

Data on Transfers at Public Institutions of Higher Education



Texas Higher Education
Coordinating Board

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More than one in five students who start at a 2-year college transfer to a 4-year. Student mobility patterns and characteristics vary

- About 22% of all first-time-in-college students who start at a 2-year college transfer to 4-year institution within 6 years.
- In 2015, 36,690 2-year students transferred with at least 30 hours. Of those,
 - 43% had earned an associate degree
 - 39% had completed Core Curriculum
 - 3% had completed Field of Study (FOS) curricula
 - 46% had taken developmental education



Transfer data from fall 2015

2

Baccalaureate completion is higher for students with at least 30 SCH at time of transfer

- In FY 2016, 55% of students who transferred earned a bachelor's degree within 4 years of transfer.
 - Fewer than 30 SCH at transfer: 49%
 - At least 30 SCH or more at transfer: 56%

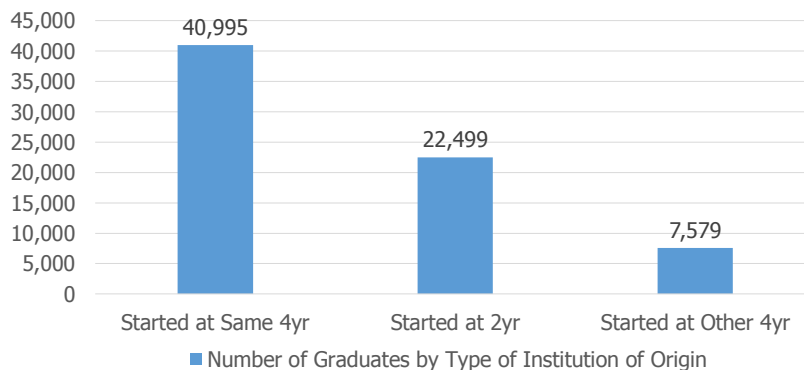


Completion data from FY 2016

3

Most baccalaureate graduates start and complete at the same institution, but **42%** start at a different institution

Total Number of FY 2016 Graduates who were FTIC in Texas: 71,073



Completion data from FY 2016

4

Most 2016 baccalaureate graduates took courses at a 2-year college

- Among undergraduates at universities:
 - 73% attempted one or more SCH at a 2-year institution
 - 35% attempted at least 30 SCH at a 2-year institution



Completion data from FY 2016

5

Baccalaureate graduates who transfer accumulate more excess SCH than those who do not transfer

Average Excess SCH Attempted

| Start 2-year | Start Other 4-year |
|----------------------|--------------------|
| 22 | 21 |
| Start at Same 4-Year | |
| 8 | |
| Difference | |
| 14 | 13 |

Average Excess SCH Successfully Completed (Grade of A, B, C)*

| Start 2-year | Start Other 4-year |
|----------------------|--------------------|
| 9 | 7 |
| Start at Same 4-Year | |
| -4** | |
| Difference | |
| 13 | 11 |

*SCH for which a student receives a F, D, or W (for withdrawal) in prior 5 years were removed to show courses which have potential to transfer

**Average is likely below hours required for degree because many students get credit for AP, CLEP tests, dual credit, etc.



Completion data from FY 2016

6

Breaking out students who take dual credit courses and including dual credit SCH in the analysis, shows that any kind of mobility increases excess hours

**Average Excess SCH
Successfully Completed*:
Students **without** Dual Credit**

| Start 2-year | Start Other 4-year |
|----------------------|--------------------|
| 12 | 12 |
| Start at Same 4-Year | |
| 1 | |
| Difference | |
| 11 | 11 |

**Average Excess SCH
Successfully Completed*:
Students **with** Dual Credit**

| Start 2-year | Start Other 4-year |
|----------------------|--------------------|
| 9 | 11 |
| Start at Same 4-Year | |
| 7 | |
| Difference | |
| 2 | 4 |

*SCH for which a student receives a F, D, or W (for withdrawal) in prior 5 years were removed to show courses which have potential to transfer

What do the data tell us about transfer?

- On average, students who transfer hours (in traditional transfer or via dual credit) have more excess hours than students who do not.
- Students who transfer hours are successfully completing courses that are not applying to the degree; there are several possible reasons to explore:
 - Lack of appropriate advising
 - Lack of consistency in requirements for majors across four-year institutions
 - Students who transfer hours may be changing majors more often
 - Uncertainty around program and institutional admissions

Questions?