COMMERCE  | 3,298           | 2,010   | 60.9%      | 724    | 36.0%       | 930                 | 787    | 84.6%      | 519    | 65.9%       |
| LAMAR UNIVERSITY               | 4,172           | 2,792   | 66.9%      | 1,705  | 61.1%       | 580                 | 491    | 84.7%      | 303    | 61.7%       |
| MIDWESTERN STATE UNIVERSITY    | 1,938           | 1,314   | 67.8%      | 586    | 44.6%       | 334                 | 309    | 92.5%      | 188    | 60.8%       |
| UNIVERSITY OF NORTH TEXAS      | 12,276          | 9,190   | 74.9%      | 3,731  | 40.6%       | 2,502               | 2,381  | 95.2%      | 1,745  | 73.3%       |
| U. OF TEXAS-PAN AMERICAN       | 8,673           | 5,912   | 68.2%      | 3,074  | 52.0%       | 921                 | 855    | 92.8%      | 609    | 71.2%       |
| SAM HOUSTON STATE UNIVERSITY   | 6,554           | 4,748   | 72.4%      | 2,013  | 42.4%       | 1,574               | 1,499  | 95.2%      | 1,080  | 72.0%       |
| TEXAS STATE UNIV - SAN MARCOS  | 14,801          | 11,525  | 77.9%      | 4,539  | 39.4%       | 2,779               | 2,370  | 85.3%      | 1,693  | 71.4%       |
| STEPHEN F. AUSTIN STATE UNIV   | 9,121           | 7,176   | 78.7%      | 2,564  | 35.7%       | 817                 | 764    | 93.5%      | 478    | 62.6%       |
| SUL ROSS STATE UNIVERSITY      | 1,003           | 976     | 97.3%      | 340    | 34.8%       | 96                  | 92     | 95.8%      | 58     | 63.0%       |
| PRAIRIE VIEW A&M UNIVERSITY    | 3,766           | 3,256   | 86.5%      | 1,490  | 45.8%       | 261                 | 194    | 74.3%      | 97     | 50.0%       |
| TARLETON STATE UNIVERSITY      | 3,796           | 3,127   | 82.4%      | 1,555  | 49.7%       | 741                 | 694    | 93.7%      | 523    | 75.4%       |
| TEXAS A&M UNIVERSITY           | 23,337          | 15,161  | 65.0%      | 7,902  | 52.1%       | 1,745               | 885    | 50.7%      | 737    | 83.3%       |
| TEXAS A&M UNIV-KINGSVILLE      | 4,095           | 3,726   | 91.0%      | 1,197  | 32.1%       | 386                 | 347    | 89.9%      | 232    | 66.9%       |
| TEXAS SOUTHERN UNIVERSITY      | 3,882           | 3,331   | 85.8%      | 581    | 17.4%       | 0                   | 0      | 0.0%       | 0      | 0.0%        |
| TEXAS TECH UNIVERSITY          | 12,389          | 8,794   | 71.0%      | 4,093  | 46.5%       | 1,605               | 1,472  | 91.7%      | 1,148  | 78.0%       |
| TEXAS WOMAN'S UNIVERSITY       | 3,720           | 3,511   | 94.4%      | 964    | 27.5%       | 1,130               | 1,125  | 99.6%      | 585    | 52.0%       |
| UNIVERSITY OF HOUSTON          | 13,607          | 8,611   | 63.3%      | 3,525  | 40.9%       | 2,997               | 2,663  | 88.9%      | 1,954  | 73.4%       |
| U. OF TEXAS AT ARLINGTON       | 9,055           | 6,257   | 69.1%      | 2,529  | 40.4%       | 3,205               | 2,952  | 92.1%      | 1,732  | 58.7%       |
| U. OF TEXAS AT AUSTIN          | 21,860          | 11,913  | 54.5%      | 6,106  | 51.3%       | 1,390               | 664    | 47.8%      | 504    | 75.9%       |
| U. OF TEXAS AT EL PASO         | 5,347           | 5,299   | 99.1%      | 2,679  | 50.6%       | 1,182               | 1,135  | 96.0%      | 853    | 75.2%       |
| WEST TEXAS A&M UNIVERSITY      | 3,178           | 2,193   | 69.0%      | 1,073  | 48.9%       | 462                 | 427    | 92.4%      | 343    | 80.3%       |
| TEXAS A&M INTERNATIONAL UNIV   | 2,029           | 2,004   | 98.8%      | 831    | 41.5%       | 385                 | 365    | 94.8%      | 289    | 79.2%       |
| U. OF TEXAS AT DALLAS          | 5,640           | 3,030   | 53.7%      | 1,611  | 53.2%       | 1,337               | 987    | 73.8%      | 823    | 83.4%       |
| U. OF TEXAS-PERMIAN BASIN      | 903             | 742     | 82.2%      | 323    | 43.5%       | 301                 | 291    | 96.7%      | 185    | 63.6%       |
| U. OF TEXAS AT SAN ANTONIO     | 14,041          | 10,934  | 77.9%      | 4,724  | 43.2%       | 1,776               | 1,542  | 86.8%      | 1,013  | 65.7%       |
| TEXAS A&M UNIV AT GALVESTON    | 1,326           | 955     | 72.0%      | 543    | 56.9%       | 73                  | 60     | 82.2%      | 49     | 81.7%       |
| TEXAS A&M UNIV-CORPUS CHRISTI  | 5,629           | 4,926   | 87.5%      | 1,444  | 29.3%       | 610                 | 564    | 92.5%      | 363    | 64.4%       |
| U. OF TEXAS AT TYLER           | 1,768           | 1,285   | 72.7%      | 609    | 47.4%       | 574                 | 540    | 94.1%      | 353    | 65.4%       |
| U. OF HOUSTON-CLEAR LAKE       | 0               | 0       | 0.0%       | 0      | 0.0%        | 565                 | 541    | 95.8%      | 416    | 76.9%       |
| U. OF HOUSTON-DOWNTOWN         | 2,780           | 2,691   | 96.8%      | 1,104  | 41.0%       | 993                 | 991    | 99.8%      | 681    | 68.7%       |
| U. OF HOUSTON-VICTORIA         | 961             | 741     | 77.1%      | 145    | 19.6%       | 352                 | 325    | 92.3%      | 216    | 66.5%       |
| TEXAS A&M UNIVERSITY-TEXARKANA | 311             | 240     | 77.2%      | 148    | 61.7%       | 163                 | 151    | 92.6%      | 116    | 76.8%       |
| U. OF TEXAS AT BROWNSVILLE     | 3,406           | 3,406   | 100.0%     | 1,455  | 42.7%       | 180                 | 180    | 100.0%     | 52     | 28.9%       |
| TEXAS A&M UNIV-CENTRAL TEXAS   | 1               | 0       | 0.0%       | 0      | 0.0%        | 157                 | 150    | 95.5%      | 104    | 69.3%       |
| TEXAS A&M UNIV-SAN ANTONIO     | 2               | 2       | 100.0%     | 0      | 0.0%        | 458                 | 416    | 90.8%      | 296    | 71.2%       |
| UNIV. OF NORTH TEXAS AT DALLAS | 400             | 309     | 77.3%      | 83     | 26.9%       | 303                 | 280    | 92.4%      | 164    | 58.6%       |
| STATEWIDE                      | 128,095         | 106,450 | 83.1%      | 66,907 | 62.9%       | 29,739              | 26,295 | 88.4%      | 19,350 | 73.6%       |

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor's or associate degree. Matched to CBM001 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 to make sure they were FTUG at a CTC and not a university. Matched to CBM001 for same fall year as application year to see if enrolled.

## Texas Applicants, Acceptances, and Enrollment

### Fall 2010

Information on admissions to Texas public universities has become available online through the Texas Higher Education Data web page. The data are available for each academic year, starting with summer/fall 1998 to the present. The information is available at this address: <http://www.txhighereddata.org/Interactive/AppAccEnr.cfm>.

| INSTITUTION                    | FTUG APPLICANTS |         |            |        |             | TRANSFER APPLICANTS |        |            |        |             |
|--------------------------------|-----------------|---------|------------|--------|-------------|---------------------|--------|------------|--------|-------------|
|                                | Apply           | Accept  | % of Apply | Enroll | % of Accept | Apply               | Accept | % of Apply | Enroll | % of Accept |
| SUL ROSS RIO GRANDE COLLEGE    | 1               | 1       | 100.0%     | 0      | 0.0%        | 66                  | 66     | 100.0%     | 33     | 50.0%       |
| ANGELO STATE UNIVERSITY        | 3,287           | 2,952   | 89.8%      | 1,437  | 48.7%       | 180                 | 171    | 95.0%      | 108    | 63.2%       |
| TEXAS A&M UNIVERSITY-COMMERCE  | 3,216           | 1,977   | 61.5%      | 748    | 37.8%       | 720                 | 665    | 92.4%      | 478    | 71.9%       |
| LAMAR UNIVERSITY               | 4,647           | 3,389   | 72.9%      | 1,484  | 43.8%       | 356                 | 310    | 87.1%      | 178    | 57.4%       |
| MIDWESTERN STATE UNIVERSITY    | 1,803           | 1,465   | 81.3%      | 690    | 47.1%       | 283                 | 269    | 95.1%      | 173    | 64.3%       |
| UNIVERSITY OF NORTH TEXAS      | 10,865          | 8,200   | 75.5%      | 3,420  | 41.7%       | 1,768               | 1,704  | 96.4%      | 1,218  | 71.5%       |
| U. OF TEXAS-PAN AMERICAN       | 7,369           | 5,108   | 69.3%      | 2,857  | 55.9%       | 667                 | 632    | 94.8%      | 478    | 75.6%       |
| SAM HOUSTON STATE UNIVERSITY   | 8,049           | 5,255   | 65.3%      | 2,200  | 41.9%       | 1,029               | 983    | 95.5%      | 675    | 68.7%       |
| TEXAS STATE UNIV - SAN MARCOS  | 13,303          | 8,201   | 61.6%      | 4,028  | 49.1%       | 1,644               | 1,453  | 88.4%      | 1,057  | 72.7%       |
| STEPHEN F. AUSTIN STATE UNIV   | 6,323           | 4,727   | 74.8%      | 1,830  | 38.7%       | 448                 | 436    | 97.3%      | 259    | 59.4%       |
| SUL ROSS STATE UNIVERSITY      | 811             | 797     | 98.3%      | 321    | 40.3%       | 62                  | 59     | 95.2%      | 39     | 66.1%       |
| PRAIRIE VIEW A&M UNIVERSITY    | 3,403           | 2,941   | 86.4%      | 1,598  | 54.3%       | 173                 | 143    | 82.7%      | 70     | 49.0%       |
| TARLETON STATE UNIVERSITY      | 3,318           | 2,788   | 84.0%      | 1,442  | 51.7%       | 497                 | 476    | 95.8%      | 357    | 75.0%       |
| TEXAS A&M UNIVERSITY           | 20,822          | 14,610  | 70.2%      | 7,825  | 53.6%       | 732                 | 333    | 45.5%      | 292    | 87.7%       |
| TEXAS A&M UNIV-KINGSVILLE      | 3,838           | 3,766   | 98.1%      | 1,287  | 34.2%       | 219                 | 210    | 95.9%      | 147    | 70.0%       |
| TEXAS SOUTHERN UNIVERSITY      | 5,374           | 4,068   | 75.7%      | 955    | 23.5%       | 0                   | 0      | 0.0%       | 0      | 0.0%        |
| TEXAS TECH UNIVERSITY          | 12,574          | 9,611   | 76.4%      | 4,411  | 45.9%       | 849                 | 765    | 90.1%      | 560    | 73.2%       |
| TEXAS WOMAN'S UNIVERSITY       | 3,606           | 3,070   | 85.1%      | 911    | 29.7%       | 917                 | 890    | 97.1%      | 459    | 51.6%       |
| UNIVERSITY OF HOUSTON          | 11,897          | 8,197   | 68.9%      | 3,416  | 41.7%       | 1,759               | 1,596  | 90.7%      | 1,135  | 71.1%       |
| U. OF TEXAS AT ARLINGTON       | 8,319           | 6,011   | 72.3%      | 2,681  | 44.6%       | 2,764               | 2,600  | 94.1%      | 1,484  | 57.1%       |
| U. OF TEXAS AT AUSTIN          | 21,478          | 11,709  | 54.5%      | 6,392  | 54.6%       | 769                 | 270    | 35.1%      | 203    | 75.2%       |
| U. OF TEXAS AT EL PASO         | 4,823           | 4,679   | 97.0%      | 2,445  | 52.3%       | 987                 | 944    | 95.6%      | 695    | 73.6%       |
| WEST TEXAS A&M UNIVERSITY      | 3,108           | 2,475   | 79.6%      | 1,113  | 45.0%       | 385                 | 372    | 96.6%      | 256    | 68.8%       |
| TEXAS A&M INTERNATIONAL UNIV   | 2,056           | 2,045   | 99.5%      | 963    | 47.1%       | 302                 | 295    | 97.7%      | 204    | 69.2%       |
| U. OF TEXAS AT DALLAS          | 4,995           | 2,699   | 54.0%      | 1,290  | 47.8%       | 1,165               | 863    | 74.1%      | 636    | 73.7%       |
| U. OF TEXAS-PERMIAN BASIN      | 892             | 707     | 79.3%      | 340    | 48.1%       | 301                 | 283    | 94.0%      | 196    | 69.3%       |
| U. OF TEXAS AT SAN ANTONIO     | 13,117          | 10,344  | 78.9%      | 4,732  | 45.7%       | 1,178               | 1,094  | 92.9%      | 727    | 66.5%       |
| TEXAS A&M UNIV AT GALVESTON    | 1,177           | 1,097   | 93.2%      | 540    | 49.2%       | 35                  | 35     | 100.0%     | 29     | 82.9%       |
| TEXAS A&M UNIV-CORPUS CHRISTI  | 4,982           | 4,314   | 86.6%      | 1,350  | 31.3%       | 532                 | 492    | 92.5%      | 325    | 66.1%       |
| U. OF TEXAS AT TYLER           | 1,504           | 1,273   | 84.6%      | 557    | 43.8%       | 565                 | 549    | 97.2%      | 370    | 67.4%       |
| U. OF HOUSTON-CLEAR LAKE       | 0               | 0       | 0.0%       | 0      | 0.0%        | 600                 | 579    | 96.5%      | 458    | 79.1%       |
| U. OF HOUSTON-DOWNTOWN         | 2,318           | 2,313   | 99.8%      | 1,073  | 46.4%       | 921                 | 920    | 99.9%      | 619    | 67.3%       |
| U. OF HOUSTON-VICTORIA         | 535             | 496     | 92.7%      | 181    | 36.5%       | 345                 | 320    | 92.8%      | 207    | 64.7%       |
| TEXAS A&M UNIVERSITY-TEXARKANA | 118             | 77      | 65.3%      | 61     | 79.2%       | 168                 | 153    | 91.1%      | 113    | 73.9%       |
| U. OF TEXAS AT BROWNSVILLE     | 3,202           | 3,202   | 100.0%     | 508    | 15.9%       | 184                 | 184    | 100.0%     | 52     | 28.3%       |
| TEXAS A&M UNIV-CENTRAL TEXAS   | 36              | 36      | 100.0%     | 0      | 0.0%        | 177                 | 171    | 96.6%      | 130    | 76.0%       |
| TEXAS A&M UNIV-SAN ANTONIO     | 4               | 4       | 100.0%     | 0      | 0.0%        | 701                 | 645    | 92.0%      | 502    | 77.8%       |
| UNIV. OF NORTH TEXAS AT DALLAS | 461             | 309     | 67.0%      | 0      | 0.0%        | 296                 | 294    | 99.3%      | 186    | 63.3%       |
| STATEWIDE                      | 123,503         | 102,949 | 83.4%      | 65,021 | 63.2%       | 21,976              | 20,006 | 91.0%      | 14,257 | 71.3%       |

