# TRANSFER ISSUES ADVISORY COMMITTEE REPORT

# IDENTIFYING AND CLOSING THE GAPS

**Texas Higher Education Coordinating Board**
**June 2001**

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### Data Subcommittee

Jesse Rogers, Chair
Vice President for Academic Affairs
Midwestern State University

David Daniel
President
Midland College

Corbett Gaulden
Faculty
The University of Texas Permian Basin

Ray Keck
Provost, Vice President for Academic Affairs
Texas A&M International University

Anna Maria Mendiola
Faculty
Laredo Community College

Robert Palmer
Faculty
University of Houston

Richard Sanchez
President
Navarro College

### Information Tools Subcommittee

Sheldon Ekland-Olson, Chair
Executive Vice President, Provost
The University of Texas at Austin

John Burns
Provost
Texas Tech University

Ronnie Glasscock
President
North Central Texas College

Joan Kennedy
Faculty
Collin County Community College

Flavius Killebrew
Provost, Vice President for Academic Affairs
West Texas A&M University

Larry Phillips
President
Angelina College

Millicent Valek
President
Brazosport College

Bobby Walters
President
Paris Junior College

### THECB STAFF

Julie Leidig
Catherine Parsoneault
Camille Pridgen

## GLOSSARY

Academic courses – a) semester credit courses as included or allowed under the provisions of the *Lower Division Academic Course Guide Manual* and designed for college transfer to institutions of higher education in completion of associate and baccalaureate degree programs and b) credit courses offered at senior institutions.

College – a two-year institution of higher education including community colleges, technical colleges, and state colleges.

Composite Grade Point Average – the grade point average for the sample of students at all five participating universities combined in the Texas Pilot Study for Grade Point Averages.

Core curriculum – the curriculum in liberal arts; humanities; sciences; and political, social, and cultural history that all undergraduate students of an institution of higher education are required to complete before receiving academic undergraduate degrees.

Cumulative Grade Point Average – the grade point average that a student has earned after more than one semester of study.

Grade Point Average (GPA) – a four-point system of assigning scores to students' grades.

Field of Study – a set of courses that will satisfy the lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution.

Health Science Center – an institution of higher education that exclusively offers programs in the health professions.

Native student – a student who enrolls in an institution of higher education and continues the education at that institution. The term native student does not include transfer students.

Overall grade point average – the grade point average for the sample of students at each receiving university in the Texas Pilot Study for Grade Point Averages.

Receiving institution – an institution of higher education that accepts credits transferred from another institution of higher education.

Sending institution – an institution of higher education that transfers credits to another institution of higher education.

Senior institution – an institution of higher education that offers upper-division courses, i.e., universities and health science centers.

Technical courses – college workforce education courses for which semester credit hours are awarded. In Texas, workforce education courses taught at universities are not considered technical.

Transfer student – a student who enrolls in one institution of higher education but transfers the credits earned at that institution to another institution to continue his or her education.

University – a four-year institution of higher education or upper-level institution offering general academic courses. The term university does not include health science centers.

# I. EXECUTIVE SUMMARY

To reach the state's goals of increased participation and success in higher education, and to accommodate an increasingly mobile student population, Texas must have an efficient system to enable the appropriate transfer of academic credit from institution to institution. The Commissioner of Higher Education appointed a Transfer Issues Advisory Committee to assess the transfer of academic credit among institutions in Texas and to recommend any steps that should be taken to ensure that Texas has a responsive, efficient, and academically sound transfer system.

The Committee was comprised of university and college representatives and held several meetings to explore the issues and form its conclusions and recommendations. During its deliberations, the Committee made a comprehensive study of transfer at five public universities: Midwestern State University, Texas A&M International University, The University of Texas at Austin, the University of Houston, and the University of North Texas. (The Committee and Board staff are especially appreciative of the support provided by staff at those institutions and many others, as well.) Those five universities "receive" transfer students from 110 other "sending" institutions (colleges and other universities). The Committee believes those institutions together provide a fair and reasonable sample and that conclusions drawn from studying them can be generalized to the state as a whole.

To support the Committee's work, thousands of individual student transcripts were reviewed to determine how many courses were accepted by the receiving institutions, how many were rejected, the reasons why particular courses were rejected, and the academic validity of making those rejections. To examine the performance of transfer students, the Committee compared the grade point averages of students who transferred from colleges, students who transferred from universities, and non-transferring "native" students who started and remained at their initial universities. In doing so, the Committee made what is undoubtedly the most thorough study of these issues undertaken in Texas.

The Committee established two subcommittees: a Data Subcommittee (charged to determine, assemble, analyze, draw conclusions, and make recommendations stemming from appropriate data on student transfer) and an Information Tools Subcommittee (charged to examine the tools and procedures currently used to inform students and others about transfer and make recommendations regarding best practices for sharing important transfer information to improve efficiency). Coordinating Board staff supported these efforts and also provided for the Committee's review of information from other states. *The full Committee endorses the following conclusions and recommendations prepared by each subcommittee and further recommends that the Transfer Issues Advisory Committee continue to meet as needed to help carry out the recommendations it has made and contribute to the greater success of Texas' higher education students.*

**Data Subcommittee Conclusions and Recommendations:**

- There is no significant difference in the quality of student performance at the receiving institutions (as measured by grade point averages earned at the receiving universities) among college and university students who transfer to

universities after completing at least 30 semester credit hours (SCH) at their prior institutions and students with at least 30 SCH who began and remained at their initial universities.

- Transfer of credits between institutions is generally efficient. This is indicated by the fact that most credit transfers. A large majority of credit that does not transfer or is not accepted as applicable to a particular degree program is denied for relatively few reasons: the course was a developmental course; the student received a low grade; the course was a "technical" course and would not apply to an "academic" major, and so on.

- While there is no broad, systemic problem, certain aspects of transfer could be improved. Two areas that suggest further study are 1) issues stemming from the assignment of individual courses to upper- or lower-division level, and 2) the distinctions drawn between "technical" and "academic" courses and the effect those distinctions have on transfer.

- Initial analysis of incomplete data indicate that certain academic fields may be more likely to generate transfer problems than others. The Data Subcommittee recommends that further attention be given to that issue and that any fields so identified be given priority for the development of Fields of Study curricula.

- In consultation with the institutions, the state should develop and require the institutions to use a standard format for reporting to the sending institutions the performance of their transfer students.

- Representatives from the health science centers should be included in future discussions about transfer.

**Information Tools Subcommittee Conclusions and Recommendations:**

- Students migrate between institutions of higher education in a complex pattern having multiple pathways. Because of this complexity, the approaches used to facilitate the transfer of academic credit are also complex.

- Advisors play a key roll in the transfer process. The staff need appropriate support and efficient tools to assist students accurately and promptly. Texas and its institutions have developed a large number of information tools and resources to assist students, faculty, and advisors. Those tools should be more consistently used and applied, and the use of technology to assist in that process should be aggressively pursued.

- Several information tools need to be more fully developed. One of the most important is a system of automated degree audits that could assist students in determining progress toward degree completion and the application of transferred credits in specific institutions or degree programs.

- Improved communication between institutions and improved use of existing resources would help to facilitate the transfer of credits.

**Table 1**
**Transfer Issues Advisory Committee Recommendations**

| Committee Recommendations | Responsibility | Time Frame |
|---|---|---|
| 1. Establish a mechanism for reporting the performance of transfer students to the sending institutions using standard data sets and formats. | Committee and THECB staff | Fall 2002 |
| 2. Study the feasibility of adopting a statewide electronic degree audit system that includes on-line degree audit and exploratory audit capability; if feasible, recommend the necessary funding to the Legislature. | Committee and THECB staff | Jan. 2002 for report on feasibility; recommendation to the Legislature at the next session |
| 3. Develop and implement a statewide standard format for providing student transcripts and related advising documents that are clear and easy to use. | Committee and THECB staff in consultation with the Texas Assoc. of Collegiate Registrars and Admissions Officers (TACRAO) | Begin development immediately; full implementation by Fall 2006 |
| 4. Endorse and promote the concept of degree completion by community college students before transferring to universities. | THECB and all institutions of higher education | Immediately |
| 5. Establish policies and procedures for credits earned at universities to be transferred to community colleges and applied toward associate degrees (reverse transfer). | Committee and THECB staff | Fall 2002 |
| 6. Identify current best practices throughout the U.S. for facilitating transfer and assessing the effectiveness of transfer policies and practices. | Committee and THECB staff | Fall 2002 |
| 7. Review transfer advising practices and resources statewide and develop further recommendations for consistent practices and procedures. | Committee and THECB staff | Fall 2003 |
| 8. Make the Transfer Issues Advisory Committee an on-going advisory committee. | Committee and THECB staff | Immediately |

# II. BACKGROUND INFORMATION

## A. Introduction

The Higher Education Coordinating Board Act of 1965 required the development and implementation of a basic general academic core curriculum that, when taken at a public community college during the first two years of study, would freely transfer without loss of credit among all the public institutions of higher education in Texas. Subsequently, transfer curricula were developed specifically for several disciplines. Transfer curricula have been continually revised since that time.