Source: CBM001 & CBM00B

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor's or associate degree. Matched to CBM001 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 to make sure they were FTUG at a CTC and not a university. Matched to CBM001 for same fall year as application year to see if enrolled.

## Texas Applicants, Acceptances, and Enrollment

**Fall 2009**

| INSTITUTION                    | FTUG APPLICANTS |        |            |             |             | TRANSFER APPLICANTS |        |            |             |             |
|--------------------------------|-----------------|--------|------------|-------------|-------------|---------------------|--------|------------|-------------|-------------|
|                                | Apply           | Accept | % of Apply | % of Enroll | % of Accept | Apply               | Accept | % of Apply | % of Enroll | % of Accept |
| SUL ROSS RIO GRANDE COLLEGE    | 1               | 1      | 100.0%     | 0           | 0.0%        | 66                  | 66     | 100.0%     | 33          | 50.0%       |
| ANGELO STATE UNIVERSITY        | 3,453           | 2,760  | 79.9%      | 1,442       | 52.2%       | 308                 | 259    | 84.1%      | 187         | 72.2%       |
| TEXAS A&M UNIVERSITY-COMMERCE  | 2,181           | 1,535  | 70.4%      | 680         | 44.3%       | 826                 | 736    | 89.1%      | 498         | 67.7%       |
| LAMAR UNIVERSITY               | 3,714           | 3,198  | 86.1%      | 1,500       | 46.9%       | 539                 | 467    | 86.6%      | 296         | 63.4%       |
| MIDWESTERN STATE UNIVERSITY    | 1,754           | 1,437  | 81.9%      | 669         | 46.6%       | 425                 | 393    | 92.5%      | 239         | 60.8%       |
| UNIVERSITY OF NORTH TEXAS      | 11,107          | 8,152  | 73.4%      | 3,195       | 39.2%       | 2,844               | 2,711  | 95.3%      | 1,869       | 68.9%       |
| U. OF TEXAS-PAN AMERICAN       | 6,396           | 4,340  | 67.9%      | 2,600       | 59.9%       | 687                 | 641    | 93.3%      | 476         | 74.3%       |
| SAM HOUSTON STATE UNIVERSITY   | 7,220           | 4,990  | 69.1%      | 2,111       | 42.3%       | 1,602               | 1,514  | 94.5%      | 1,135       | 75.0%       |
| TEXAS STATE UNIV - SAN MARCOS  | 12,214          | 6,477  | 53.0%      | 3,787       | 58.5%       | 2,375               | 2,037  | 85.8%      | 1,661       | 81.5%       |
| STEPHEN F. AUSTIN STATE UNIV   | 7,774           | 6,531  | 84.0%      | 2,537       | 38.8%       | 796                 | 763    | 95.9%      | 493         | 64.6%       |
| SUL ROSS STATE UNIVERSITY      | 600             | 593    | 98.8%      | 2           | 0.3%        | 61                  | 61     | 100.0%     | 23          | 37.7%       |
| PRAIRIE VIEW A&M UNIVERSITY    | 3,164           | 2,724  | 86.1%      | 1,481       | 54.4%       | 247                 | 195    | 78.9%      | 114         | 58.5%       |
| TARLETON STATE UNIVERSITY      | 2,629           | 2,150  | 81.8%      | 1,212       | 56.4%       | 605                 | 558    | 92.2%      | 420         | 75.3%       |
| TEXAS A&M UNIVERSITY           | 20,388          | 13,843 | 67.9%      | 7,705       | 55.7%       | 1,696               | 912    | 53.8%      | 759         | 83.2%       |
| TEXAS A&M UNIV-KINGSVILLE      | 3,263           | 3,187  | 97.7%      | 1,108       | 34.8%       | 358                 | 330    | 92.2%      | 201         | 60.9%       |
| TEXAS SOUTHERN UNIVERSITY      | 3,827           | 3,826  | 100.0%     | 946         | 24.7%       | 0                   | 0      | 0.0%       | 0           | 0.0%        |
| TEXAS TECH UNIVERSITY          | 10,269          | 9,255  | 90.1%      | 4,011       | 43.3%       | 1,674               | 1,602  | 95.7%      | 1,177       | 73.5%       |
| TEXAS WOMAN'S UNIVERSITY       | 2,564           | 1,805  | 70.4%      | 677         | 37.5%       | 1,090               | 1,076  | 98.7%      | 525         | 48.8%       |
| UNIVERSITY OF HOUSTON          | 10,474          | 7,302  | 69.7%      | 3,104       | 42.5%       | 2,245               | 2,041  | 90.9%      | 1,337       | 65.5%       |
| U. OF TEXAS AT ARLINGTON       | 6,752           | 5,036  | 74.6%      | 2,479       | 49.2%       | 2,970               | 2,761  | 93.0%      | 1,758       | 63.7%       |
| U. OF TEXAS AT AUSTIN          | 21,614          | 11,530 | 53.3%      | 6,470       | 56.1%       | 1,499               | 665    | 44.4%      | 519         | 78.0%       |
| U. OF TEXAS AT EL PASO         | 5,391           | 5,371  | 99.6%      | 2,314       | 43.1%       | 1,201               | 1,139  | 94.8%      | 790         | 69.4%       |
| WEST TEXAS A&M UNIVERSITY      | 2,814           | 2,145  | 76.2%      | 1,090       | 50.8%       | 537                 | 527    | 98.1%      | 361         | 68.5%       |
| TEXAS A&M INTERNATIONAL UNIV   | 1,960           | 1,945  | 99.2%      | 791         | 40.7%       | 337                 | 330    | 97.9%      | 228         | 69.1%       |
| U. OF TEXAS AT DALLAS          | 5,038           | 2,561  | 50.8%      | 1,254       | 49.0%       | 1,444               | 913    | 63.2%      | 732         | 80.2%       |
| U. OF TEXAS-PERMIAN BASIN      | 924             | 788    | 85.3%      | 314         | 39.8%       | 289                 | 263    | 91.0%      | 192         | 73.0%       |
| U. OF TEXAS AT SAN ANTONIO     | 11,837          | 10,081 | 85.2%      | 4,488       | 44.5%       | 1,622               | 1,499  | 92.4%      | 986         | 65.8%       |
| TEXAS A&M UNIV AT GALVESTON    | 877             | 852    | 97.1%      | 450         | 52.8%       | 54                  | 54     | 100.0%     | 42          | 77.8%       |
| TEXAS A&M UNIV-CORPUS CHRISTI  | 4,654           | 3,905  | 83.9%      | 1,285       | 32.9%       | 700                 | 651    | 93.0%      | 386         | 59.3%       |
| U. OF TEXAS AT TYLER           | 1,512           | 1,296  | 85.7%      | 550         | 42.4%       | 776                 | 756    | 97.4%      | 497         | 65.7%       |
| U. OF HOUSTON-CLEAR LAKE       | 0               | 0      | 0.0%       | 0           | 0.0%        | 545                 | 539    | 98.9%      | 449         | 83.3%       |
| U. OF HOUSTON-DOWNTOWN         | 2,297           | 2,290  | 99.7%      | 1,032       | 45.1%       | 929                 | 929    | 100.0%     | 607         | 65.3%       |
| U. OF HOUSTON-VICTORIA         | 0               | 0      | 0.0%       | 0           | 0.0%        | 292                 | 275    | 94.2%      | 192         | 69.8%       |
| TEXAS A&M UNIVERSITY-TEXARKANA | 0               | 0      | 0.0%       | 0           | 0.0%        | 101                 | 86     | 85.1%      | 61          | 70.9%       |
| U. OF TEXAS AT BROWNSVILLE     | 3,613           | 3,613  | 100.0%     | 353         | 9.8%        | 201                 | 201    | 100.0%     | 33          | 16.4%       |
| TEXAS A&M UNIV-CENTRAL TEXAS   | 31              | 31     | 100.0%     | 0           | 0.0%        | 192                 | 189    | 98.4%      | 111         | 58.7%       |
| TEXAS A&M UNIV-SAN ANTONIO     | 1               | 0      | 0.0%       | 0           | 0.0%        | 262                 | 184    | 70.2%      | 179         | 97.3%       |
| STATEWIDE                      | 115,965         | 98,875 | 85.3%      | 61,586      | 62.3%       | 28,419              | 25,254 | 88.9%      | 18,390      | 72.8%       |

Source: CBM001 & CBM00B

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor's or associate degree. Matched to CBM001 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 to make sure they were FTUG at a CTC and not a university. Matched to CBM001 for same fall year as application year to see if enrolled.

## Texas Applicants, Acceptances, and Enrollment

**Fall 2008**

| INSTITUTION                    | FTUG APPLICANTS |        |        |        |       | TRANSFER APPLICANTS |        |        |        |       |
|--------------------------------|-----------------|--------|--------|--------|-------|---------------------|--------|--------|--------|-------|
|                                | Apply           | Accept | % of   | Enroll | % of  | Apply               | Accept | % of   | Enroll | % of  |
| SUL ROSS RIO GRANDE COLLEGE    | 1               | 1      | 100.0% | 0      | 0.0%  | 79                  | 79     | 100.0% | 56     | 70.9% |
| ANGELO STATE UNIVERSITY        | 3,339           | 2,986  | 89.4%  | 1,451  | 48.6% | 277                 | 244    | 88.1%  | 166    | 68.0% |
| TEXAS A&M UNIVERSITY-COMMERCE  | 2,022           | 1,160  | 57.4%  | 551    | 47.5% | 735                 | 662    | 90.1%  | 467    | 70.5% |
| LAMAR UNIVERSITY               | 3,060           | 2,851  | 93.2%  | 1,484  | 52.1% | 439                 | 399    | 90.9%  | 254    | 63.7% |
| MIDWESTERN STATE UNIVERSITY    | 1,647           | 1,311  | 79.6%  | 627    | 47.8% | 436                 | 405    | 92.9%  | 236    | 58.3% |
| UNIVERSITY OF NORTH TEXAS      | 11,376          | 8,352  | 73.4%  | 3,390  | 40.6% | 3,090               | 2,932  | 94.9%  | 2,135  | 72.8% |
| U. OF TEXAS-PAN AMERICAN       | 5,455           | 4,653  | 85.3%  | 2,511  | 54.0% | 654                 | 613    | 93.7%  | 440    | 71.8% |
| SAM HOUSTON STATE UNIVERSITY   | 6,892           | 4,649  | 67.5%  | 2,106  | 45.3% | 1,521               | 1,451  | 95.4%  | 1,065  | 73.4% |
| TEXAS STATE UNIV - SAN MARCOS  | 11,515          | 6,435  | 55.9%  | 3,470  | 53.9% | 2,624               | 2,247  | 85.6%  | 1,754  | 78.1% |
| STEPHEN F. AUSTIN STATE UNIV   | 6,839           | 5,764  | 84.3%  | 2,447  | 42.5% | 782                 | 754    | 96.4%  | 516    | 68.4% |
| SUL ROSS STATE UNIVERSITY      | 721             | 702    | 97.4%  | 313    | 44.6% | 81                  | 80     | 98.8%  | 54     | 67.5% |
| PRAIRIE VIEW A&M UNIVERSITY    | 2,393           | 2,096  | 87.6%  | 1,242  | 59.3% | 199                 | 178    | 89.4%  | 82     | 46.1% |
| TARLETON STATE UNIVERSITY      | 2,817           | 2,215  | 78.6%  | 1,274  | 57.5% | 724                 | 681    | 94.1%  | 488    | 71.7% |
| TEXAS A&M UNIVERSITY           | 18,863          | 13,419 | 71.1%  | 7,722  | 57.5% | 1,736               | 1,069  | 61.6%  | 880    | 82.3% |
| TEXAS A&M UNIV-KINGSVILLE      | 1,985           | 1,938  | 97.6%  | 973    | 50.2% | 432                 | 382    | 88.4%  | 338    | 88.5% |
| TEXAS SOUTHERN UNIVERSITY      | 5,688           | 5,636  | 99.1%  | 1,082  | 19.2% | 0                   | 0      | 0.0%   | 0      | 0.0%  |
| TEXAS TECH UNIVERSITY          | 14,778          | 10,763 | 72.8%  | 4,127  | 38.3% | 1,827               | 1,425  | 78.0%  | 1,021  | 71.6% |
| TEXAS WOMAN'S UNIVERSITY       | 2,581           | 1,916  | 74.2%  | 758    | 39.6% | 1,111               | 1,096  | 98.6%  | 530    | 48.4% |
| UNIVERSITY OF HOUSTON          | 10,334          | 8,172  | 79.1%  | 3,529  | 43.2% | 2,533               | 2,328  | 91.9%  | 1,517  | 65.2% |
| U. OF TEXAS AT ARLINGTON       | 5,406           | 4,120  | 76.2%  | 2,209  | 53.6% | 2,634               | 2,322  | 88.2%  | 1,553  | 66.9% |
| U. OF TEXAS AT AUSTIN          | 19,723          | 11,303 | 57.3%  | 6,177  | 54.6% | 1,637               | 726    | 44.3%  | 545    | 75.1% |
| U. OF TEXAS AT EL PASO         | 5,051           | 5,035  | 99.7%  | 2,260  | 44.9% | 965                 | 925    | 95.9%  | 608    | 65.7% |
| WEST TEXAS A&M UNIVERSITY      | 2,167           | 1,987  | 91.7%  | 1,075  | 54.1% | 499                 | 492    | 98.6%  | 365    | 74.2% |
| TEXAS A&M INTERNATIONAL UNIV   | 1,662           | 1,657  | 99.7%  | 684    | 41.3% | 294                 | 289    | 98.3%  | 190    | 65.7% |
| U. OF TEXAS AT DALLAS          | 4,301           | 2,261  | 52.6%  | 1,028  | 45.5% | 1,619               | 1,147  | 70.8%  | 785    | 68.4% |
| U. OF TEXAS-PERMIAN BASIN      | 718             | 649    | 90.4%  | 309    | 47.6% | 322                 | 305    | 94.7%  | 198    | 64.9% |
| U. OF TEXAS AT SAN ANTONIO     | 12,806          | 10,586 | 82.7%  | 4,704  | 44.4% | 1,628               | 1,507  | 92.6%  | 980    | 65.0% |
| TEXAS A&M UNIV AT GALVESTON    | 1,095           | 998    | 91.1%  | 462    | 46.3% | 75                  | 72     | 96.0%  | 52     | 72.2% |
| TEXAS A&M UNIV-CORPUS CHRISTI  | 4,875           | 3,876  | 79.5%  | 1,167  | 30.1% | 264                 | 248    | 93.9%  | 103    | 41.5% |
| U. OF TEXAS AT TYLER           | 1,441           | 1,204  | 83.6%  | 568    | 47.2% | 792                 | 770    | 97.2%  | 470    | 61.0% |
| U. OF HOUSTON-CLEAR LAKE       | 0               | 0      | 0.0%   | 0      | 0.0%  | 498                 | 493    | 99.0%  | 392    | 79.5% |
| U. OF HOUSTON-DOWNTOWN         | 1,891           | 1,885  | 99.7%  | 955    | 50.7% | 987                 | 987    | 100.0% | 680    | 68.9% |
| U. OF HOUSTON-VICTORIA         | 0               | 0      | 0.0%   | 0      | 0.0%  | 303                 | 289    | 95.4%  | 169    | 58.5% |
| TEXAS A&M UNIVERSITY-TEXARKANA | 1               | 1      | 100.0% | 0      | 0.0%  | 147                 | 143    | 97.3%  | 106    | 74.1% |
| U. OF TEXAS AT BROWNSVILLE     | 3,282           | 3,282  | 100.0% | 386    | 11.8% | 198                 | 198    | 100.0% | 35     | 17.7% |
| STATEWIDE                      | 111,544         | 96,876 | 86.9%  | 60,733 | 62.7% | 28,158              | 24,912 | 88.5%  | 18,055 | 72.5% |

Source: CBM001 & CBM00B

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor's or associate degree. Matched to CBM001 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 to make sure they were FTUG at a CTC and not a university. Matched to CBM001 for same fall year as application year to see if enrolled.

## Application and Admission Rates for First-Time and Transfer Students

Four years (fall 2008, fall 2009, fall 2010, and fall 2011) of applicant data for both first-time-in-college students and community/technical college transfer students at Texas public universities show that the number of applicants and the number of acceptances for first-time students are much higher than for transfers, but also that a higher percentage of accepted transfer students actually enroll. The following observations focus on the fall 2011 data.

- Application of first-time-in-college and transfer undergraduates at public universities:** Applications for undergraduate university admission fall into two groups: first-time-in-college undergraduates and transfer undergraduates. In 2011, Coordinating Board data indicate that 128,095 university applicants were first-time-in-college, and 29,739 applied as transfer students; about 18.8 percent of the total undergraduate applicants to universities (157,834 total applicants) were transfer students. In 2010, the number of transfer students applying equaled about 19.4 percent of the total undergraduate applicants to universities (153,140 total applicants). For 2008 and 2009, the total number of transfer students applying made up a slightly higher percentage of total undergraduate applications:

| Year (fall semester applicants) | Total undergraduate applicants to public universities in Texas | Total first-time-in-college university applicants (FTUG) | Total transfer applicants | Percent first-time-in-college applicants (FTUG) | Percent transfer applicants |
|---------------------------------|--|--|---------------------------|---|-----------------------------|
| 2008                            | 139,702  | 111,544  | 28,158                    | 79.8%   | 20.2%                       |
| 2009                            | 144,384  | 115,965  | 28,419                    | 80.3%   | 19.7%                       |
| 2010                            | 153,140  | 123,503  | 29,630                    | 80.6%   | 19.4%                       |
| 2011                            | 157,834  | 128,095  | 29,739                    | 81.2%   | 18.8%                       |

The number of students applying to enter undergraduate higher education at universities has been steadily increasing during this four-year period, and the number of students transferring has also increased year by year. However, transfer student applicants are accounting for a decreasing percentage of all undergraduate applications. Increases in the number of students applying to transfer are not keeping pace with the overall increases in undergraduate applications to universities. The applicant pool for first-time-in-college applicants is growing at a faster pace than the applicant pool for transfer students.

Enrollment at community colleges has increased during the same period, but the number of students choosing to transfer may not reflect the pace of this overall increase either. This trend must be reversed if students starting their undergraduate careers at a community college are to realize the full benefit of a baccalaureate education. Further study of community college application and enrollment trends and the formation of transfer intent among college students could possibly shed some additional light on the goals (academic transfer or workforce preparation) most often cited by incoming community college students, and whether those goals are reflected in the number of students transferring to four-year-degree-granting institutions.

- **Acceptance of first-time-in-college and transfer undergraduates at public universities:** Acceptance rates are similar for first-time and transfer applicants, but the percentage of transfer students accepted when compared with FTUG students accepted has fallen.

| Year (fall semester applicants) | Total undergraduate applicants accepted to public universities in Texas | Total first-time-in-college applicants accepted (FTUG) | Total transfer applicants accepted | Percent first-time-in-college applicants accepted (FTUG) | Percent transfer applicants accepted |
|---------------------------------|---|--|------------------------------------|--|--------------------------------------|
| 2008                            | 121,788   | 96,876   | 24,912                             | 79.6%  | 20.4%                                |
| 2009                            | 124,129   | 98,875   | 25,254                             | 79.7%  | 20.3%                                |
| 2010                            | 129,628   | 103,246  | 26,382                             | 79.7%  | 20.3%                                |
| 2011                            | 132,745   | 106,450  | 26,295                             | 80.2%  | 19.8%                                |

- **Enrollment yield of first-time-in-college and transfer undergraduates at public universities:** For each of the four years considered, transfer students statewide have been accepted and have enrolled at rates higher than first-time students. First-time applications have risen almost 15 percent from fall 2008 to fall 2011, while the total number of first-time students accepted has risen by about 9.8 percent for the same period; transfer applicants have increased during the same time by about 5.6 percent, and the number of transfer applicants who were accepted has creased by about 5.6 percent from 2008 to 2011. The increase in the number of transfer students applying and being accepted into universities is not increasing as quickly as for-first-time-in-college students.
- Statewide totals show the following:
  - In fall 2008, 88.5 percent of transfer applicants were accepted, and 72.5 percent of those transfer applicants who applied actually enrolled. Among first-time-in-college applicants that fall, 86.9 percent were accepted, and 62.7 percent of all first-time-in-college applicants enrolled.
  - In fall 2009, 88.9 percent of transfer applicants were accepted, and 72.8 percent of all applicants enrolled (a very small increase over fall 2008). Among first-time applicants that fall, 85.3 percent were accepted, and 62.3 percent of all applicants enrolled (a very slight decrease from 2008).
  - In fall 2010, 89 percent of transfer applicants were accepted, and 73.2 percent of those who applied actually enrolled (almost no increase in acceptances, but a small increase in enrollment). Among first-time-in-college students that fall, 83.6 percent of applicants were accepted, and 63 percent enrolled. There was a slightly higher yield for both groups in fall 2010.
  - In fall 2011, 88.4 percent of transfer applicants were accepted, and 73.6 percent of those who applied actually enrolled (small decrease in acceptances, but a small increase in enrollment yield). Among first-time students that fall, 83.1 percent of applicants were accepted, and 62.9 percent enrolled.
- Two institutions accepted fewer than 70 percent of transfer applicants. They are (in order of percentage accepted) UT-Austin (47.8 percent) and TAMU (50.7 percent). For

comparative purposes, UT-Austin accepted 54.5 percent, and TAMU accepted 65 percent, of first-time-in-college applicants. Seven universities accepted between 70 percent and 90 percent of transfer applicants, and the remaining 29 institutions accepted more than 90 percent of transfer applicants.