In 1987, the *Texas Charter for Higher Education* was adopted by the 70th Texas Legislature. The Charter specifically mandates the THECB to publish materials on transferable courses and to develop and implement policies on the transferability of lower-division courses among institutions of higher education. During the same session, a law was passed again requiring the establishment and evaluation of general education core curricula at all public institutions. The goal was to encourage academic quality across all state-supported institutions of higher education

In 1997, the 75th Texas Legislature enacted Senate Bill (SB) 148, which again revised the law concerning core curricula (*Texas Education Code*, Sec. 61.821-829). The statute required the THECB to develop a fully transferable core curriculum of no fewer than 42 semester credit hours (SCH). The core curriculum includes coursework in the liberal arts; humanities; sciences; and political, social, and cultural history that all undergraduate students at universities are required to complete before receiving baccalaureate degrees. Following the recommendations of an advisory committee, the Board adopted rules governing the new core curriculum in October 1998. By September 1999, each public community college and university had adopted a new core curriculum in accordance with the law and Board rules.

Senate Bill 148 also established "field of study" curricula defined as "a set of courses that will satisfy the lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution." Approved field of study curricula transfer like the core curricula. If a student satisfactorily completes a field of study curriculum and transfers to another institution for a baccalaureate degree in the same major, the courses transfer as a block and substitute for the lower-division requirements in that major at the receiving institution. Students who satisfactorily complete part of a field of study curriculum can transfer the courses completed and receive credit in the field of study. However, the receiving institution can require these latter students to complete the remaining lower-division courses.

In 1997, the Core Curriculum Advisory Committee suggested that priority for fields of study should be given to fields for which transfer is especially problematic and to those with large numbers of transfer students and graduates. The suggested fields included business, engineering, engineering technology, health professions, communication, and others. The THECB staff also analyzed data to determine which majors transfer students most frequently choose. Currently, fields of study have been developed in Child Development/Early Childhood Education, Business, Grade 4-8 Certification, and Music. Additional field of study curricula are under development in Nursing, Engineering, and Engineering Technology. The development of fields of study for communications and criminal justice is expected to begin in late 2001.

In addition to the core and field of study curricula, other mechanisms have been developed in Texas to facilitate the transfer of credits between institutions. These mechanisms include *the Lower-Division Academic Course Guide Manual*, the Workforce Education Course Manual, the Texas Common Course Numbering System, articulation agreements and transfer guides between individual institutions, and dual enrollment agreements. However, discussions about facilitating the transfer of credits are complex and encompass a number of issues, including maintaining a variety of institutional types, missions, and identities; institutional quality; academic freedom; variable course sequence and progression based on program goals and the specialized expertise of faculty; variable institutional requirements and specialized tracks; professional accreditation, licensure, and certification requirements; lack of consensus regarding the classification of courses as upper- or lower-division courses; the designation of courses as technical/workforce or academic courses; and funding issues.

At any time in Texas, approximately 76,000 students who began their postsecondary education at public two-year colleges are enrolled in public senior institutions. These students comprise approximately 24 percent of the undergraduate enrollment in the public universities. Almost 10,000 additional students transfer among the state's public four-year universities. To assure that students are able to pursue their educational goals without undue difficulties, Texas must establish and maintain a highly efficient process for the transfer of credit. In the summer of 2000, the Commissioner of Higher Education convened an ad hoc committee of community college presidents and faculty and university chief academic officers and faculty to discuss the field of study curriculum initiative and other transfer issues. That committee recommends that it become a standing Transfer Issues Advisory Committee. The committee proposes to continue its work of evaluating transfer issues and recommending policies that would facilitate the transfer of credit among public institutions of higher education in Texas.

### B. Transfer Patterns

Studies have shown that transfer patterns have changed dramatically since the inception of community colleges. While many students transfer to other postsecondary institutions after completing associate degrees, others seek entry into senior institutions before associate degree completion. Students with all types of associate degrees (AA, AS, and AAS) transfer to senior institutions. In the broader field of postsecondary education, students today transfer between institutions at the same level, from community colleges to four-year institutions (both universities and health science centers), and from four-year institutions to community colleges. (Townsend, 2001)

Some of the unanticipated ways in which students today move about in higher education include the following: simultaneous enrollment in both two and four-year institutions, "reverse transfer" (transfer from four-year institutions to two-year institutions), use of colleges for summer sessions because of convenience, and transfer of applied degrees such as the Applied Associate of Science degree (AAS). (See Appendix A for examples). Data from the early 1990s indicated that 60 percent of students would attend multiple institutions by the year 2000. Further studies indicate that 16 percent of postsecondary students and 18 percent of those with baccalaureate degrees either alternate between institutions or enroll in more than one institution simultaneously. (Students with baccalaureate degrees may enroll in college workforce programs or in additional university programs.) Nationally, reverse transfer from the universities to the

community colleges accounts for 13 percent of the community college student population. (Townsend, 2001)

Initially, the AAS was considered a terminal degree not designed for transfer. However, a study of transfer students in Missouri found that students with applied degrees performed as well as traditional academic transfer students. The study indicated that 8,000 students in Missouri graduated with AA, AS, or AAS degrees in spring 1996. Eighteen percent (1,475) of the graduates enrolled in four-year institutions in fall 1996, including 1,219 students (83 percent) with AA degrees and 256 (17 percent) with AS or AAS degrees. In spring 2000, the progress of these students was reviewed. Sixty-eight percent of the AA completers had graduated with an average grade point average (GPA) of 2.97. Sixty-five percent of the AAS completers had graduated with a GPA OF 2.9. The outcome of the AS completers is unknown. These results indicate that students with applied degrees transfer to universities for baccalaureate degrees and perform as well as traditional academic transfer students. (Townsend, 2001) This study has relevance for Texas since applied degrees contain "technical" courses. The issue of the definitions used for "technical" courses versus "academic" courses was identified by the Transfer Issues Advisory Committee as needing further study.

## C. Comparison of Texas With Other States

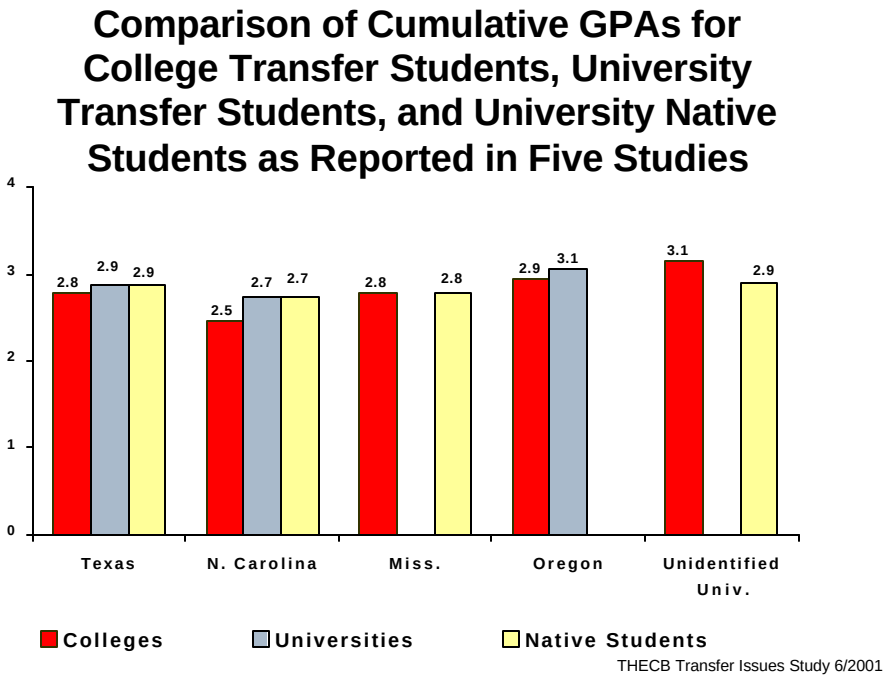
According to a study published in February 2001 by the Education Commission of the States, more than 50 percent of the postsecondary students in the United States are enrolled in 2-year colleges. Successful transfer to four-year institutions is the only way many of these students can obtain baccalaureate degrees. Without successful articulation programs, many of these students will never complete their education. Yet most states still do not have legislation providing streamlined transfer of credits. Staff reviewed the common practices used by other states and found that Texas uses most of the same practices. A study of the types of policies used nationally is summarized in Table 2.

**Table 2**
**Transfer and Articulation Policies**

| Types of Policies | National | Texas |
|---|---|---|
| Legislation | 30 states | Core curriculum and field of study |
| Cooperative Agreements between institutions | 40 states | Core curriculum mandated; other agreements voluntary |
| Transfer data reporting | 33 states | Yes, but not standardized |
| Incentives and Rewards | 18 states | No |
| Statewide Articulation Guide | 26 states | No |
| Common Core | 23 states | Yes |
| Common Course Numbering | 8 states | Yes for lower-division academic and technical courses but not for upper-division courses |

One way to address the issue of "quality" as it affects transfer is to compare grade point averages (GPAs) of transfer students to the GPAs of "native" university students. (Native students are those students who begin and remain at the same institution.) Graph 1 summarizes information from separate studies conducted in Texas, Oregon, Mississippi, and North Carolina and data published in the *Community College Review*. Tables with the data are in the appendices. (See Appendix B, Tables 5-9, p. 29)

**Graph 1.**




The data in Graph 1 show a difference among the three groups (college transfer students, university transfer students, and university native students) of 0 – 0.48 GPA. When full-time students are only compared with full-time students and part-time students with part-time students, as done in the study from the unidentified university, the difference between transfer students and native students is 0 – 0.29 GPA. (See data from the *Community College Review, Appendix B, Table 9, p. 31.)* Texas data shows a difference of 0.08 GPA amongst the three types of students. The Texas data will be presented in more detail on p 22 in the Data Subcommittee Section of this document.