- Texas Southern University did not report receiving any transfer applications during the four years under discussion in this report and is left out of some of these analyses. Until 2012, UT-Brownsville operated in partnership with Texas Southmost College, so UT-Brownsville is also excluded from some analyses, as this relationship affects its number of transfer applicants. Upper-level and new universities had very few or no first-time undergraduate applicants to report.
- In fall 2011, 25 of the 34 universities that accepted both lower-division first-time-in-college and transfer applicants accepted a higher percentage of two-year transfer applicants than first-time applicants. Sul Ross State University, Prairie View A&M University, Texas A&M University, Texas A&M University-Kingsville, Texas Southern University, The University of Texas at Austin, the University of Texas at El Paso, and Texas A&M International University accepted a lower percentage of transfer applicants than first-time applicants.
- For fall 2011, University of North Texas, Sam Houston State University, the University of Texas at Arlington, , the University of Texas at San Antonio, Texas Tech University, the University of Houston, and Texas State University San Marcos enrolled more than 1,000 transfer students. Another nine universities, including Texas A&M University-Commerce, Tarleton State University, Texas A&M University, Texas Woman's University, the University of Texas at Austin, the University of Texas El Paso, the University of Texas Pan American, the University of Texas Dallas, and the University of Houston Downtown enrolled between 500 and 1,000 transfer students. The remaining institutions enrolled fewer than 500 transfer students.



## Completion and Retention Rates for fall 2007 Cohort (including financial aid status)

| Institution                                   | Category of Financial Aid (Pell) | Total Juniors - Natives |                 |                               |                                     |                  | Total Juniors - Transfers |                 |                               |                                     |                  |
|---|----------------------------------|-------------------------|-----------------|-------------------------------|-------------------------------------|------------------|---------------------------|-----------------|-------------------------------|-------------------------------------|------------------|
|   |                                  | Total                   | Total Graduates | Percent graduating in 4 years | Total retained from 1st to 2nd year | Percent retained | Total                     | Total Graduates | Percent graduating in 4 years | Total retained from 1st to 2nd year | Percent retained |
| Sul Ross State University Rio Grande College* | No                               |                         |                 |                               |                                     |                  | 10                        | 5               | 50%                           | 7                                   | 70%              |
| Sul Ross State University Rio Grande College* | Yes                              |                         |                 |                               |                                     |                  | 47                        | 21              | 45%                           | 37                                  | 79%              |
| Angelo State University                       | No                               | 315                     | 257             | 82%                           | 277                                 | 88%              | 29                        | 18              | 62%                           | 22                                  | 76%              |
| Angelo State University                       | Yes                              | 229                     | 164             | 72%                           | 201                                 | 88%              | 26                        | 16              | 62%                           | 22                                  | 85%              |
| Texas A&M University-Commerce                 | No                               | 123                     | 100             | 81%                           | 104                                 | 85%              | 239                       | 177             | 74%                           | 191                                 | 80%              |
| Texas A&M University-Commerce                 | Yes                              | 127                     | 91              | 72%                           | 103                                 | 81%              | 277                       | 209             | 75%                           | 233                                 | 84%              |
| Lamar University                              | No                               | 442                     | 332             | 75%                           | 376                                 | 85%              | 55                        | 38              | 69%                           | 43                                  | 78%              |
| Lamar University                              | Yes                              | 318                     | 231             | 73%                           | 274                                 | 86%              | 42                        | 28              | 67%                           | 34                                  | 81%              |
| Midwestern State University                   | No                               | 257                     | 209             | 81%                           | 227                                 | 88%              | 61                        | 48              | 79%                           | 52                                  | 85%              |
| Midwestern State University                   | Yes                              | 158                     | 125             | 79%                           | 140                                 | 89%              | 59                        | 38              | 64%                           | 50                                  | 85%              |
| University of North Texas                     | No                               | 1676                    | 1410            | 84%                           | 1504                                | 90%              | 551                       | 368             | 67%                           | 426                                 | 77%              |
| University of North Texas                     | Yes                              | 598                     | 463             | 77%                           | 538                                 | 90%              | 447                       | 309             | 69%                           | 368                                 | 82%              |
| The University of Texas-Pan American          | No                               | 470                     | 336             | 71%                           | 392                                 | 83%              | 41                        | 33              | 80%                           | 34                                  | 83%              |
| The University of Texas-Pan American          | Yes                              | 1192                    | 934             | 78%                           | 1058                                | 89%              | 270                       | 215             | 80%                           | 235                                 | 87%              |
| Sam Houston State University                  | No                               | 824                     | 731             | 89%                           | 712                                 | 86%              | 191                       | 138             | 72%                           | 165                                 | 86%              |
| Sam Houston State University                  | Yes                              | 370                     | 303             | 82%                           | 244                                 | 85%              | 133                       | 106             | 80%                           | 115                                 | 86%              |
| Texas State University - San Marcos           | No                               | 1573                    | 1341            | 85%                           | 1358                                | 93%              | 367                       | 286             | 78%                           | 316                                 | 86%              |
| Texas State University - San Marcos           | Yes                              | 576                     | 447             | 78%                           | 532                                 | 92%              | 356                       | 237             | 67%                           | 311                                 | 87%              |
| Stephen F. Austin State University            | No                               | 745                     | 674             | 90%                           | 670                                 | 90%              | 80                        | 57              | 71%                           | 58                                  | 73%              |
| Stephen F. Austin State University            | Yes                              | 406                     | 329             | 81%                           | 356                                 | 88%              | 124                       | 90              | 73%                           | 106                                 | 85%              |
| Sul Ross State University                     | No                               | 43                      | 36              | 84%                           | 31                                  | 72%              | 8                         | 7               | 88%                           | 7                                   | 88%              |
| Sul Ross State University                     | Yes                              | 60                      | 43              | 72%                           | 51                                  | 85%              | 5                         | 2               | 40%                           | 3                                   | 60%              |
| Prairie View A&M University                   | No                               | 222                     | 171             | 77%                           | 200                                 | 90%              | 41                        | 25              | 61%                           | 28                                  | 68%              |
| Prairie View A&M University                   | Yes                              | 517                     | 322             | 62%                           | 462                                 | 89%              | 39                        | 27              | 69%                           | 35                                  | 90%              |
| Tarleton State University                     | No                               | 392                     | 329             | 84%                           | 351                                 | 90%              | 171                       | 117             | 68%                           | 131                                 | 77%              |
| Tarleton State University                     | Yes                              | 211                     | 165             | 78%                           | 184                                 | 87%              | 182                       | 115             | 63%                           | 148                                 | 81%              |
| Texas A&M University                          | No                               | 5298                    | 4990            | 94%                           | 4913                                | 93%              | 291                       | 263             | 90%                           | 280                                 | 96%              |
| Texas A&M University                          | Yes                              | 1318                    | 1143            | 87%                           | 1225                                | 93%              | 162                       | 128             | 79%                           | 150                                 | 93%              |
| Texas A&M University-Kingsville               | No                               | 161                     | 129             | 80%                           | 140                                 | 87%              | 100                       | 69              | 69%                           | 75                                  | 75%              |
| Texas A&M University-Kingsville               | Yes                              | 222                     | 165             | 74%                           | 195                                 | 88%              | 142                       | 104             | 73%                           | 119                                 | 84%              |
| Texas Southern University                     | No                               | 141                     | 98              | 70%                           | 112                                 | 79%              | 11                        | 4               | 36%                           | 7                                   | 64%              |
| Texas Southern University                     | Yes                              | 480                     | 280             | 58%                           | 401                                 | 84%              | 33                        | 18              | 55%                           | 26                                  | 79%              |
| Texas Tech University                         | No                               | 2196                    | 1969            | 90%                           | 2003                                | 91%              | 176                       | 139             | 79%                           | 158                                 | 90%              |
| Texas Tech University                         | Yes                              | 609                     | 451             | 74%                           | 527                                 | 87%              | 165                       | 122             | 74%                           | 152                                 | 92%              |
| Texas Woman's University                      | No                               | 205                     | 177             | 86%                           | 183                                 | 89%              | 133                       | 96              | 72%                           | 116                                 | 87%              |
| Texas Woman's University                      | Yes                              | 190                     | 153             | 81%                           | 169                                 | 89%              | 145                       | 97              | 67%                           | 125                                 | 86%              |
| University of Houston                         | No                               | 1345                    | 1101            | 82%                           | 1223                                | 91%              | 304                       | 188             | 62%                           | 243                                 | 80%              |
| University of Houston                         | Yes                              | 843                     | 649             | 77%                           | 770                                 | 91%              | 286                       | 169             | 59%                           | 241                                 | 84%              |
| The University of Texas at Arlington          | No                               | 758                     | 629             | 83%                           | 653                                 | 86%              | 388                       | 230             | 59%                           | 282                                 | 73%              |
| The University of Texas at Arlington          | Yes                              | 387                     | 306             | 79%                           | 329                                 | 85%              | 396                       | 234             | 59%                           | 304                                 | 77%              |
| The University of Texas at Austin             | No                               | 4486                    | 4114            | 92%                           | 4126                                | 92%              | 136                       | 111             | 82%                           | 126                                 | 93%              |
| The University of Texas at Austin             | Yes                              | 1387                    | 1149            | 83%                           | 1256                                | 91%              | 125                       | 90              | 72%                           | 118                                 | 94%              |
| The University of Texas at El Paso            | No                               | 555                     | 411             | 74%                           | 495                                 | 89%              | 86                        | 46              | 53%                           | 67                                  | 78%              |
| The University of Texas at El Paso            | Yes                              | 964                     | 741             | 77%                           | 877                                 | 91%              | 359                       | 218             | 61%                           | 299                                 | 83%              |
| West Texas A&M University                     | No                               | 303                     | 249             | 82%                           | 257                                 | 85%              | 361                       | 258             | 71%                           | 283                                 | 78%              |
| West Texas A&M University                     | Yes                              | 164                     | 130             | 79%                           | 147                                 | 90%              | 315                       | 215             | 68%                           | 254                                 | 81%              |
| Texas A&M International University            | No                               | 80                      | 63              | 79%                           | 68                                  | 85%              | 34                        | 17              | 50%                           | 19                                  | 56%              |
| Texas A&M International University            | Yes                              | 187                     | 155             | 83%                           | 171                                 | 91%              | 135                       | 100             | 74%                           | 117                                 | 87%              |
| The University of Texas at Dallas             | No                               | 666                     | 590             | 89%                           | 575                                 | 86%              | 356                       | 248             | 70%                           | 289                                 | 81%              |
| The University of Texas at Dallas             | Yes                              | 214                     | 185             | 86%                           | 185                                 | 86%              | 283                       | 197             | 70%                           | 247                                 | 87%              |
| The University of Texas of the Permian Basin  | No                               | 85                      | 65              | 76%                           | 68                                  | 80%              | 46                        | 26              | 57%                           | 30                                  | 65%              |
| The University of Texas of the Permian Basin  | Yes                              | 56                      | 43              | 77%                           | 47                                  | 84%              | 39                        | 27              | 69%                           | 34                                  | 87%              |
| The University of Texas at San Antonio        | No                               | 1074                    | 834             | 78%                           | 911                                 | 85%              | 233                       | 165             | 71%                           | 198                                 | 85%              |
| The University of Texas at San Antonio        | Yes                              | 864                     | 619             | 72%                           | 738                                 | 85%              | 421                       | 274             | 65%                           | 349                                 | 83%              |
| Texas A&M University at Galveston             | No                               | 107                     | 100             | 93%                           | 94                                  | 88%              | 9                         | 8               | 89%                           | 8                                   | 89%              |
| Texas A&M University at Galveston             | Yes                              | 37                      | 32              | 86%                           | 33                                  | 89%              | 8                         | 3               | 38%                           | 5                                   | 63%              |
| Texas A&M University-Corpus Christi           | No                               | 404                     | 357             | 88%                           | 369                                 | 91%              | 84                        | 64              | 76%                           | 67                                  | 80%              |
| Texas A&M University-Corpus Christi           | Yes                              | 237                     | 188             | 79%                           | 205                                 | 86%              | 95                        | 71              | 75%                           | 82                                  | 86%              |
| The University of Texas at Tyler              | No                               | 332                     | 283             | 85%                           | 260                                 | 78%              | 141                       | 85              | 60%                           | 103                                 | 73%              |
| The University of Texas at Tyler              | Yes                              | 155                     | 122             | 79%                           | 132                                 | 85%              | 143                       | 78              | 55%                           | 98                                  | 69%              |
| University of Houston-Clear Lake              | No                               |                         |                 |                               |                                     |                  | 312                       | 214             | 69%                           | 249                                 | 80%              |
| University of Houston-Clear Lake              | Yes                              |                         |                 |                               |                                     |                  | 235                       | 164             | 70%                           | 203                                 | 86%              |
| University of Houston-Downtown*               | No                               | 149                     | 103             | 69%                           | 122                                 | 82%              | 291                       | 172             | 59%                           | 216                                 | 74%              |
| University of Houston-Downtown*               | Yes                              | 199                     | 135             | 68%                           | 180                                 | 90%              | 259                       | 163             | 63%                           | 203                                 | 78%              |
| University of Houston-Victoria*               | No                               |                         |                 |                               |                                     |                  | 102                       | 66              | 65%                           | 81                                  | 79%              |
| University of Houston-Victoria*               | Yes                              |                         |                 |                               |                                     |                  | 72                        | 50              | 69%                           | 53                                  | 74%              |
| Texas A&M University-Texarkana*               | No                               |                         |                 |                               |                                     |                  | 59                        | 38              | 64%                           | 43                                  | 73%              |
| Texas A&M University-Texarkana*               | Yes                              |                         |                 |                               |                                     |                  | 52                        | 35              | 67%                           | 39                                  | 75%              |
| The University of Texas at Brownsville        | No                               | 3                       | 0               | 0%                            | 1                                   | 33%              | 33                        | 21              | 64%                           | 26                                  | 79%              |
| The University of Texas at Brownsville        | Yes                              | 13                      | 8               | 62%                           | 9                                   | 69%              | 112                       | 62              | 55%                           | 83                                  | 74%              |
| <b>Statewide Summary for Universities</b>     | <b>No</b>                        | <b>25432</b>            | <b>22190</b>    | <b>87%</b>                    | <b>22877</b>                        | <b>90%</b>       | <b>5528</b>               | <b>3843</b>     | <b>70%</b>                    | <b>4444</b>                         | <b>80%</b>       |
| <b>Statewide Summary for Universities</b>     | <b>Yes</b>                       | <b>13288</b>            | <b>10271</b>    | <b>77%</b>                    | <b>11809</b>                        | <b>89%</b>       | <b>5989</b>               | <b>4032</b>     | <b>67%</b>                    | <b>4998</b>                         | <b>83%</b>       |

Source: Coordinating Board

\*These institutions did not admit lower-division students during 2007.