## III. TRANSFER ISSUES ADVISORY COMMITTEE INFORMATION

The Transfer Issues Advisory Committee formed two subcommittees, the Data Subcommittee, focusing on collection and analysis of data regarding the success of transfer students, and the Information Tools Subcommittee, focusing on recommendations for using technology and other means to inform students about transfer issues.

### A. Data Subcommittee Report[a]

The Data Subcommittee's early meetings identified two areas of concern: lack of data addressing the success of transfer students and the usefulness of information provided by universities to colleges on the success of transfer students. To answer these two areas of concern, the Data Subcommittee carried out a pilot study that consisted of several activities:

- Five public universities (Midwestern State University, Texas A&M International University, The University of Texas at Austin, University of Houston, and University of North Texas) collected specific transfer data regarding transfer efficiency.

- THECB staff assessed quality of transfer students' performance using:

    - Pilot study comparing grade point averages (GPAs) from the five public universities that participated in the transfer efficiency study;

    - Five years of THECB data on degree completion in public universities.

- Three public community colleges (Austin Community College, Laredo Community College, and North Central College) submitted reports specifying data elements they would like to receive from universities.

*(The data in the three studies, as presented in the graphs and tables, have been rounded. Percentages in particular, as well as some of the credit hour information have been rounded to the nearest whole number.)*

#### 1. Transfer Efficiency Data

A pilot study was conducted to collect data regarding transfer efficiency, i.e., how successfully credit hours presented to public universities in transfer from other public institutions of higher education are accepted and applied to baccalaureate degrees. The study measured how successfully credit hours presented in transfer from two-year colleges compared with those presented from universities. This study was a degree audit in which each participating university reviewed approximately 1,500 – 2,000 student data records to identify those that met the criteria of the study, then manually reviewed approximately 150 – 200 files and transcribed the needed information by hand.

[a] The committee would like to thank the Institutional Research and Records/Registrar staff of the five participating universities for their commitment and hard work in gathering the data. Special thanks also go to THECB staff Diane Bowen, Susan Brown, James Dilling, and David Gill for their expertise and assistance in assembling and analyzing the data.

Each university was charged with reviewing enough files to provide 95 percent confidence limits, i.e., 95 percent likelihood that the results did not occur by chance. The sample included students who transferred at least 30 SCH and were enrolled in the respective university for the first time in fall 2000. The criteria excluded advanced placement credit and credit granted through the College-Level Examination Program (CLEP).

Each university reported by transfer student the following information: the number of institutions attended, the total number of SCH presented, the number of SCH accepted, the number of SCH per reason for rejection, the number of SCH applied to the degree, and the number of SCH per reason for not being applied to the degree. *The reasons for rejecting or not applying a course included: low grade, technical course, repeated course, developmental course, difference in level, exceeds maximum transfer hours, course quality, changed major, no course equivalent, and other.*

The overall efficiency of transferred hours indicate the following:

**Table 3**
**Transfer Efficiency**

| **Accepted Courses** | **College Transfer Students** | **University Transfer Students** |
|---|---|---|
| Percent of total SCH presented that were accepted in transfer | 83 | 91 |
| Percent of total SCH presented that were accepted and applied to the baccalaureate degree | 70 | 80 |
| **Rejected Courses** | **Rejected College Courses** | **Rejected University Courses** |
| Percent of rejected SCH that were rejected totally for "non-controversial" reasons (i.e., low grade, developmental course, etc.) or "other" | 64 | 92 |
| Percent of SCH that were accepted but not applied to the degree for "non-controversial" reasons or "other" | 87 | 98 |

"Other" reasons include the following and together account for an average of 0 - 4 SCH per student:

1. Could not determine the original major, and the courses presented were outside the degree requirement for the current major.

2. The student must take their last 30 hours in residence. If the student has no "good" reason for taking the course elsewhere and does not have it approved it in advance, the hours are generally denied toward the degree. (This did not affect students in the pilot study.)
3. Level of course in the major is different between the sending institution and the university degree plan. (It is not clear why institutions counted these in the "other" category instead of in the category for differences in level.)
4. The courses taken are not required for the degree plan and do not fit into any other category as electives.
5. The courses must be taken in a series to be accepted because of course content and accreditation requirements.
6. Studio courses are taken at another institution but are not available in the university and, therefore, are not part of the degree plan.

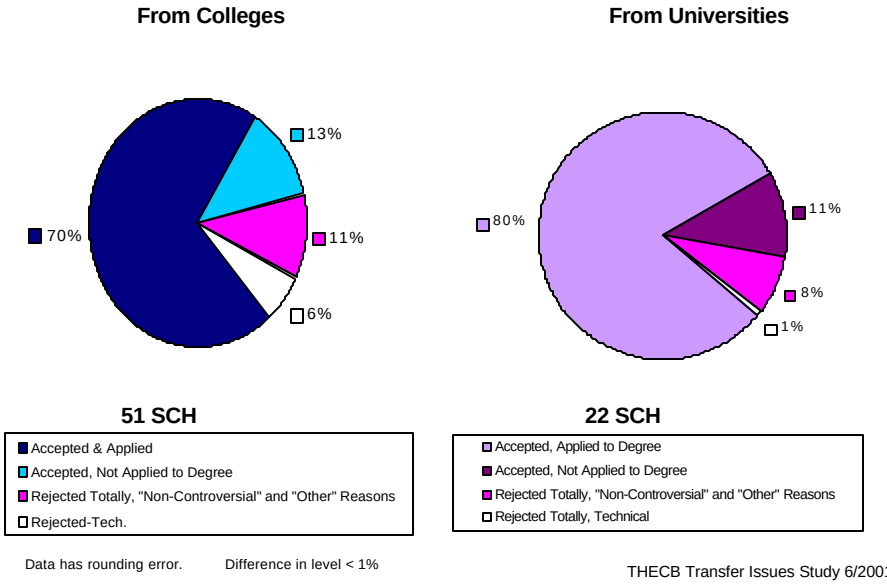
The "non-controversial" reasons include: low grades, repeated courses, developmental courses, exceeds maximum transfer hours, course quality, changed majors, no course equivalents, or "other" reasons. (See Appendix C, Table 12, p. 32.) Additional reasons for rejection include technical courses and levels of courses. Review of the data, analysis of the data by major discipline, and discussion by committee members indicate that problems needing additional study include the definitions of technical versus academic courses and levels of courses. Presently, Texas considers occupationally related courses taught by the colleges to be technical while all courses taught by the universities are considered to be academic. The result is that courses in the same major are considered technical when they are part of the applied associate degree but academic when they are part of the baccalaureate degree. Some universities accept technical courses and apply them to degrees while others do not. Some disciplines appear to be more problematic than others. Likewise, different institutions classify courses at the lower- versus the upper-division levels differently for a variety of reasons. These two areas will receive further study from the committee.

Because no health science centers were included in the pilot studies, the health professions were under-represented in these studies. Future studies should include the health science centers. The inclusion of representatives from the health science centers on the committee will be considered.

Graphs 2 - 4 depict transfer efficiency and the reasons for rejection. More detailed information is in Appendix C. (See Tables 10-12, p. 32.)

## Graph 2

# Disposition of Average SCH Presented for Transfer per Student



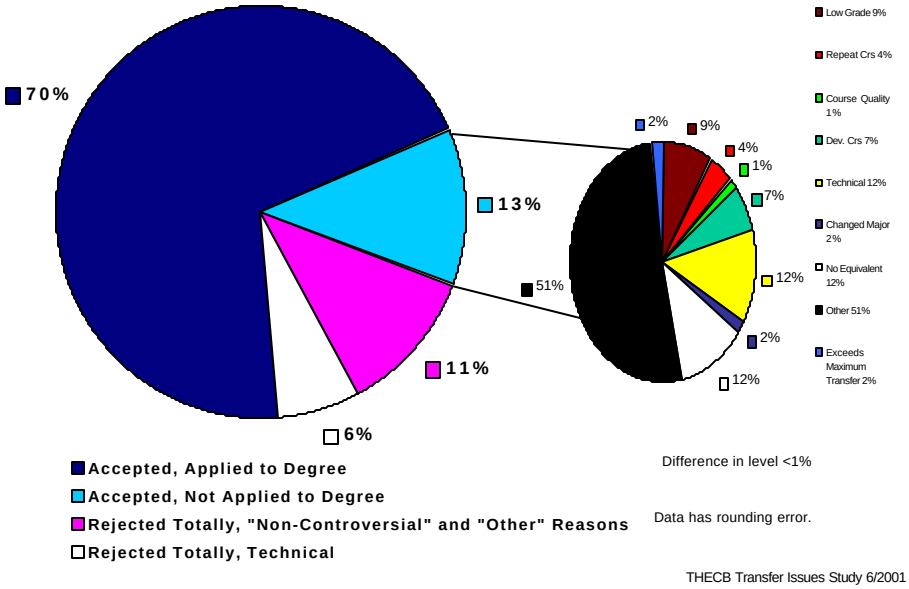

Data has rounding error. Difference in level < 1%

THECB Transfer Issues Study 6/2001

Graph 2 indicates that college transfer students presented an average of 51 SCH, of which 42 SCH (83 percent) were accepted and 36 SCH (70 percent) were applied to the degree. University transfer students presented an average of 22 SCH, of which 20 SCH (91 percent) were accepted and 18 SCH (80 percent) were applied to the degree. (See Appendix C, Table 10, p. 32.)