## Completion and Retention Rates for fall 2007 Cohort (institutional totals)

| INSTITUTION                                  | Total Juniors - Natives |                 |                               |   |                  | Total Juniors - Transfers |                 |                               |   |                  |
|--|-------------------------|-----------------|-------------------------------|---|------------------|---------------------------|-----------------|-------------------------------|---|------------------|
|  | Total                   | Total Graduates | Percent graduating in 4 years | Total retained from first-year to second-year | Percent retained | Total                     | Total Graduates | Percent graduating in 4 years | Total retained from first-year to second-year | Percent retained |
| Sul Ross State University Rio Grande College | n/a                     | n/a             | n/a                           | n/a   | n/a              | 57                        | 26              | 46%                           | 44  | 77%              |
| Angelo State University                      | 544                     | 421             | 77%                           | 478   | 88%              | 55                        | 34              | 62%                           | 44  | 80%              |
| Texas A&M University-Commerce                | 250                     | 191             | 76%                           | 207   | 83%              | 516                       | 386             | 75%                           | 424   | 82%              |
| Lamar University                             | 760                     | 563             | 74%                           | 650   | 86%              | 97                        | 66              | 68%                           | 77  | 79%              |
| Midwestern State University                  | 415                     | 334             | 80%                           | 367   | 88%              | 120                       | 86              | 72%                           | 102   | 85%              |
| University of North Texas                    | 2274                    | 1873            | 82%                           | 2042  | 90%              | 998                       | 677             | 68%                           | 794   | 80%              |
| The University of Texas-Pan American         | 1662                    | 1270            | 76%                           | 1450  | 87%              | 311                       | 248             | 80%                           | 269   | 86%              |
| Sam Houston State University                 | 1194                    | 1034            | 87%                           | 1026  | 86%              | 324                       | 244             | 75%                           | 280   | 86%              |
| Texas State University - San Marcos          | 2149                    | 1788            | 83%                           | 1990  | 93%              | 723                       | 523             | 72%                           | 627   | 87%              |
| Stephen F. Austin State University           | 1151                    | 1003            | 87%                           | 1026  | 89%              | 204                       | 147             | 72%                           | 164   | 80%              |
| Sul Ross State University                    | 103                     | 79              | 77%                           | 82  | 80%              | 13                        | 9               | 69%                           | 10  | 77%              |
| Prairie View A&M University                  | 739                     | 493             | 67%                           | 662   | 90%              | 80                        | 52              | 65%                           | 63  | 79%              |
| Tarleton State University                    | 603                     | 494             | 82%                           | 535   | 89%              | 353                       | 232             | 66%                           | 279   | 79%              |
| Texas A&M University                         | 6616                    | 6133            | 93%                           | 6138  | 93%              | 453                       | 391             | 86%                           | 430   | 95%              |
| Texas A&M University-Kingsville              | 383                     | 294             | 77%                           | 335   | 87%              | 242                       | 173             | 71%                           | 194   | 80%              |
| Texas Southern University                    | 621                     | 378             | 61%                           | 513   | 83%              | 44                        | 22              | 50%                           | 33  | 75%              |
| Texas Tech University                        | 2805                    | 2420            | 86%                           | 2530  | 90%              | 341                       | 261             | 77%                           | 310   | 91%              |
| Texas Woman's University                     | 395                     | 330             | 84%                           | 352   | 89%              | 278                       | 193             | 69%                           | 241   | 87%              |
| University of Houston                        | 2188                    | 1750            | 80%                           | 1993  | 91%              | 590                       | 357             | 61%                           | 484   | 82%              |
| The University of Texas at Arlington         | 1145                    | 935             | 82%                           | 982   | 86%              | 784                       | 464             | 59%                           | 586   | 75%              |
| The University of Texas at Austin            | 5873                    | 5263            | 90%                           | 5382  | 92%              | 261                       | 201             | 77%                           | 244   | 93%              |
| The University of Texas at El Paso           | 1519                    | 1152            | 76%                           | 1372  | 90%              | 445                       | 264             | 59%                           | 366   | 82%              |
| West Texas A&M University                    | 467                     | 379             | 81%                           | 404   | 87%              | 676                       | 473             | 70%                           | 537   | 79%              |
| Texas A&M International University           | 267                     | 218             | 82%                           | 239   | 90%              | 169                       | 117             | 69%                           | 136   | 80%              |
| The University of Texas at Dallas            | 880                     | 775             | 88%                           | 760   | 86%              | 639                       | 445             | 70%                           | 536   | 84%              |
| The University of Texas of the Permian Basin | 141                     | 108             | 77%                           | 115   | 82%              | 85                        | 53              | 62%                           | 64  | 75%              |
| The University of Texas at San Antonio       | 1938                    | 1453            | 75%                           | 1649  | 85%              | 654                       | 439             | 67%                           | 547   | 84%              |
| Texas A&M University at Galveston            | 144                     | 132             | 92%                           | 127   | 88%              | 17                        | 11              | 65%                           | 13  | 76%              |
| Texas A&M University-Corpus Christi          | 641                     | 545             | 85%                           | 574   | 90%              | 179                       | 135             | 75%                           | 149   | 83%              |
| The University of Texas at Tyler             | 487                     | 405             | 83%                           | 392   | 80%              | 284                       | 163             | 57%                           | 201   | 71%              |
| University of Houston-Clear Lake             | n/a                     | n/a             | n/a                           | n/a   | n/a              | 547                       | 378             | 69%                           | 452   | 83%              |
| University of Houston-Downtown               | 348                     | 238             | 68%                           | 302   | 87%              | 550                       | 335             | 61%                           | 419   | 76%              |
| University of Houston-Victoria               | n/a                     | n/a             | n/a                           | n/a   | n/a              | 174                       | 116             | 67%                           | 134   | 77%              |
| Texas A&M University-Tearkana                | n/a                     | n/a             | n/a                           | n/a   | n/a              | 111                       | 73              | 66%                           | 82  | 74%              |
| The University of Texas at Brownsville       | 16                      | 8               | 50%                           | 10  | 63%              | 145                       | 83              | 57%                           | 109   | 75%              |
| <b>Statewide Summary for Universities</b>    | <b>38720</b>            | <b>32461</b>    | <b>84%</b>                    | <b>34686</b>                                  | <b>90%</b>       | <b>11517</b>              | <b>7875</b>     | <b>68%</b>                    | <b>9442</b>                                   | <b>82%</b>       |

Source: Coordinating Board

\*These institutions did not admit lower-division students during 2007.

## Time-To-Degree for fall 2007 Cohort

| INSTITUTION                                   | Total Graduates - Natives |                                 |                             |                         | Total Graduates - Transfers |                                 |                             |                         |
|---|---------------------------|---------------------------------|-----------------------------|-------------------------|-----------------------------|---------------------------------|-----------------------------|-------------------------|
|   | Total Graduates           | Average Time to Degree in Years | Average No of SCH Attempted | Average No of Semesters | Total Graduates             | Average Time to Degree in Years | Average No of SCH Attempted | Average No of Semesters |
| Sul Ross State University Rio Grande College* |                           |                                 |                             |                         | 26                          | 9.65                            | 144                         | 11.27                   |
| Angelo State University                       | 421                       | 5.61                            | 149                         | 10.33                   | 34                          | 6.29                            | 147                         | 10.68                   |
| Texas A&M University-Commerce                 | 191                       | 5.34                            | 144                         | 9.80                    | 386                         | 8.07                            | 141                         | 10.79                   |
| Lamar University                              | 563                       | 5.71                            | 147                         | 10.60                   | 66                          | 6.23                            | 142                         | 10.74                   |
| Midwestern State University                   | 334                       | 5.73                            | 149                         | 10.54                   | 86                          | 7.95                            | 143                         | 11.29                   |
| University of North Texas                     | 1873                      | 5.31                            | 143                         | 9.82                    | 677                         | 7.33                            | 144                         | 11.13                   |
| The University of Texas-Pan American          | 1270                      | 6.19                            | 158                         | 11.30                   | 248                         | 7.58                            | 152                         | 12.23                   |
| Sam Houston State University                  | 1034                      | 5.25                            | 144                         | 9.79                    | 244                         | 7.35                            | 151                         | 11.34                   |
| Texas State University - San Marcos           | 1788                      | 5.37                            | 140                         | 9.92                    | 523                         | 6.83                            | 144                         | 11.09                   |
| Stephen F. Austin State University            | 1003                      | 5.26                            | 146                         | 9.73                    | 147                         | 7.29                            | 149                         | 10.95                   |
| Sul Ross State University                     | 79                        | 5.35                            | 147                         | 9.81                    | 9                           | 6.67                            | 139                         | 10.11                   |
| Prairie View A&M University                   | 493                       | 5.40                            | 153                         | 10.02                   | 52                          | 7.42                            | 142                         | 10.33                   |
| Tarleton State University                     | 494                       | 5.52                            | 146                         | 10.25                   | 232                         | 7.38                            | 134                         | 10.37                   |
| Texas A&M University                          | 6133                      | 5.20                            | 141                         | 9.68                    | 391                         | 5.81                            | 146                         | 10.22                   |
| Texas A&M University-Kingsville               | 294                       | 5.89                            | 158                         | 10.90                   | 173                         | 8.82                            | 146                         | 11.86                   |
| Texas Southern University                     | 378                       | 6.13                            | 160                         | 11.25                   | 22                          | 7.23                            | 149                         | 11.18                   |
| Texas Tech University                         | 2420                      | 5.22                            | 142                         | 9.68                    | 261                         | 6.56                            | 153                         | 11.02                   |
| Texas Woman's University                      | 330                       | 5.38                            | 147                         | 9.95                    | 193                         | 7.56                            | 143                         | 11.46                   |
| University of Houston                         | 1750                      | 5.60                            | 146                         | 10.41                   | 357                         | 6.77                            | 148                         | 11.17                   |
| The University of Texas at Arlington          | 935                       | 5.46                            | 145                         | 10.04                   | 464                         | 7.25                            | 144                         | 11.11                   |
| The University of Texas at Austin             | 5263                      | 5.00                            | 131                         | 9.11                    | 201                         | 6.33                            | 143                         | 10.30                   |
| The University of Texas at El Paso            | 1152                      | 5.89                            | 147                         | 10.99                   | 264                         | 7.90                            | 137                         | 12.05                   |
| West Texas A&M University                     | 379                       | 5.63                            | 141                         | 10.36                   | 473                         | 8.74                            | 137                         | 11.32                   |
| Texas A&M International University            | 218                       | 5.51                            | 147                         | 10.10                   | 117                         | 7.74                            | 151                         | 12.10                   |
| The University of Texas at Dallas             | 775                       | 4.91                            | 137                         | 9.11                    | 445                         | 7.21                            | 141                         | 10.91                   |
| The University of Texas of the Permian Basin  | 108                       | 5.77                            | 141                         | 10.45                   | 53                          | 7.32                            | 141                         | 11.38                   |
| The University of Texas at San Antonio        | 1453                      | 5.84                            | 146                         | 10.83                   | 439                         | 7.67                            | 147                         | 11.93                   |
| Texas A&M University at Galveston             | 132                       | 4.97                            | 150                         | 9.34                    | 11                          | 9.09                            | 170                         | 11.82                   |
| Texas A&M University-Corpus Christi           | 545                       | 5.39                            | 144                         | 9.96                    | 135                         | 7.53                            | 148                         | 11.32                   |
| The University of Texas at Tyler              | 405                       | 5.49                            | 141                         | 10.23                   | 163                         | 7.89                            | 146                         | 11.29                   |
| University of Houston-Clear Lake*             |                           |                                 |                             |                         | 378                         | 7.76                            | 146                         | 11.55                   |
| University of Houston-Downtown                | 238                       | 6.52                            | 147                         | 12.07                   | 335                         | 7.94                            | 142                         | 12.04                   |
| University of Houston-Victoria*               |                           |                                 |                             |                         | 116                         | 6.89                            | 144                         | 11.29                   |
| Texas A&M University-Texarkana*               |                           |                                 |                             |                         | 73                          | 8.44                            | 133                         | 11.16                   |
| The University of Texas at Brownsville        | 8                         | 6.63                            | 154                         | 12.13                   | 83                          | 8.19                            | 140                         | 11.23                   |
| <b>Statewide Summary for Universities</b>     | <b>32461</b>              | <b>5.37</b>                     | <b>142</b>                  | <b>9.93</b>             | <b>7875</b>                 | <b>7.42</b>                     | <b>144</b>                  | <b>11.23</b>            |

Source: Coordinating Board

\*These institutions did not admit lower-division students during 2007.