**Graph 3**

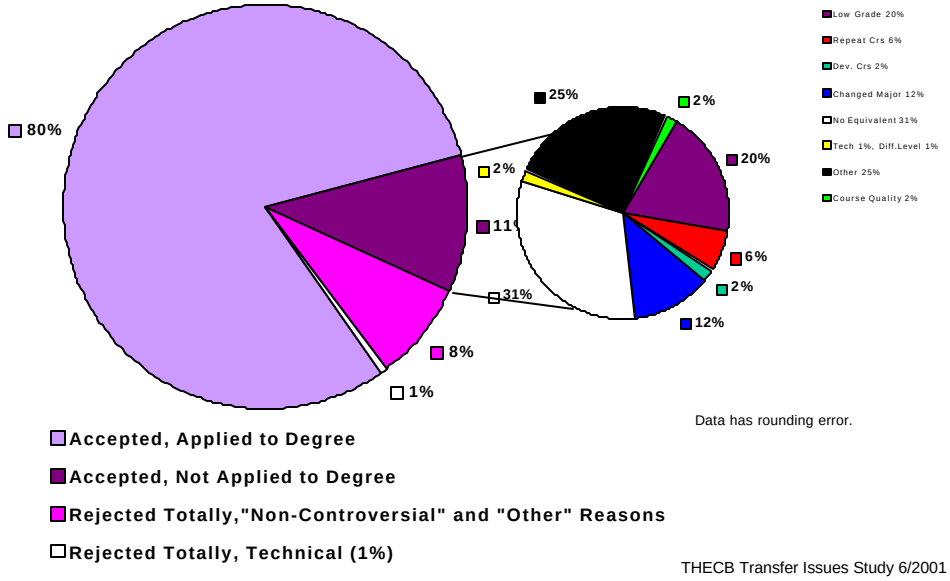
## Colleges
## Average SCH Presented for Transfer




Graph 3 indicates that credits from college transfer students were accepted but not applied to degrees primarily for “other” reasons (51 percent), followed by designation as “technical” courses (12 percent), no course equivalents (12 percent), low grades (9 percent), developmental courses (7 percent), repeated courses (4 percent), exceeding maximum transfer hours (2 percent), changed majors (2 percent), course quality, (1 percent), and differences in level (less than 1 percent). (See Appendix C, Table 12, p. 34.)

**Graph 4**

## University
## Average SCH Presented for Transfer




Data has rounding error.

THECB Transfer Issues Study 6/2001

Graph 4 indicates that credits from university transfer students were accepted but not applied to degrees primarily because there were no course equivalents (31 percent), followed by "other" reasons (25 percent), low grades (20 percent), changed majors (12 percent), repeated courses (6 percent), course quality (2 percent), developmental courses (2 percent), designation as "technical" courses (1 percent), and differences in level (1 percent). (See Appendix C, Table 12, p. 34.)

The rejection of credits because of course level (upper- versus lower-division) was seldom cited in the "course level" category in the pilot study. For unknown reasons, institutions listed course level under the "other" reasons category. Further evidence of difficulty caused by the level assigned to courses has been found in the field of study discussions and in discussions among committee members. It is possible that some courses rejected for being technical courses could also be rejected because of the level of the courses. For example, nursing courses are considered technical in the colleges and academic in the universities. When presented to a university, the courses could be rejected as technical courses. Field of study discussions revealed that once the "technical" label is not an issue, then the level of the courses becomes an issue. The content presented at the lower-division level in the colleges may be offered at the upper-division level in the universities. There are many considerations in assigning the level of courses, including prerequisite courses, difficulty of the courses at differing institutions, scheduling logistics, and funding differences between upper-and lower-division courses.

One practice pointed out by the study is that credits can be accepted by the university and still not be applied to the degree. After the admissions office of the receiving university determines the acceptability of credits according to university-wide criteria, the college or department with the student's major makes additional determinations about the acceptability of credits. Evidence of this can be found in Table 12 on p. 34. The

data indicate that 37 percent of the college credits that were totally rejected by the universities were rejected for being technical. An additional 12 percent of the credits that were accepted but not applied to degrees were rejected because they were considered technical. Therefore, almost half of the total college credits not applied to degrees were rejected for being technical.

While it is understandable that individual departments can have stricter criteria than the university-level policy for some requirements such as grades, repeated courses, etc. It is not clear why criteria with apparently standard definitions, i.e., technical courses and developmental courses, would be treated differently at the university-level and the department-level.

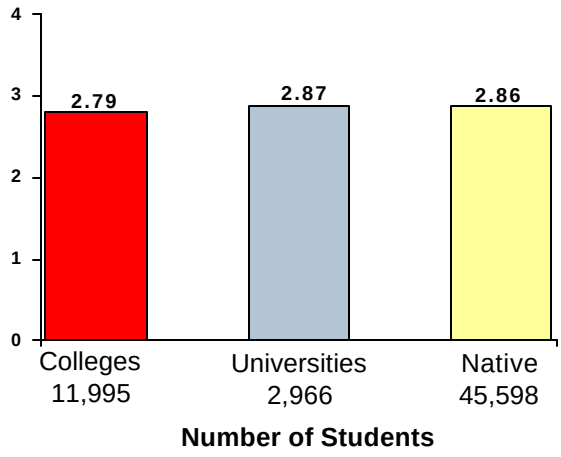
## 2. Quality Studies

### a. Pilot Study of Grade Point Averages (GPAs)

A pilot study to assess the quality of transfer students' performance was conducted using data from the same universities that participated in the transfer efficiency study. These institutions together accepted credit from 110 different public higher education campuses (76 colleges and 34 universities). Each university reviewed information on college transfer students, university transfer students, and university native students who had earned a minimum of 30 semester credit hours (SCH) and were enrolled during at least one semester between fall 1999 and summer 2000. The institutions provided the following information: the sending institution; the number of students; and the receiving-university's grade point averages, contact hours, and grade points. *The results show similar performance among the three groups (college transfer students, university transfer students, and university native students) and among most of the sending institutions.* Graph 5 compares performance among the three groups of students. Detailed tables can be found in the Appendices. (See Appendix B, Table 5, p. 29, and Appendix D, Tables 13-14, p. 35.)

**Graph 5**

## Composite Grade Point Averages Earned At Receiving Universities in Texas




THECB Transfer Issues Study 6/2001

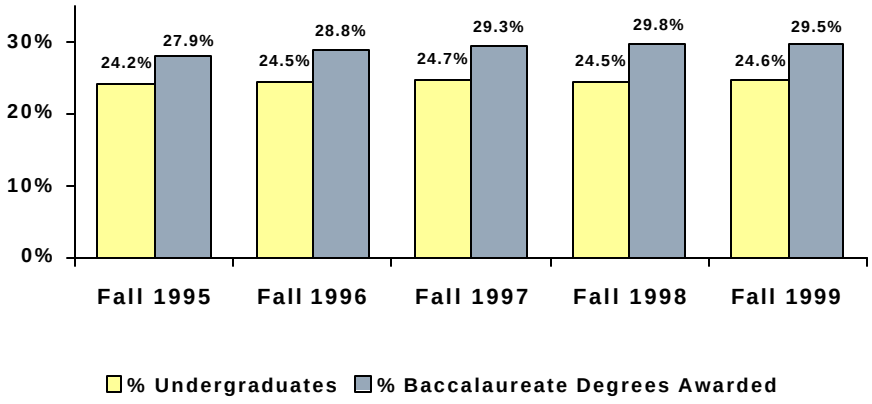
Graph 5 indicates that the range of composite grade point averages (GPAs for all students in each category of transfer or native student) was 2.79 - 2.87, a difference of 0.08 GPA among the three types of students. The range of overall GPAs (GPAs for each type of student at each university) among the three types of students and the five universities was 2.75 – 3.04, a difference of 0.29 GPA

### b. Graduation Data

Graph 6 below shows that annually, over a period of five years from 1995 to 1999, the percentage of baccalaureate graduates who transferred from public two-year colleges in Texas has been greater than the percentage of two-year college transfer students in the public university student population. In 1995, for example, 24.2 percent of the public university undergraduate student population consisted of students who transferred from the two-year public colleges after taking 30 or more semester credit hours (SCH) at public two-year institutions. In the same year, 27.9 percent of the baccalaureate graduates transferred from the public two-year colleges. The data encompasses all public colleges and universities and has remained steady for five years. The trend is seen in most of the universities in the state. No explanation was found to account for the difference in the few universities that exhibit a different pattern.

**Graph 6**

## Five Years of Transfer Statistics
## All Public Two-Year Institutions' Students
## Transferring to Public Four-Year or Upper-Level Universities in Texas




THECB Transfer Issues Study 6/2001

**Table 4**
**Graduation Data For Graph 6**

| | Fall 1995 | Fall 1996 | Fall 1997 | Fall 1998 | Fall 1999 |
|---|---|---|---|---|---|
| Undergraduates | 310,701 | 308,740 | 308,150 | 314,326 | 317,559 |
| Public Two-Year Transfer Students | 75,298 | 75,502 | 76,147 | 77,115 | 78,162 |
| | **Fall 1995** | **Fall 1996** | **Fall 1997** | **Fall 1998** | **Fall 1999** |
| Baccalaureate Degrees Awarded | 53,176 | 53,525 | 53,994 | 54,715 | 57,645 |
| Baccalaureate Degrees to Public Two-Year Transfer Students | 14,842 | 15,414 | 15,815 | 16,320 | 17,002 |

1. Two-year transfer student is a student enrolled in a minimum of 30 SCH in the past six years at a public community, state, or technical college.
2. University data is from the THECB CBM-001 and CBM-009 reports.

### 3. Data Sets

The Data Subcommittee recommends that universities report the performance of transfer students to the sending institutions using standard data sets. Further discussion is needed to identify the specific data sets and procedures that will be used.

### 4. Data Subcommittee Conclusions and Recommendations:

- There is no significant difference in the quality of student performance at the receiving institutions (as measured by grade point averages earned at the receiving universities) among college and university students who transfer to universities after completing at least 30 semester credit hours (SCH) at their prior institutions and students with at least 30 SCH who began and remained at the initial universities.

- Transfer of credits between institutions is generally efficient. This is indicated by the fact that most credit transfers. A large majority of credit that does not transfer or is not accepted as applicable to a particular degree program is denied for relatively few reasons: the course was a developmental course; the student received a low grade; the course was a "technical" course and would not apply to an "academic" major, and so on.

- While there is no broad, systemic problem, certain aspects of transfer could be improved. Two areas that suggest further study are 1) issues stemming from the assignment of individual courses to upper- or lower-division level, and 2) the distinctions drawn between "technical" and "academic" courses and the effect those distinctions have on transfer.

- Initial analysis of incomplete data indicate that certain academic fields may be more likely to generate transfer problems than others. The Data Subcommittee recommends that further attention be given to that issue and that any fields so identified be given priority for the development of Fields of Study curricula.

- In consultation with the institutions, the state should develop and require the institutions to use a standard format for reporting to the sending institutions the performance of their transfer students.

- Representatives from the health science centers should be included in future discussions about transfer.

## B. Information Tools Subcommittee

The Information Tools Subcommittee concludes that students need to be fully informed about their options regarding transfer and about the process of transferring their credit. Counselors and advisors also require timely and complete information to provide clear and complete information to students. The Information Tools Subcommittee identified a variety of useful instruments that exist for the dissemination of information about transfer.

Tools that are widely used to assist students, parents, and advisors in the transfer of credits statewide include the following:

- ***Lower-Division Academic Course Guide Manual* (ACGM) --** the THECB inventory of academic courses that are pre-approved to be offered at colleges. Colleges select the majority of their academic courses from this document, which is revised on a regular basis. The ACGM is currently being revised with the help of a standing advisory committee of faculty and administrators from colleges and universities.

- **Workforce Education Course Manual (WECM) –** the THECB inventory of technical courses that are pre-approved to be offered at colleges and in associate degree programs at universities and health science centers. The majority of technical courses are in the inventory and are continually reviewed and revised based on recommendations by faculty specialists.

- **General education core curricula and field of study curricula –** provide for block transfer of credits and the substitution of completed core and field of study curricula as mandated in SB 148 (75th Texas Legislature).

- **Advisors and counselors --** the indispensable human resource of faculty and professional staff. (See Recommendation 7 in Table 1, page 9.)

Tools that rely on local agreements and are in limited use in the state include:

- **Articulation agreements --** agreements that spell out the details of course transfer between individual institutions.

- **Partnership agreements –** agreements between colleges and universities including 2+2 programs, dual admission programs, and "reverse transfer" agreements.

When such agreements are in place, students appear to have fewer problems moving between participating institutions, resulting in lower costs to the state and to students as well as more efficient completion of programs. The committee encourages institutions to pursue such agreements with all institutions that are primary sources of their transfers.

Technical tools that currently exist increase efficient transfer through enhanced communication and analysis. These need to be considered statewide standards and be uniformly used by all public institutions of higher education.

- **Texas Common Course Numbering System (TCCNS) –** a voluntary project facilitated by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO). TCCNS members include all accredited public and private colleges and universities in the state. The TCCNS provides course descriptions and "generic" course numbers for lower-division courses. Each institution can match the courses in TCCNS to its own equivalent course, regardless of how that course is identified by the institution. Colleges use the course numbers from TCCNS while universities provide a crosswalk to the TCCNS numbers. This system greatly facilitates the identification of equivalent courses and has

received many accolades for its effectiveness in facilitating transfer of credits. Several other states have contacted the TCCNS administrator to inquire about membership in TCCNS or to ask for advice as they develop their own statewide course numbering systems.

- **Electronic transcript service (Speedy) –** allows for the exchange of student records among institutions with a minimum of delay and facilitates TACRAO recommendations for the
    - **uniform transcripting of core curriculum courses** and
    - **"core-complete" status on student transcripts.**

- **On-line transfer guides and automated degree audit systems –** on-line systems which may be used by prospective students to explore how completed courses could be applied to particular degree programs or applied in transfer at specific institutions. Examples include:
    - The University of Texas at Austin's "Interactive Degree Audit" system (IDA)
    - University of North Texas' "Degree Audit Reporting System" (DARS).

While the information tools described above already exist, there are ways to improve their efficiency. Full and timely communication between colleges and universities and full utilization of the existing information tools would enhance existing transfer practices and simplify the transfer process. Other information tools could be more fully developed to effectively improve the transfer of credit statewide. One of the most promising tools is a system of automated degree audits that assists students in determining 1) progress toward degree completion and 2) application of transferred credits in specific institutions or degree programs.

The migration patterns of students in higher education can no longer be described as "linear." Today students migrate between institutions of higher education in a complex pattern with multiple pathways. Because of this complexity, the solutions used to facilitate the transfer of credit are also complex. Much of the Information Tools Subcommittee's work requires the information collected by the Data Subcommittee regarding transfer efficiency, the quality of transfer student performance, and data sets desired by the colleges. While waiting for the data project to be completed, however, the Information Tools Subcommittee began a national review of "best practices" regarding the transfer of credit. Many of the best practices currently identified are already under way in Texas.

# IV. APPENDICES

## APPENDIX A
## Transfer Scenarios

At the January 2001 Coordinating Board meeting, some Board staff members acted out transfer student scenarios depicting the types of transfer problems students experience. These scenarios demonstrated examples of transfer problems, some of which could be resolved or prevented by good statewide policies and those that probably cannot be resolved unless all students make good decisions early about their educational goals.

Some of the unanticipated ways in which students transfer include the following;

- simultaneous enrollment in both two- and four-year institutions,
- "reverse transfer" (transfer from four-year institutions to two-year institutions),
- changed majors/career goals
- use of community colleges for summer sessions because of convenience
- transfer of applied degrees, and
- excessive hours taken at community college.

Data from the early 1990s indicates that 60 percent of students would attend multiple institutions by 2000. Further studies indicate that 16 percent of postsecondary students and 18 percent of those with baccalaureate degrees either alternate between institutions or enroll in more than one institution simultaneously. Nationally, reverse transfer from the universities to the community colleges accounts for 13 percent of the community college student population. (Townsend, 2001)

## APPENDIX B
## Comparison Of Grade Point Averages (GPAs) Between Texas And Other States

### Table 5
### Texas Pilot Study for Grade Point Averages in Fall 1999 - Summer 2000

| | College Transfer Students | | University Transfer Students | | Native Students | |
|---|---|---|---|---|---|---|
| | Number of Students | Overall GPA | Number of Students | Overall GPA | Number of Students | Overall GPA |
| **MWSU** | 198 | 2.75 | 49 | 2.86 | 1191 | 2.84 |
| **TAMIU** | 1,274 | 2.88 | 62 | 3.04 | 1,290 | 2.88 |
| **UT** | 1,014 | 2.84 | 438 | 2.94 | 28,671 | 2.99 |
| **UNT** | 7,215 | 2.78 | 1,863 | 2.87 | 6,424 | 2.82 |
| **UH** | 2,294 | 2.75 | 554 | 2.77 | 8,022 | 2.75 |
| **Composite GPA** | 11,995 | 2.79 | 2,966 | 2.87 | 45,182 | 2.86 |

Students having at least 30 semester credit hours (SCH) either prior to transfer or in the same institution and enrolled during the fall 1999, spring 2000, and/or summer 2000.