## Performance Comparison between Native and Transfer Students at Universities

This section of the report examines a cohort of students who were classified in fall 2007 as juniors. Seventy-seven percent of the students in the cohort were "natives," students who started at a certain university and reached their junior status at the same university in fall 2007. The other 23 percent of the cohort were "transfers," students who started at community colleges and were admitted to a university for the first time in fall 2007 as juniors. These percentages have remained stable over the three consecutive years of this study (2005 cohort = 77 percent natives; 23 percent transfers; 2006 cohort = 76 percent natives; 24 percent transfers). Student performance was defined by two measures: retention and graduation.

- One-year retention rate: the percentage of students enrolled in fall 2007 who were still enrolled in fall 2008
- Four-year completion rate: the percentage of the fall 2007 juniors who graduated within four years (FY08, FY09, FY10, FY11)

Some observations on the performance of the two groups of students:

- Overall, native students in the 2007 cohort performed better than transfer students on both measures.
  - For students in this cohort, there was a difference of 7 percentage points in the retention rate between the two groups at the state level. This represents a slight (one percent) improvement over the 2005 cohort retention rate statewide.
  - Students in the 2007 cohort who transferred to Texas A&M University, Texas Tech University, The University of Texas at Austin, and the University of Texas at Brownsville were retained at slightly higher rates than the native students at those institutions. Students in the 2006 cohort who transferred to Sam Houston State University, Texas A&M University, and the University of Houston Downtown were retained at slightly higher rates than the native students at those institutions.
  - Students in the 2007 cohort who transferred to the University of North Texas, Prairie View A&M University, Tarleton State University, Texas A&M International University, Texas A&M University-Galveston, and the University of Texas at Arlington were retained at rates of at least 10 percentage points below the comparable retention rates for the native students at those institutions. Students in the 2006 cohort who transferred to Lamar University, Midwestern State University, the University of North Texas, Texas A&M University-Kingsville, the University of Texas at Arlington, the University of Texas of the Permian Basin, and TAMU-Corpus Christi were retained at rates of at least 10 percentage points below the comparable retention rates for the native students at those institutions.
  - There was a difference of 16 percentage points in the four-year completion rate between the two groups at the state level, with no change from the 2005 and 2006 cohorts. The institutions that had the smallest differences in completion rates (from -1 percent to -5 percent when comparing transfer-student graduation to native-student graduation) were Texas A&M University-Commerce and Prairie View A&M University.

- The average number of SCH attempted was similar for both groups (overall, transfer students averaged two more SCH attempted), while transfer students needed on average about two more years to graduate.
- The actual time-to-degree, measured in number of years between the first semester a student enrolls in higher education through the semester of graduation, is different, with transfer students needing only about one more semester of enrollment (but two more years) to complete their requirements. This indicates that transfer students may stop out more frequently or for longer periods than their university native counterparts.
- Both groups attempt more than 120 SCH during their academic career, with a state average of 143 SCH attempted per student during the time enrolled in undergraduate higher education. This number is one SCH lower than it was for the 2005 and 2006 cohorts, which both had an average of 144 attempted SCH.
- Native students without Pell Grant financial aid graduate at higher rates (10 percentage points higher statewide average) than those receiving Pell Grants financial aid, but there is no significant difference for retention.
- For transfer students, financial aid does not seem to make a difference in completion rates, which are very similar for both groups (Pell grants or no Pell grants). There is a slight increase in both retention and completion rates (about 3 percentage points) among transfer students receiving Pell Grants.

## Key Observations and Conclusions

The rider seeks information about institution-level programs and practices at universities that may encourage transfer success, including each institution's existing academic and technical transfer pathways, barriers to transfer, and emerging issues the institution has identified, as well as institutional 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 Coordinating Board is charged to provide performance data by institution, including application rates, admission rates, financial aid awarded, time-to-degree, and baccalaureate completion rates, for both transfer and native students, by program completion at community colleges and universities during the preceding fiscal year. The THECB is expected to conduct a comparative analysis of the institutional reports and the performance data, submitting an annual report to the Legislature that evaluates actions taken by universities to increase the number, success, and persistence of community college transfer students and making recommendations to meet state goals.

Overall, the survey and performance data indicate that Texas public universities understand the importance of transfer students in the state higher education system and make efforts to recruit, retain, and graduate them. However, the data also show that some Texas public universities could be doing a better job at helping these students make the transition from community college to university.

This report provides a summary of a study regarding the success trajectories of junior-level students (students who have earned 60 semester credit hours) native to a university, and students who have transferred to a university from a community college with successful completion of 60 semester credit hours (SCH) prior to transfer. These figures do not reflect overall completion rates for all transfer students; every university receives many transfer students prior to the 60-earned-SCH mark. However, these figures are useful for comparing those students who have made substantial progress toward completing a bachelor's degree, and they are more reliable because they compare both native and transfer students who have persisted through approximately the first half of their undergraduate coursework.

The cohort of students whose completion and time-to-degree data are reviewed in this report became juniors in the fall of 2007. The students were tracked through the spring of 2011. Their progress is reflected in statewide and institutional data in the chart on the next page (Figure 1):

Figure 1. 2007 Student Cohort<sup>4</sup>: Average Completion Rate<sup>5</sup>, Average Time-To-Degree, and Average Number of Semester Credit Hours Attempted, By Institution

| INSTITUTION  | Average Completion Rate    |                                     | Average Time to Degree (in Years) |                                     | Average Number of SCH Attempted |                                     |
|--|----------------------------|-------------------------------------|-----------------------------------|-------------------------------------|---------------------------------|-------------------------------------|
|  | University Native Students | Community College Transfer Students | University Native Students        | Community College Transfer Students | University Native Students      | Community College Transfer Students |
| (An asterisk by an institution's name means that it enrolled only junior and senior students in 2007, and had no equivalent to "native" freshman or sophomore students.) |                            |                                     |                                   |                                     |                                 |                                     |
| Sul Ross State University Rio Grande College*  | n/a                        | 46%                                 | n/a                               | 9.65                                | n/a                             | 144                                 |
| Angeb State University   | 77%                        | 62%                                 | 5.61                              | 6.29                                | 149                             | 147                                 |
| Texas A&M University-Commerce  | 76%                        | 75%                                 | 5.34                              | 8.07                                | 144                             | 141                                 |
| Lamar University   | 74%                        | 68%                                 | 5.71                              | 6.23                                | 147                             | 142                                 |
| Midwestern State University  | 80%                        | 72%                                 | 5.73                              | 7.95                                | 149                             | 143                                 |
| University of North Texas  | 82%                        | 68%                                 | 5.31                              | 7.33                                | 143                             | 144                                 |
| The University of Texas-Pan American   | 76%                        | 80%                                 | 6.19                              | 7.58                                | 158                             | 152                                 |
| Sam Houston State University   | 87%                        | 75%                                 | 5.25                              | 7.35                                | 144                             | 151                                 |
| Texas State University - San Marcos  | 83%                        | 72%                                 | 5.37                              | 6.83                                | 140                             | 144                                 |
| Stephen F. Austin State University   | 87%                        | 72%                                 | 5.26                              | 7.29                                | 146                             | 149                                 |
| Sul Ross State University  | 77%                        | 69%                                 | 5.35                              | 6.67                                | 147                             | 139                                 |
| Prairie View A&M University  | 67%                        | 65%                                 | 5.40                              | 7.42                                | 153                             | 142                                 |
| Tarleton State University  | 82%                        | 66%                                 | 5.52                              | 7.38                                | 146                             | 134                                 |
| Texas A&M University   | 93%                        | 86%                                 | 5.20                              | 5.81                                | 141                             | 146                                 |
| Texas A&M University-Kingsville  | 77%                        | 71%                                 | 5.89                              | 8.82                                | 158                             | 146                                 |
| Texas Southern University  | 61%                        | 50%                                 | 6.13                              | 7.23                                | 160                             | 149                                 |
| Texas Tech University  | 86%                        | 77%                                 | 5.22                              | 6.56                                | 142                             | 153                                 |
| Texas Woman's University   | 84%                        | 69%                                 | 5.38                              | 7.56                                | 147                             | 143                                 |
| University of Houston  | 80%                        | 61%                                 | 5.60                              | 6.77                                | 146                             | 148                                 |
| The University of Texas at Arlington   | 82%                        | 59%                                 | 5.46                              | 7.25                                | 145                             | 144                                 |
| The University of Texas at Austin  | 90%                        | 77%                                 | 5.00                              | 6.33                                | 131                             | 143                                 |
| The University of Texas at El Paso   | 76%                        | 59%                                 | 5.89                              | 7.90                                | 147                             | 137                                 |
| West Texas A&M University  | 81%                        | 70%                                 | 5.63                              | 8.74                                | 141                             | 137                                 |
| Texas A&M International University   | 82%                        | 69%                                 | 5.51                              | 7.74                                | 147                             | 151                                 |
| The University of Texas at Dallas  | 88%                        | 70%                                 | 4.91                              | 7.21                                | 137                             | 141                                 |
| The University of Texas of the Permian Basin   | 77%                        | 62%                                 | 5.77                              | 7.32                                | 141                             | 141                                 |
| The University of Texas at San Antonio   | 75%                        | 67%                                 | 5.84                              | 7.67                                | 146                             | 147                                 |
| Texas A&M University at Galveston  | 92%                        | 65%                                 | 4.97                              | 9.09                                | 150                             | 170                                 |
| Texas A&M University-Corpus Christi  | 85%                        | 75%                                 | 5.39                              | 7.53                                | 144                             | 148                                 |
| The University of Texas at Tyler   | 83%                        | 57%                                 | 5.49                              | 7.89                                | 141                             | 146                                 |
| University of Houston-Clear Lake*  | n/a                        | 69%                                 | n/a                               | 7.76                                | n/a                             | 146                                 |
| University of Houston-Downtown   | 68%                        | 61%                                 | 6.52                              | 7.94                                | 147                             | 142                                 |
| University of Houston-Victoria*  | n/a                        | 67%                                 | n/a                               | 6.89                                | n/a                             | 144                                 |
| Texas A&M University-Texarkana*  | n/a                        | 66%                                 | n/a                               | 8.44                                | n/a                             | 133                                 |
| The University of Texas at Brownsville   | 50%                        | 57%                                 | 6.63                              | 8.19                                | 154                             | 140                                 |
| <b>Statewide Summary for Universities</b>  | <b>84%</b>                 | <b>68%</b>                          | <b>5.37</b>                       | <b>7.42</b>                         | <b>142</b>                      | <b>144</b>                          |

Source: Coordinating Board

<sup>4</sup> This table shows information about a cohort of students who had earned 60 semester credit hours as of fall 2007. Students "native" to a university were compared to students who had transferred to a university from a community college with successful completion of 60 semester credit hours prior to transfer. Selecting this cohort allows for comparison of students who have persisted through approximately the first half of their undergraduate coursework, and provides a more reliable statistical sample for student persistence to graduation.

<sup>5</sup> Completion rate refers to the time from fall 2007 forward that it took for students to complete their baccalaureate degree. Students were tracked from fall 2007 through summer 2011 (four years beyond fall 2007).