**Table 6**
**North Carolina Report of Transfers to North Carolina (UNC) System**

| Transfers to University of North Carolina (UNC) System | GPAs |
|---|---|
| Community College Transfers at end of 1st year – 1998-1999 | 2.62 |
| **1997 – 1998 Data** | |
| Community College Academic Transfers at end of 1st year | 2.48 |
| Community College General Education or Technical Transfers at end of 1st year | 2.45 |
| Native Juniors | 2.73 |
| Transfers within the UNC System | 2.74 |
| Private to UNC transfer | 2.73 |

**Table 7**
**Mississippi Report for Spring 1999**

| Mississippi Report for Spring 1999 | Cumulative GPA Fall 1998 | Cumulative GPA Spring 1999 |
|---|---|---|
| Community College Transfer Students | 2.79 | 2.78 |
| Eight Public University Native Students | 2.79 | 2.77 |

**Table 8**
**Oregon Transfer Study for 1998-1999**

| Oregon Transfer Study 1998-1999 | GPA |
|---|---|
| Community College Transfer Students | 2.94 |
| Other Transfer Students | 3.06 |
| 1st Time Freshman | 2.80 |

**Table 9**
**Data from Article in *Community College Review***

| **Students in a southern university* from 1989-1991** | **Cumulative GPA** |
|---|---|
| Community College Transfer Students – Full-Time | 3.14 |
| Community College Transfer Students – Part-Time | 2.95 |
| Native Students after 54 SCH – Full-Time | 2.89 |
| Native Students after 54 SCH – Part-Time | 2.66 |

*Students from the southern United States in an unidentified southern university

## Appendix C
## Transfer Efficiency

### Table 10
### Average SCH Presented for Transfer from Colleges and Universities and Average SCH Accepted and Applied to the Baccalaureate Degree – Composite Data[b]

| | Colleges | | | Universities | | |
|---|---|---|---|---|---|---|
| | Average # SCH/Student | Percent of SCH | Range of Average SCH | Average # SCH/Student | Percent of SCH | Range of Average SCH |
| **Total SCH Presented** | 51 | | 36.8-82.02 | 22 | | 5.7-27.3 |
| **Average SCH Accepted** | 42 | 83 | 34.9-57.4 | 20 | 91 | 3.8-26.5 |
| **Average SCH Applied to Degree** | 36 | 70 | 28.5-43.1 | <18 | 80 | 2.4-25.4 |
| **Average SCH Accepted But not Applied to Degree** | >6 | 13 | 0.7-14.4 | >2 | 11 | 0.0-9.6 |
| **Average SCH Not Accepted** | 9 | 17 | 1.4-24.7 | <2 | 8 | 0.8-3.6 |
| **Total SCH Not Applied to Degree** | 15 | 30 | 3.5-38.9 | 4 | 19 | 1.6-9.1 |

[b] Data rounded to nearest whole number.

**Table 11**
**Average SCH Presented for Transfer from Colleges and Universities and**
**Average SCH Accepted and Applied to the Baccalaureate Degree By Participating Institution**[c]

| | Midwestern | | A&M International | | U. of Houston | | U. of North Texas | | UT Austin | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **Colleges** | **Univ.** | **Colleges** | **Univ.** | **Colleges** | **Univ.** | **Colleges** | **Univ.** | **Colleges** | **Univ.** |
| **Total SCH Presented** | 53 | 25 | 82 | 6 | 41 | 27 | 40 | 25 | 37 | 27 |
| **Average SCH Accepted** | 42 | 21 | 57 | 4 | 39 | 26 | 36 | 23 | 35 | 26 |
| **Average SCH Applied to Degree** | 37 | 21 | 43 | 2 | 28 | 18 | 36 | 23 | 33 | 25 |
| | | | | | | | | | | |
| **Average SCH Accepted But not Applied to Degree** | 5 | 0 | 14 | 2 | 11 | 8 | 0 | 0 | 2 | 1 |
| **Average SCH Not Accepted** | 11 | 4 | 25 | 2 | 2 | 1 | 4 | 2 | 2 | 1 |
| **Total SCH Not Applied to Degree** | 16 | 4 | 39 | 4 | 13 | 9 | 4 | 2 | 4 | 2 |

[c] Data rounded to nearest whole number.

**Table 12**
**Summary of Reasons for Rejecting Transfer Hours**

| | SCH Totally Rejected | | | | SCH Accepted But Not Applied Toward Degree | | | |
|---|---|---|---|---|---|---|---|---|
| | Colleges | | Universities | | Colleges | | Universities | |
| | Average SCH Per Student | Percent of SCH Per Student | Average SCH Per Student | Percent of SCH Per Student | Average SCH Per Student | Percent of SCH Per Student | Average SCH Per Student | Percent of SCH Per Student |
| **REASONS REPORTED FOR REJECTION** | | | | | | | | |
| **Low Grade** | 1.24 | 14.03 | 0.71 | 39.64 | 0.60 | 8.62 | 0.47 | 19.48 |
| **Technical Course** | 3.29 | 37.13 | 0.14 | 8.05 | 0.85 | 12.22 | 0.03 | 1.21 |
| **Repeated Course** | 1.82 | 20.59 | 0.55 | 30.80 | 0.29 | 4.13 | 0.15 | 6.17 |
| **Developmental Course** | 2.37 | 26.81 | 0.31 | 17.02 | 0.46 | 6.67 | 0.05 | 2.23 |
| **Difference in Level** | 0.00 | 0.04 | 0.00 | 0.00 | 0.03 | 0.49 | 0.02 | 0.91 |
| **Exceeds Max Transfer Hours** | 0.00 | 0.00 | 0.00 | 0.00 | 0.13 | 1.92 | 0.00 | 0.00 |
| **Course Quality** | 0.00 | 0.00 | 0.00 | 0.00 | 0.10 | 1.41 | 0.04 | 1.82 |
| **Changed Major** | 0.00 | 0.00 | 0.00 | 0.00 | 0.12 | 1.73 | 0.29 | 12.10 |
| **No Course Equivalent** | 0.00 | 0.00 | 0.03 | 1.57 | 0.81 | 11.71 | 0.76 | 31.38 |
| **OTHER** | 0.12 | 1.32 | 0.05 | 2.93 | 3.56 | 51.09 | 0.60 | 24.70 |

## APPENDIX D
## Grade Point Averages

### Table 13
### Texas Pilot Study for Grade Point Averages
### Transfer Students From Colleges

| | OVERALL | | MWSU | | TAMIU | | U Texas | | UNT | | UH | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **SENDING COLLEGE** | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year |
| Alamo Community College District | 1 | 0.29 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 0.29 | 0 | 0.00 |
| ACCD - Northwest Vista College | 1 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 0 | 0 | 0.00 | 0 | 0.00 |
| ACCD - Palo Alto College | 15 | 2.73 | 0 | 0.00 | 0 | 0.00 | 6 | 2.42 | 7 | 2.78 | | INVALID |
| ACCD - San Antonio College | 105 | 2.69 | 0 | 0.00 | 0 | 0.00 | 40 | 3.01 | 54 | 2.57 | 11 | 2.52 |
| ACCD - St. Philip's College | 12 | 2.67 | 0 | 0.00 | 0 | 0.00 | 4 | 2.74 | 6 | 2.73 | 2 | 1.08 |
| Alvin Community College | 45 | 2.91 | 1 | 2.85 | 0 | 0.00 | 4 | 3.04 | 4 | 2.98 | 36 | 2.87 |
| Amarillo College | 55 | 2.96 | 1 | 3.75 | 0 | 0.00 | 7 | 2.83 | 44 | 2.98 | 3 | 2.65 |
| Amarillo Technical Center (Formerly TSTC - Amarillo) | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Angelina College | 18 | 2.68 | 1 | 1.56 | 1 | 3.25 | 0 | 0.00 | 10 | 2.65 | 6 | 2.99 |
| Austin Community College | 716 | 2.79 | 5 | 2.70 | 3 | 2.18 | 497 | 2.85 | 160 | 2.69 | 51 | 2.84 |
| Blinn College | 228 | 2.72 | 0 | 0.00 | 1 | 3.44 | 29 | 2.79 | 119 | 2.74 | 79 | 2.60 |
| Brazosport College | 57 | 2.60 | 2 | 2.85 | 1 | 3.45 | 0 | 0.00 | 15 | 2.68 | 39 | 2.43 |
| Central Texas College | 50 | 2.96 | 1 | 3.00 | 0 | 0.00 | 9 | 3.39 | 34 | 2.91 | 6 | 2.65 |
| Cisco Junior College | 35 | 2.62 | 1 | 1.00 | 1 | 2.89 | 0 | 0.00 | 32 | 2.60 | 1 | 3.40 |
| Clarendon College | 9 | 2.61 | 4 | 1.87 | 1 | 3.25 | 0 | 0.00 | 4 | 2.95 | 0 | 0.00 |
| Coastal Bend College | 10 | 2.43 | 3 | 2.21 | 0 | 0.00 | 5 | 2.62 | 1 | 1.86 | 1 | 0.25 |
| College of the Mainland | 43 | 2.55 | 2 | 2.33 | 0 | 0.00 | 5 | 2.97 | 8 | 2.59 | 28 | 2.33 |
| Collin County Community College District | 858 | 2.84 | 6 | 2.59 | 0 | 0.00 | 23 | 2.80 | 824 | 2.84 | 5 | 2.58 |
| Dallas County Community College District | 188 | 2.73 | 29 | 2.94 | 2 | 3.88 | 44 | 2.52 | 113 | 2.76 | 0 | 0.00 |
| DCCCD - Brookhaven College | 603 | 2.80 | 0 | 0.00 | 0 | 0.00 | 4 | 1.78 | 599 | 2.81 | 0 | 0.00 |