Statewide, 84 percent of university native students who achieved junior status by earning a total of 60 SCH prior to the fall 2007 semester completed a bachelor's degree within the following four years. The completion rate for community college transfer students was 68 percent during the same four-year period (through 2011), showing an average completion rate for community college transfer students that lagged 16 percentage points behind their university native student peers. For a similar cohort of native and transfer students who became juniors one year earlier, in 2006, and who completed a bachelor's degree during or before 2010, the difference was also 16 percentage points. The completion rate for the 2007 cohort increased by one percentage point across the board, from an 83 percent completion rate for 2006-cohort native students and 67 percent completion rate for 2006-cohort transfer students. Thus, within the 2007 cohort of students, an overall gain of one percentage point was achieved in degree completion within the subsequent four-year period (2007 to 2011), but the gap between native and transfer student degree completion remained steady.

While the statewide comparison for 2007 continued to show an average 16 percentage-point difference in degree completion between university native and community college transfer students, there continues to be substantial variation in the achievement gap between native and transfer students for each individual university. For example, transfer and native juniors in the 2007 cohort at UT-Brownsville reversed the general trend, with 57 percent of transfer students completing baccalaureate degrees by 2011, while native students completed at a rate of 50 percent for the same period. For this institution, transfer student degree completion exceeded native student degree completion by 7 percentage points, although neither figure is high when compared with the statewide average completion rate of 84 percent for university native students and 68 percent for community college transfer students. The University of Texas–Pan American also shows a higher percentage of transfer students than native students from the 2007 cohort completing their degrees by 2011; 80 percent of the 2007 transfer juniors completed their degrees, compared with 76 percent of native students.

At Texas A&M University-Commerce, native students graduated at a rate of 76 percent, while transfer students graduated only one percentage point lower, at 75 percent, demonstrating almost equal completion rates. On the other hand, Texas A&M University at Galveston saw a 92 percent completion rate for its native students from the 2007 cohort, but only a 65 percent completion rate among the transfer students in that cohort, a difference of 27 percentage points. Similarly, the University of Texas at Tyler had a native student completion rate of 83 percent among the 2007 cohort, while only 57 percent of transfer students from that group completed their degrees by 2011, a difference of 26 percentage points.

There are some other differences from the 2006 cohort year to the 2007 cohort year. At Texas Southern University, only 29 percent of transfer students in the 2006 cohort completed their degrees within the four years following their achievement of junior status, while 60 percent of native students graduated during the same period. For the current year, 50 percent of Texas Southern University cohort transfer students completed their degrees by 2011, a substantial increase. Texas Southern University also showed a small gain of one percentage point in the completion rate for its native students. (See the charts beginning on page 135 for data from each university.)

Completion rates at the four-year mark after the achievement of junior status are only one way to look at student success. The overall average time it takes to complete the bachelor's degree, and the average number of semester credit hours (SCH) attempted, are also useful measures of



institutional efficiency. Average time-to-degree takes into consideration the time since a student first enrolled at any institution of higher education after graduating from high school.

The average number of semester credit hours attempted overall, considered with the time-to-degree data, yields additional insights about differences in university native and community college transfer student success. For the students in the overall 2007 cohort who graduated by 2011, the average time it took to earn a bachelor's degree was almost unchanged from the 2006 cohort data. Among the 2007 student cohort, university native students averaged 5.37 years to earn the bachelor's degree, from initial enrollment to completion, while community college transfer students required an additional two-plus years to complete their degrees, averaging 7.42 years.

For the students in the overall 2006 cohort who graduated by 2010, the average time it took university native students to earn the bachelor's degree was 5.37 years, and there was no change in this number from the 2006 cohort to the 2007 cohort. Community college transfer students from the 2006 cohort took 7.45 years, on average, to complete their degrees, so there is a very small improvement (.03 percentage point) from the 2006 to 2007 cohort. Transfer students, however, still required slightly more than two additional years to complete their degrees when compared with their university native peers. Time-to-degree data for individual universities show that no university has been able to graduate transfer students in the same time period as it graduates native students; the reasons for this time lag might be revealed with further study.

An interesting aspect in determining efficiency is the number of attempted SCH a student has on record at the point of graduation. This is a factor that does not show as much variation, with transfer students only attempting an average of three SCH more than students native to universities in the 2006 cohort, and only two SCH more within the 2007 cohort. Thus, although community college students are taking longer to complete their degrees, they appear to be doing so without attempting significantly more SCH than university native students. The transfer students in the 2007 cohort statewide averaged 144 attempted SCH, while the university native students in the 2007 cohort averaged 142 attempted SCH. In determining real cost to students and to the state, considering the number of attempted SCH along with time-to-degree provides a more nuanced picture than time-to-degree alone.

It is clear that overall, the more time-efficient path is that of a native student enrolling at a four-year university and completing baccalaureate studies at the same institution. The similarity in the number of semester credit hours attempted by transfer and native students suggests that students who transfer from a community college may progress more slowly in time-to-degree, but are only very slightly less cost-efficient in terms of the number of attempted semester credit hours. Even with the longer time-to-degree, transfer students realize cost efficiencies in the lower tuition and fees they pay during the community college portion of their studies. They do not actually enroll in many more courses (represented by semester credit hour totals) than their native university counterparts, but their longer time to degree completion could mean that they sustain a higher overall total cost for living expenses. (Institution-specific information about average time-to-degree and average attempted semester credit hour totals can be found beginning on page 143 of this report.)

The survey data reveal a wide variety of practices to improve student retention and success. Universities with high retention and completion rates for community college transfer students are more likely to require academic advising and/or orientation programs, tend to have good

online academic planning resources available, and often have specific student success programs or student tracking systems for transfer students. But some of the universities with lower retention and completion rates also have these resources in place, suggesting that there is no definitive list of programs that guarantee transfer student success.

The variations in retention and completion rates for native and transfer students at Texas public universities are the result of a complex interaction between the students and the programs and other resources that the institutions make available. Additional research would need to be conducted to further determine which programs are most effective and under what conditions.

At the state level, a new statute regarding reverse transfer was implemented following the 82nd session of the Texas Legislature (2011). Texas Education Code (TEC) Section 61.833 created the requirement that certain students who earned credit at a lower-division institution and transferred may have credit sent back to their lower-division institution in a process called "reverse transfer," so that the student may receive an associate degree even after they have transferred to a university. This statute applies to students who initially enroll in a higher education institution during the fall 2012 semester or later, and will eventually result in each university sending credit back to a college or technical institute as part of a statewide reverse transfer policy. Meanwhile, many universities have been participating in reverse transfer agreements with some colleges, and already send credit back, in advance of the implementation of the statute.

The Coordinating Board has initiated a number of projects intended to facilitate transfer by providing for more efficient and collaborative practices among public colleges and universities. Individual institution-to-institution articulation agreements can offer secure pathways for students who know precisely where they intend to transfer and what field of study they expect to pursue. But statewide initiatives like the Texas Common Course Numbering System, the fully transferrable general education core curriculum, field of study curricula, and the more recent statewide voluntary transfer compacts funded by the Lumina Foundation for Education grants provide reliable transfer pathways for all students, especially those who must compare several choices when considering their transfer options (<http://www.theccb.state.tx.us/TuningTexas>).

In November 2008, the Lumina Foundation for Education's productivity initiative selected eleven states, including Texas, to receive one-year, \$150,000 planning grants. These grants were used to plan methods for making the opportunity of going to college more affordable for students and the State. In Texas, a course-level alignment initiative was piloted during 2009 through the efforts of the Voluntary Mechanical Engineering Transfer Curriculum Committee. This project included the development of essential student learning outcomes for freshman- and sophomore-level courses required in a mechanical engineering degree plan; the learning outcomes were developed by faculty committees from colleges and universities working collaboratively together and have been implemented statewide for community colleges. As of July 11, 2012, a total of 60 community colleges/districts and 16 universities participate in the Voluntary Mechanical Engineering Transfer Compact, which guarantees admission into the mechanical engineering program at a participating university and the application of transfer credit to the university's mechanical engineering degree plan for students who complete the courses identified in the Compact. This number has increased by 2 universities and 29 community colleges when compared with the participation one year ago, in June 2011.

In November 2009, Texas was one of seven states to receive a four-year productivity grant from the Lumina Foundation for Education to continue the work the State initiated under the planning grant. As part of this multi-year, \$1.8 million grant project, Texas has embarked upon integrating the Tuning process—developing program-level outcomes for specific majors with input from a variety of stakeholders including employers, recent graduates, students, and faculty—into the course-level alignment work piloted in 2009 through the efforts of the Voluntary Mechanical Engineering Transfer Curriculum Committee. Over the four-year grant period, the Tuning process will be applied to up to 16 academic discipline areas, beginning in 2010 with additional engineering fields (chemical, electrical, industrial, and civil engineering).

The project includes both the development of program-level outcomes and the identification of lower-division courses that form the foundation for a bachelor's degree in a particular discipline. It will also include the development of specific course-level student learning outcomes for each course of the lower-division courses used for transfer. As of July 2012, three additional engineering transfer compacts have been approved: civil, electrical, and industrial engineering compacts can be found at the web address cited above. Four additional voluntary transfer compacts are currently in development: biomedical engineering, chemical engineering, biology, and chemistry compacts will be completed within the year.

Building on momentum from the Voluntary Mechanical Engineering Transfer Compact Committee's work, Coordinating Board staff began a project to implement student learning outcomes for other disciplines with large enrollments of dual credit and/or transfer students. Work groups made up of faculty in the discipline (including equal representation for community colleges and universities) developed student learning outcomes for high-traffic freshman and sophomore courses in seven additional fields: English Rhetoric and Composition, English Literature, Mathematics, Economics, Government/Political Science, American History, and Biology. After a public comment period, the learning outcomes for these disciplines were debated and then adopted at a meeting of the ACGM Advisory Committee on October 5, 2011. Additional learning outcomes in Philosophy, Psychology, Sociology, Spanish, and Speech are being developed during 2012.

In its January 2009 report to the Coordinating Board, (*Designing Texas Undergraduate Education for the 21<sup>st</sup> Century*), the Undergraduate Education Advisory Committee ([www/theccb.state.tx.us/UEAC](http://www/theccb.state.tx.us/UEAC)) recommended that the state's fully transferrable general education core curriculum be revised for the first time since 1997. In April 2011, the UEAC provided recommendations to the Commissioner of Higher Education regarding that revision. A newly-revised Texas Core Curriculum was considered by the Board at its regular quarterly meeting on October 27, 2011, following a public comment period. The revision offers a cohesive, curriculum-level statement of purpose and six core objectives, replacing 37 different component-area Exemplary Educational Objectives, six Basic Intellectual Competencies, and eight Perspectives. The newly revised Texas Core Curriculum is expected to create better efficiency in student learning and in transfer of credit; it should also simplify the institutional evaluation and assessment process, bringing the curriculum into better alignment with statutory requirements and the assessment process into better coherence with accreditation standards.

Beyond the Coordinating Board, there is another statewide initiative to increase transfer success. Transfer101.org is a website that was "created by The University of Texas System in partnership with The Texas A&M University System and the Texas Association of Community Colleges." According to the website, the initiative was launched as an effort to increase the

number of students transferring from community colleges to universities. The site strives to provide community college students with easy access to the information and tools they need to make that transition.

## Recommendations

- Institutions should be encouraged to participate in the statewide transfer compacts that have been developed by faculty committees for specific academic disciplines. Such voluntary statewide agreements eliminate the need for multiple one-to-one articulation agreements between institutions, which can be confusing for students and advisors. One voluntary transfer agreement among multiple institutions also addresses the problem encountered when a student chooses institutions that have agreed to one articulation agreement and then the student decides to attend a different institution and loses semester credit hours applicable to the major as a result of the need to fulfill different major requirements at the newly selected institution.
- The process of using statewide faculty committees to develop student learning outcomes for specific courses should be continued. Guidance as to what content is expected to be covered in a given lower-division academic course at the two-year institution is provided in the *Lower-Division Academic Course Guide Manual (ACGM)*, created and maintained by the THECB's Workforce, Academic Affairs and Research Division through a standing committee composed of representatives of two-year and four-year institutions in Texas. However, prior to the development of student learning outcomes for courses in the ACGM, well-intentioned instructors at two-year institutions had very little guidance from the ACGM as to what topics needed to be covered, even with respect to a minimal subset of topics that could be expected from any course taught with a given course name. In such a framework, four-year institutions could cite examples of transfer students unprepared in content by their sending institution, giving rise to more general and legitimate concerns relative to the content of courses for which they are asked to give transfer credit.
- In regions where a university may be the only four-year higher education institution serving a population for hundreds of miles, special efforts should be made to have articulation and dual-acceptance agreements with area community colleges.
- Universities and their system offices should collaborate across the state by sharing information about which programs are most cost-efficient in providing student support with available resources. Most universities with good transfer student retention rates engage in a range of practices to advise and support those students, including (but not limited to) orientation, academic advising, student success programs, and student progress tracking.
- Maintaining a website with information helpful to transfer students is achievable for all Texas public universities. The time and effort involved in developing articulation, dual admission, and reverse transfer agreements are considerable when compared to the resources required to merely publish such information on an institutional website. Institutions without such information on their websites should add it and ensure that it is kept current, easily found, and accessible by prospective transfer students and other interested parties.
- A number of universities continue to cite difficulties with community college advisors giving incorrect or incomplete information to potential transfer students. University faculty should not assume that advisors at area community colleges know everything

they need to know, and should take proactive steps to work with area colleges to improve the lines of communication. Many universities send their own advisors to staff offices or information booths at selected community colleges; this should become common practice for public universities, and community colleges should partner in the endeavor by providing facilities for transfer advisors from universities on a regular and routine basis. Universities can also facilitate advisor development that provide information about the university's policies and programs.