## Table 13
## Texas Pilot Study for Grade Point Averages
## Transfer Students From Colleges

| SENDING COLLEGE | OVERALL | | MWSU | | TAMIU | | U Texas | | UNT | | UH | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year |
| DCCCD - Cedar Valley College | 90 | 2.54 | 0 | 0.00 | 0 | 0.00 | 1 | 0 | 66 | 2.55 | 23 | 2.43 |
| DCCCD - Eastfield College | 287 | 2.75 | 0 | 0.00 | 0 | 0.00 | 0 | 0 | 287 | 2.75 | 0 | 0.00 |
| DCCCD - El Centro College | 72 | 2.74 | 0 | 0.00 | 0 | 0.00 | 1 | 0 | 71 | 2.74 | 0 | 0.00 |
| DCCCD - Mountain View College | 181 | 2.69 | 0 | 0.00 | 0 | 0.00 | 3 | 2.13 | 178 | 2.70 | 0 | 0.00 |
| DCCCD - North Lake College | 422 | 2.77 | 0 | 0.00 | 0 | 0.00 | 8 | 2.9 | 414 | 2.77 | 0 | 0.00 |
| DCCCD - Richland College | 740 | 2.78 | 0 | 0.00 | 0 | 0.00 | 0 | 0 | 737 | 2.78 | 3 | 2.56 |
| Del Mar College | 58 | 2.93 | 1 | 2.44 | 1 | 4.00 | 16 | 2.92 | 31 | 2.97 | 9 | 2.71 |
| El Paso Community College District | 29 | 2.70 | 0 | 0.00 | 2 | 2.94 | 4 | 3.08 | 20 | 2.62 | 3 | 3.04 |
| Frank Phillips College | 8 | 2.71 | 1 | 3.04 | 0 | 0.00 | 1 | 0 | 6 | 2.65 | 0 | 0.00 |
| Galveston College | 28 | 2.70 | 0 | 0.00 | 0 | 0.00 | 4 | 2.45 | 6 | 2.61 | 18 | 2.84 |
| Grayson County College | 123 | 2.73 | 3 | 2.25 | 0 | 0.00 | 5 | 2.3 | 115 | 2.74 | 0 | 0.00 |
| Hill College | 41 | 2.81 | 1 | 2.13 | 0 | 0.00 | 0 | 0 | 39 | 2.84 | 1 | 1.38 |
| Houston Community College System | 1,116 | 2.77 | 4 | 0.93 | 0 | 0.00 | 35 | 2.8 | 42 | 2.66 | 1,035 | 2.79 |
| Howard County Junior College District | 23 | 2.78 | 4 | 1.76 | 0 | 0.00 | 2 | 1.62 | 17 | 2.90 | 0 | 0.00 |
| HCJCD - SW College Inst for the Deaf | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Kilgore College | 135 | 2.77 | 0 | 0.00 | 0 | 0.00 | 10 | 2.52 | 118 | 2.77 | 7 | 3.10 |
| Lamar - Institute of Technology | 18 | 2.63 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 18 | 2.63 | 0 | 0.00 |
| Lamar State College - Orange | 3 | 3.17 | 0 | 0.00 | 0 | 0.00 | 2 | 3.12 | 1 | 3.22 | 0 | 0.00 |
| Lamar State College - Port Arthur | 4 | 2.90 | 0 | 0.00 | 0 | 0.00 | 0 | 0 | 1 | 3.13 | 3 | 2.66 |
| Laredo Community College | 1,260 | 2.88 | 1 | 0.00 | 1,235 | 2.88 | 11 | 2.99 | 13 | 2.89 | 0 | 0.00 |
| Lee College | 58 | 2.69 | 0 | 0.00 | 0 | 0.00 | 13 | 2.77 | 4 | 2.36 | 41 | 2.75 |
| McLennan Community College | 128 | 2.74 | 7 | 2.79 | 0 | 0.00 | 17 | 2.51 | 100 | 2.77 | 4 | 2.05 |
| Midland College | 57 | 2.76 | 1 | 3.86 | 0 | 0.00 | 10 | 2.77 | 43 | 2.75 | 3 | 2.61 |
| Navarro College | 137 | 2.57 | 2 | 2.69 | 0 | 0.00 | 7 | 2.39 | 125 | 2.58 | 3 | 3.08 |
| North Central Texas College | 613 | 2.72 | 4 | 3.62 | 0 | 0.00 | 49 | 2.69 | 560 | 2.72 | 0 | 0.00 |
| North Harris Montgomery Community College Dist. | 494 | 2.76 | 1 | 3.88 | 1 | 3.77 | 0 | 0.00 | 70 | 2.65 | 422 | 2.81 |

## Table 13
## Texas Pilot Study for Grade Point Averages
## Transfer Students From Colleges

| SENDING COLLEGE | OVERALL | | MWSU | | TAMIU | | U Texas | | UNT | | UH | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year |
| NHMCCD - Kingwood College | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| NHMCCD - Montgomery College | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| NHMCCD - North Harris College | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| NHMCCD - Tomball College | 3 | 2.36 | 0 | 0.00 | 0 | 0.00 | 3 | 2.36 | 0 | 0.00 | 0 | 0.00 |
| Northeast Texas Community College | 45 | 2.52 | 0 | 0.00 | 0 | 0.00 | 6 | 2.4 | 38 | 2.56 | 1 | 0.72 |
| Odessa College | 39 | 2.79 | 1 | 3.16 | 0 | 0.00 | 5 | 3 | 32 | 2.76 | 1 | 2.78 |
| Panola College | 14 | 2.57 | 0 | 0.00 | 0 | 0.00 | 2 | 2.5 | 11 | 2.58 | 1 | 2.63 |
| Paris Junior College | 29 | 2.73 | 0 | 0.00 | 0 | 0.00 | 1 | 0 | 27 | 2.74 | 1 | 1.78 |
| Ranger College | 24 | 2.62 | 12 | 2.65 | 1 | 1.71 | 0 | 0.00 | 11 | 2.64 | 0 | 0.00 |
| San Jacinto College District | 21 | 2.89 | 1 | 3.25 | 1 | 3.80 | 17 | 2.84 | 2 | 2.84 | 0 | 0.00 |
| San Jacinto College District - Central Campus | 318 | 2.74 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 16 | 2.48 | 302 | 2.79 |
| San Jacinto College District - North Campus | 4 | 2.17 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 4 | 2.17 | 0 | 0.00 |
| San Jacinto College District - South Campus | 8 | 2.81 | 0 | 0.00 | 0 | 0.00 | 1 | 2.29 | 7 | 2.83 | 0 | 0.00 |
| South Plains College | 45 | 2.58 | 2 | 3.61 | 0 | 0.00 | 4 | 3.04 | 38 | 2.53 | 1 | 1.00 |
| South Texas Community College | 8 | 3.15 | 0 | 0.00 | 3 | 3.01 | 0 | 0 | 0 | 0.00 | 5 | 3.40 |
| Southwest Texas Junior College | 35 | 2.62 | 0 | 0.00 | 17 | 2.64 | 14 | 2.66 | 4 | 2.36 | 0 | 0.00 |
| Tarrant County College District | 1,432 | 2.88 | 9 | 3.11 | 1 | 3.50 | 20 | 2.70 | 1,402 | 2.85 | 0 | 0.00 |
| Tarrant County College District - Northeast Campus | 46 | 2.87 | 1 | 4.00 | 0 | 0.00 | 3 | 3.52 | 38 | 2.86 | 4 | 2.22 |
| Tarrant County College District - Northwest Campus | 3 | 3.16 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 3 | 3.16 | 0 | 0.00 |
| Tarrant County College District - South Campus | 13 | 2.97 | 0 | 0.00 | 0 | 0.00 | 1 | 0 | 12 | 2.97 | 0 | 0.00 |
| Tarrant County College District - Southeast Campus | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Temple College | 26 | 2.73 | 2 | 1.85 | 1 | 2.58 | 0 | 0 | 22 | 2.78 | 1 | 1.67 |
| Texarkana College | 51 | 2.74 | 0 | 0.00 | 0 | 0.00 | 4 | 2.33 | 45 | 2.74 | 2 | 3.32 |
| Texas Southmost College | 2 | 2.37 | 0 | 0.00 | 1 | 4.00 | 0 | 0 | 1 | 2.30 | 0 | 0.00 |
| Texas State Technical College | 1 | 1.19 | 1 | 1.19 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Texas State Technical College - Harlingen | 7 | 1.79 | 0 | 0.00 | 0 | 0.00 | 2 | 1.51 | 0 | 0.00 | 5 | 2.13 |

## Table 13
## Texas Pilot Study for Grade Point Averages
## Transfer Students From Colleges

| SENDING COLLEGE | OVERALL | | MWSU | | TAMIU | | U Texas | | UNT | | UH | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year | Number Students | Average Overall GPA After 1Year |
| Texas State Technical College - Marshall | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0 | 0 | 0.00 | 0 | 0.00 |
| Texas State Technical College - Sweetwater | 1 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 0 | 0 | 0.00 | 0 | 0.00 |
| Texas State Technical College - Waco | 7 | 1.47 | 2 | 0.56 | 0 | 0.00 | 2 | 1.09 | 0 | 0.00 | 3 | 2.67 |
| Trinity Valley Community College | 61 | 2.49 | 4 | 2.10 | 0 | 0.00 | 8 | 2.21 | 47 | 2.53 | 2 | 2.72 |
| Tyler Junior College | 247 | 2.78 | 62 | 2.87 | 0 | 0.00 | 22 | 2.62 | 158 | 2.78 | 5 | 2.30 |
| Vernon College | 18 | 2.69 | 0 | 0.00 | 0 | 0.00 | 0 | 0 | 17 | 2.70 | 1 | 2.08 |
| Victoria College, The | 28 | 2.70 | 3 | 2.57 | 0 | 0.00 | 9 | 2.7 | 10 | 2.88 | 6 | 2.26 |
| Weatherford College | 137 | 2.79 | 3 | 3.44 | 0 | 0.00 | 1 | 0 | 132 | 2.78 | 1 | 3.00 |
| Western Texas College | 10 | 2.69 | 3 | 3.00 | 0 | 0.00 | 1 | 0 | 6 | 2.69 | 0 | 0.00 |
| Wharton County Junior College | 134 | 2.69 | 0 | 0.00 | 0 | 0.00 | 10 | 2.94 | 15 | 3.22 | 109 | 2.47 |
| Other Texas | 6 | 0.00 | 6 | 2.74 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| | | | | | | | | | | | | |
| ALL INSTITUTIONS | 11,995 | 2.79 | 198 | 2.75 | 1,274 | 2.88 | 1,014 | 2.84 | 7,215 | 2.78 | 2,294 | 2.75 |

## Table 14
## Texas Pilot Study for Grade Point Averages
## Transfer Students From Universities

| | OVERALL | | MWSU | | TAMIU | | U of Texas | | UNT | | UH | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SENDING UNIVERSITY | Number Students | Average Overall GPA After 1 Year | Number Students | Average Overall GPA After 1 Year | Number Students | Average Overall GPA After 1 Year | Number Students | Average Overall GPA After 1 Year | Number Students | Average Overall GPA After 1 Year | Number Students | Average Overall GPA After 1 Year |
| Angelo State University | 51 | 2.91 | 1 | 3.90 | 0 | 0.00 | 9 | 3.00 | 38 | 2.90 | 3 | 2.33 |
| Lamar University | 59 | 2.59 | 0 | 0.00 | 1 | 1.33 | 15 | 2.55 | 18 | 2.63 | 25 | 2.59 |
| Midwestern State University | 119 | 2.70 | 0 | 0.00 | 0 | 0.00 | 3 | 2.89 | 114 | 2.69 | 2 | 2.89 |
| Prairie View A&M University | 29 | 2.46 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 16 | 2.42 | 13 | 2.53 |
| Sam Houston State University | 123 | 2.81 | 3 | 1.48 | 1 | 3.00 | 12 | 2.57 | 58 | 2.90 | 49 | 2.73 |
| Southwest Texas State Univ | 207 | 2.93 | 2 | 3.29 | 2 | 2.98 | 48 | 3.02 | 119 | 2.90 | 36 | 2.95 |
| Stephen F. Austin State Univ | 190 | 2.81 | 3 | 2.66 | 0 | 0.00 | 23 | 3.05 | 140 | 2.80 | 24 | 2.56 |
| Sul Ross Rio Grande College | 1 | 2.21 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 1 | 2.21 | 0 | 0.00 |
| Sul Ross State University | 16 | 2.67 | 0 | 0.00 | 5 | 3.21 | 2 | 2.85 | 9 | 2.48 | 0 | 0.00 |
| TA&MU at Galveston | 6 | 3.10 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 5 | 3.22 | 1 | 1.47 |
| Tarleton State University | 70 | 2.73 | 4 | 2.63 | 3 | 3.53 | 2 | 1.36 | 60 | 2.74 | 1 | 1.88 |
| Texas A&M - Commerce | 79 | 2.79 | 3 | 3.49 | 1 | 3.75 | 3 | 3.24 | 71 | 2.76 | 1 | 3.25 |
| Texas A&M - Corpus Christi | 30 | 2.94 | 0 | 0.00 | 0 | 0.00 | 11 | 2.93 | 12 | 3.20 | 7 | 2.28 |
| Texas A&M - Kingsville | 17 | 2.70 | 0 | 0.00 | 7 | 2.59 | 3 | 2.16 | 5 | 3.20 | 2 | 2.48 |
| Texas A&M - Texarkana | 2 | 3.21 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 2 | 3.21 | 0 | 0.00 |
| Texas A&M International | 7 | 2.25 | 0 | 0.00 | 0 | 0.00 | 3 | 1.98 | 4 | 2.35 | 0 | 0.00 |
| Texas A&M University | 226 | 3.09 | 6 | 3.23 | 0 | 0.00 | 40 | 3.36 | 121 | 3.04 | 59 | 3.00 |
| Texas Southern University | 35 | 2.48 | 2 | 4.00 | 0 | 0.00 | 2 | 2.16 | 8 | 2.32 | 23 | 2.68 |
| Texas Tech University | 332 | 2.82 | 5 | 2.74 | 0 | 0.00 | 52 | 2.87 | 256 | 2.81 | 19 | 3.05 |
| Texas Woman's University | 183 | 2.88 | 1 | 0.00 | 2 | 2.70 | 6 | 2.92 | 165 | 2.91 | 9 | 1.95 |
| Univ Of H - Clear Lake | 15 | 2.70 | 0 | 0.00 | 1 | 3.00 | 1 | 0.00 | 2 | 1.25 | 11 | 2.82 |
| Univ Of H - Downtown | 112 | 2.67 | 0 | 0.00 | 0 | 0.00 | 3 | 3.40 | 6 | 2.89 | 103 | 2.61 |
| Univ Of H - Victoria | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| Univ Of Houston | 53 | 2.99 | 1 | 3.56 | 1 | 3.79 | 38 | 2.93 | 13 | 3.03 | 0 | 0.00 |

## Table 14
## Texas Pilot Study for Grade Point Averages
## Transfer Students From Universities

| | OVERALL | | MWSU | | TAMIU | | U of Texas | | UNT | | UH | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SENDING UNIVERSITY | Number Students | Average Overall GPA After 1 Year | Number Students | Average Overall GPA After 1 Year | Number Students | Average Overall GPA After 1 Year | Number Students | Average Overall GPA After 1 Year | Number Students | Average Overall GPA After 1 Year | Number Students | Average Overall GPA After 1 Year |
| Univ Of North Texas | 56 | 2.84 | 5 | 2.79 | 3 | 2.79 | 27 | 2.82 | 0 | 0.00 | 21 | 2.92 |
| UT at Arlington | 299 | 2.90 | 7 | 2.69 | 1 | 2.33 | 24 | 3.03 | 249 | 2.89 | 18 | 2.93 |
| UT at Austin | 203 | 3.11 | 3 | 2.79 | 11 | 3.13 | 0 | 0.00 | 117 | 3.14 | 72 | 2.98 |
| UT at Dallas | 120 | 3.08 | 0 | 0.00 | 0 | 0.00 | 18 | 3.07 | 99 | 3.08 | 3 | 3.06 |
| UT at El Paso | 62 | 2.83 | 0 | 0.00 | 0 | 0.00 | 24 | 3.00 | 32 | 2.76 | 6 | 2.41 |
| UT at Permian Basin | 16 | 2.73 | 0 | 0.00 | 0 | 0.00 | 2 | 3.31 | 12 | 2.63 | 2 | 2.76 |
| UT at San Antonio | 120 | 2.92 | 0 | 0.00 | 16 | 2.99 | 48 | 2.77 | 34 | 3.00 | 22 | 2.95 |
| UT at Tyler | 19 | 2.66 | 0 | 0.00 | 0 | 0.00 | 1 | 0.00 | 18 | 2.64 | 0 | 0.00 |
| UT Brownsville | 23 | 2.70 | 0 | 0.00 | 1 | 3.30 | 8 | 2.96 | 8 | 2.62 | 6 | 2.23 |
| UT Pan American | 40 | 2.76 | 0 | 0.00 | 6 | 3.15 | 7 | 2.48 | 13 | 2.82 | 14 | 2.45 |
| West Texas A&M University | 46 | 2.75 | 3 | 3.05 | 0 | 0.00 | 3 | 3.50 | 38 | 2.66 | 2 | 3.15 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| All INSTITUTIONS | 2,966 | 2.87 | 49 | 2.86 | 62 | 3.04 | 438 | 2.94 | 1,863 | 2.87 | 554 | 2.77 |

## V. References

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