- In the initial report regarding community college transfer students (2010), the Coordinating Board recommended that universities should increase their efforts to establish reverse transfer agreements with community colleges in order to promote the *Closing the Gaps* goal of associate degree completion. While that recommendation stands for the current report, two recent developments have made the reverse transfer of completed credit leading to the award of an associate degree much easier and more comprehensive across the state. First, a change to the Common Transfer Application now allows a student to authorize release of information under the Family Educational Rights and Privacy Act (FERPA) for the purpose of facilitating the student's completion of an associate degree post-transfer. Second, during the 82nd regular session of the Texas Legislature, HB 3025 was enacted. This bill requires all universities to identify, track, and follow up with each student initially enrolling in higher education during fall 2012 or later who has earned at least 30 SCH at a community college and has completed a total of 90 SCH. The university is required to request the student's permission to provide transcript information about credit earned back to the community college from which the eligible student transferred. The community college is required to review the transcript information and to determine whether the student has completed credit that would qualify for the award of an associate degree.
- Institutions should recognize that faculty vertical team meetings, to align curricula with transfer partners, are crucial tools for creating seamless transfer pathways and ensuring that community college students are prepared for upper-division coursework.

## **Appendix A**

### **General Appropriations Act, HB1, 82nd Texas Legislature, Section 55 (page III-247)**

#### **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 completion 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 2011**

Transfer Pathways

1. Please indicate the number of Academic and Workforce Articulation Agreements you have enacted with other institutions of higher education
  - a. Number of current academic articulation agreements
  - b. Number of current workforce articulation agreements
2. How many two-year institutions have at least one current transfer agreement with your institution?
3. How many Reverse Transfer agreements do you have with two-year institutions?  
(Reverse Transfer Agreement: A four-year institution has agreed to send transcripts back to a two-year institution for students in order to facilitate the awarding of associate degrees post-transfer.)
4. How many Dual Admission agreements has your institution enacted with other institutions of higher education? (Dual Admission agreement: A formal agreement between a two-year and four-year institution to jointly admit eligible students to ensure a seamless transfer and achievement of both an associate degree and a bachelor's degree)

Transfer Success

1. Has your institution identified institution-level or department/program level barriers to transfer, apart from routine requirements that apply to all students at your institution? If so, please list them.
2. Has your institution defined and/or identified any emerging issues regarding student transfer success? If yes, please list them.
3. Has your institution defined and/or identified community college program enhancements that facilitate the success of transfer students to your institution? If so, please list them.

Student Outreach and Advising

1. Does your institution require new transfer students to attend an orientation program?
2. What percentage of your institution's transfer students participated in a campus or online orientation program?
3. Does your institution require academic advising for new transfer students?
4. Do your institution's academic advisors (professional or faculty) receive training and/or professional development specific to transfer students?
5. On how many community/technical/state college campuses does your institution offer advising to potential transfer students on an ongoing basis?
6. Approximately what percentage of your institution's recruitment budget is dedicated to transfer recruitment? [10% or less, 11-25%, 26-50%, 50%+]
7. Is training is provided to admissions staff members regarding transfer issues and concerns?



### Website Information Development

1. Does your institutional website have a section for information tailored to the needs of transfer students?
2. Are articulation agreements and/or transfer guides identified on your institution's website?
3. Does your website allow potential transfer students to compare the credits they have already earned with your institution's specific requirements?
4. When listing the courses required for your bachelor's degrees, is your institutional website compliant with the Texas Common Course Numbering System (i.e., Do you provide the TCCNS equivalents to your own course numbers)?
5. Is this information provided on or linked from, your institution's website for transfer students? If so, please provide web address.

### Targeted Financial Aid

1. What is the number of financial aid programs targeted specifically for transfer students at your institution?
2. What percentage of total undergraduate financial aid went to transfer students during academic year 2010-2011? [10% or less, 11-25%, 26-50%, 50%+]
3. What is the Amount of specifically targeted financial aid given to transfer students during academic year 2010-2011?

### Transfer Student Success Programs

1. Does your institution offer student success programs specifically designed for transfer students?
  1. For a "yes" reply, please list up to 5 of your institution's most important and currently operational transfer student success programs.
  2. For a "no" response, please list up to 5 of your most important and currently operational generalized student success programs which are frequently used by transfer students.
2. Does your institution have an administrator or committee responsible for transfer student success? [Administrator/committee/other]
3. Does your institution track the progress of recent transfer students in order to offer assistance if it is needed (i.e., Do you have an "Early Warning System" for recent transfers)?

### Degree Program Alignment

1. Have your institution's faculty members met with two-year college faculty to align degree and program requirements (i.e., vertical teaming) in the last two years?
2. For a "yes" reply, are these meetings coordinated at the department level or the institutional level?
3. For a "yes" reply, how many departments have participated in vertical teaming over past two years?
4. For a "yes" reply, approximately how many meetings have occurred in the last two years?

## Appendix C

### Texas Voluntary Transfer Compacts for Engineering University Participants (as of July 11, 2012)

*Note: List includes only those universities that offer bachelor's degrees in Civil, Electrical, Industrial, or Mechanical Engineering. For the most up-to-date list of participating universities, please visit the following website: [www.thecb.state.tx.us/Tuning\\_Engineering\\_in\\_Texas](http://www.thecb.state.tx.us/Tuning_Engineering_in_Texas).*

| INSTITUTION                                  | Civil | Electrical | Industrial | Mechanical |
|--|-------|------------|------------|------------|
| Lamar University                             | Y     | Y          | Y          | Y          |
| Midwestern State University                  | N/A   | N/A        | N/A        | Y          |
| Prairie View A&M University                  |       |            | N/A        |            |
| Texas A&M University                         |       |            |            |            |
| Texas A&M University - Commerce              | Y     | N/A        | Y          | N/A        |
| Texas A&M University - Corpus Christi        | N/A   | N/A        | N/A        | Y          |
| Texas A&M University - Kingsville            | Y     | Y          | Y          | Y          |
| Texas A&M University - Texarkana             | N/A   |            | N/A        | N/A        |
| Texas State University                       | N/A   | Y          | Y          | N/A        |
| Texas Tech University                        | Y     | Y          | Y          | Y          |
| The University of North Texas                |       | Y          |            | Y          |
| The University of Texas at Arlington         |       |            |            | Y          |
| The University of Texas at Austin            |       |            |            |            |
| The University of Texas at Dallas            | N/A   |            | N/A        | Y          |
| The University of Texas at El Paso           | Y     | Y          | Y          | Y          |
| The University of Texas at San Antonio       | Y     | Y          | N/A        | Y          |
| The University of Texas at Tyler             | Y     | Y          | N/A        | Y          |
| The University of Texas Pan American         | Y     | Y          | Y          | Y          |
| The University of Texas of the Permian Basin | N/A   | N/A        | N/A        | Y          |
| University of Houston                        | Y     | Y          | Y          | Y          |
| University of North Texas                    | N/A   | Y          | N/A        | Y          |
| West Texas A&M University                    | Y     | N/A        | N/A        | Y          |

N/A within a cell indicates that the university does not offer the baccalaureate program.

**Texas Voluntary Transfer Compacts for Engineering  
Community and Technical College Participants  
(as of July 11, 2012)**

*Note: List includes only those community and technical colleges that have signed one or more of the transfer compacts for Civil, Electrical, Industrial, or Mechanical Engineering. For the most up-to-date list of participating community and technical colleges, please visit the following website: [www.theccb.state.tx.us/Tuning\\_Engineering\\_in\\_Texas](http://www.theccb.state.tx.us/Tuning_Engineering_in_Texas).*

| INSTITUTION                                       | Civil | Electrical | Industrial | Mechanical |
|---|-------|------------|------------|------------|
| Alamo College District – Northeast Lakeview       | Y     | Y          | Y          | Y          |
| Alamo College District – Northwest Vista          | Y     | Y          | Y          | Y          |
| Alamo College District – Palo Alto                | Y     | Y          | Y          | Y          |
| Alamo College District – San Antonio College      | Y     | Y          | Y          | Y          |
| Alamo College District – St. Philip’s College     | Y     | Y          | Y          | Y          |
| Amarillo College                                  |       |            |            | Y          |
| Angelina College                                  | Y     |            |            |            |
| Austin Community College District                 | Y     | Y          | Y          | Y          |
| Brazosport College                                | Y     | Y          | Y          | Y          |
| Cisco College                                     | Y     | Y          | Y          | Y          |
| Clarendon College                                 | Y     | Y          | Y          | Y          |
| Collin County Community College                   | Y     | Y          | Y          | Y          |
| Dallas Community College District - Brookhaven    |       |            |            | Y          |
| Dallas Community College District - Cedar Valley  |       |            |            | Y          |
| Dallas Community College District - Eastfield     |       |            |            | Y          |
| Dallas Community College District – El Centro     |       |            |            | Y          |
| Dallas Community College District - Mountain View | Y     | Y          | Y          | Y          |
| Dallas Community College District - North Lake    |       |            |            | Y          |
| Dallas Community College District - Richland      | Y     | Y          | Y          | Y          |
| Del Mar College                                   |       |            |            | Y          |
| El Paso Community College                         |       |            |            | Y          |
| Frank Phillips College                            | Y     | Y          | Y          | Y          |
| Galveston College                                 | Y     | Y          | Y          | Y          |
| Hill College                                      | Y     | Y          | Y          | Y          |
| Houston Community College - Northeast             | Y     | Y          | Y          | Y          |
| Houston Community College - Northwest             | Y     | Y          | Y          | Y          |
| Houston Community College - Southwest             | Y     | Y          | Y          | Y          |
| Houston Community College - Southeast             | Y     | Y          | Y          | Y          |
| Houston Community College - Central               | Y     | Y          | Y          | Y          |
| Howard College                                    | Y     | Y          | Y          | Y          |
| Kilgore College                                   | Y     | Y          | Y          | Y          |
| Laredo Community College                          | Y     | Y          | Y          | Y          |
| Lee College                                       |       |            |            | Y          |

|   |   |   |   |   |
|---|---|---|---|---|
| Lone Star College – Cy-Fair Campus            |   | Y |   | Y |
| Lone Star College – Kingwood Campus           |   | Y |   | Y |
| Lone Star College – Montgomery Campus         |   | Y |   | Y |
| Lone Star College – North Harris Campus       |   | Y |   | Y |
| Lone Star College – Tomball Campus            |   | Y |   | Y |
| McLennan County Community College             | Y | Y | Y | Y |
| Midland College                               | Y | Y | Y | Y |
| Navarro College                               | Y | Y | Y | Y |
| North Central Texas College                   | Y | Y | Y | Y |
| Northeast Texas Community College             |   |   |   | Y |
| Odessa College                                | Y | Y | Y | Y |
| Panola College                                | Y | Y | Y | Y |
| Paris Junior College                          | Y | Y |   |   |
| San Jacinto College District - Central Campus | Y | Y | Y | Y |
| San Jacinto College District - North Campus   | Y | Y | Y | Y |
| San Jacinto College District - South Campus   | Y | Y | Y | Y |
| South Plains College                          | Y | Y | Y | Y |
| Tarrant County College – Northeast Campus     | Y | Y | Y | Y |
| Tarrant County College – Northwest Campus     | Y | Y | Y | Y |
| Tarrant County College – South Campus         | Y | Y | Y | Y |
| Tarrant County College – Southeast Campus     | Y | Y | Y | Y |
| Tarrant County College – Trinity River Campus | Y | Y | Y | Y |
| Texarkana College                             | Y |   | Y | Y |
| Texas State Technical College – Harlingen     |   |   |   | Y |
| Texas Southmost College                       | Y | Y | Y | Y |
| Trinity Valley College                        | Y | Y | Y | Y |
| Tyler Junior College                          | Y | Y | Y | Y |
| Victoria College                              | Y | Y | Y | Y |
| Western Texas College                         | Y | Y | Y | Y |