



THE UNIVERSITY of TEXAS SYSTEM

# BOARD of REGENTS

Periodic Update # 2014-2  
August 8, 2014

- 1) **Update on Students in Recovery Expansion for U. T. System:** Chris Brownson, Ph.D., Associate Vice President for Student Affairs at U. T. Austin, has provided an update on U. T. System's Students in Recovery program. U. T. System's focus on this program was also featured in *Recovery Campus* magazine, which can be found at <http://www.recoverycampusdigital.com/issue3/>. Dr. Brownson's update is *Attachment #1*.
- 2) **Justice Clarence Thomas to speak at U. T. Tyler's Distinguished Lecture Series:** United States Supreme Court Justice Clarence Thomas will be the featured speaker at U. T. Tyler's R. Don Cowan Fine and Performing Arts Center on Tuesday, September 16, 2014. President Mabry invited Justice Thomas to be the opening speaker for the 33rd year of the U. T. Tyler Distinguished Lecture Series.
- 3) **U. T. Rio Grande Valley planning process has entered Phase II:** U. T. Rio Grande Valley President Guy Bailey is leading the planning activities under Phase II of the U. T. Rio Grande Valley Planning Process, labeled "Blueprinting/Strategic Planning," which is scheduled to last until September 2014. With the assistance of the U. T. Rio Grande Valley Transition Team, external consultants, and U. T. System executives, President Bailey is working to determine U. T. Rio Grande Valley's vision, mission, goals, and strategies; potential organizational, academic, and operational structure models; business plan models; and prioritization of tasks.
- 4) **Chancellor Cigarroa announces transition leadership for U. T. Brownsville and U. T. Pan American:** On June 25, 2014, Chancellor Cigarroa visited the campuses of U. T. Brownsville and U. T. Pan American to discuss administrative functions and day-to-day operations for both institutions during the 2014-15 academic year, including the announcement of the acting presidents for both institutions during the transition year. Effective September 1, 2014, President Robert Nelsen and President Juliet García will assume leadership roles within the U. T. System Office of Academic Affairs.

Havidán Rodríguez, Ph.D., will serve as UTPA's president *ad interim*. Dr. Rodríguez is currently Provost and Vice President for Academic Affairs at U. T. Pan American and is a tenured professor in the Department of Sociology and Anthropology. William R. Fannin, Ph.D., will lead U. T. Brownsville as president *ad interim*. Dr. Fannin has served as Provost and Vice President of Academic Affairs for U. T. Permian Basin since 1996. Prior to that role, Dr. Fannin was dean of the College of Business at Idaho State University. The presidents *ad interim* will also assist U. T. Rio Grande Valley President Guy Bailey in preparation for the launch of U. T. Rio Grande Valley in August 2015.

- 5) **Institutional Audit Committee - Chair Orientation:** During this past year, the Board's Audit, Compliance, and Management Review Committee (ACMRC) and the System Audit Office have worked with institutional presidents to strengthen governance processes in their institutional audit committees. One element of the enhancements has been recruiting at least three external members for each committee and appointing one of the external members as chair (a practice that was already in place at five institutions). In October 2014, Regent Pejovich, ACMRC chair, and the System Audit Office will host an orientation/education/networking session at The University of Texas Southwestern Medical Center for the external chairs and institutional chief audit executives.
- 6) **Meeting held on Future Vision of Higher Education and Master Plan for an Institution of the 21st Century:** On July 15, 2014, leaders in higher education met at U. T. System to discuss the future vision of higher education, as well as master plan ideas for a campus of the 21st century, specifically with regard to The University of Texas Rio Grande Valley. Vice Chairman Powell and Regent Aliseda participated in the meeting. The meeting agenda and the list of attendees are attached as *Attachment #2*.
- 7) **Texas Higher Education Coordinating Board reports on improving student success for transfer students:** The Texas Higher Education Coordinating Board issued the report attached as *Attachment #3 Improving Transfer to Increase Student Success*, which highlights initiatives and ongoing efforts to improve transfer for students enrolled in Texas public colleges and universities. Many of these efforts are legislatively mandated and institutions are legally required to participate; other efforts are voluntary. All are meant to foster a streamlined approach to ensure students obtain a degree as quickly and seamlessly as possible.
- 8) **U. T. System and U.S. Army announce research collaboration:** The U.S. Army Research Laboratory and the U. T. System, in consultation with its 15 institutions, have established a Cooperative Research and Development Agreement (CRADA) to support research at all 15 U. T. System institutions. CRADA serves as a unifying framework for multiple research projects between the Army Research Laboratory, other partners, and the U. T. System. It is designed to significantly advance collaboration in high-impact basic and applied research in a broad array of scientific and technical areas to enhance the U.S. Army's technological superiority.
- 9) **Proposal for funding of after-hours crisis phone lines and bystander intervention initiative to be presented to Board:** At the August 2014 meeting of the Board, a proposal will be presented for funding of after-hours crisis phone lines and bystander intervention initiatives. The after-hours crisis phone lines program is modeled after U. T. Austin's effective program, and the bystander intervention initiative is consistent with efforts to address mental health challenges among U. T. System students and employees. Implementation of these initiatives is consistent with recommendations of the Board's Task Force on Student Mental Health and Safety.
- 10) **Representative Rubén Hinojosa praises the U. T. System Productivity Dashboard:** On July 10, 2014, the House Education and the Workforce Committee marked up and approved the *Strengthening Transparency in Higher Education Act* (H.R. 4983), which aims at streamlining and simplifying the information made available to prospective college students. During the markup, Rep. Rubén Hinojosa

spoke in favor of H.R. 4983 and specifically cited the U. T. System Productivity Dashboard. A link to the webcast of the markup may be found [here](#), and the text of the relevant portion of Rep. Hinojosa’s comments follow:

“I am proud to say that the State of Texas has been a leader in this area. The University of Texas System, for example, has developed an impressive college productivity dashboard designed to increase transparency and to measure productivity in a more effective way. Above all, The University of Texas System dashboard system also provides students, families, and policymakers with robust data and information that they and their parents can use to make more informed decisions. In my view, having data and information has allowed our state to identify achievement gaps and to make improvements in areas that need reform. Having more accurate data on college participation and completion, for instance, can help to improve student outcomes, particularly for low-income students and students of color. For these reasons, I urge my colleagues on both sides of the aisle to support the underlying bill. I yield back.”

- 11) **Cathy Iberg retiring from UTIMCO:** Cathy Iberg, President and Deputy Chief Information Officer of UTIMCO, will be retiring on August 31, 2014. Ms. Iberg has been with UTIMCO for almost two decades and has served twice as interim Chief Executive Officer of UTIMCO.
- 12) **Noteworthy Oncology recruitment at U. T. M. D. Anderson Cancer Center:** On October 1, 2014, V. Craig Jordan, Ph.D., D.Sc., will join the faculty of U. T. M. D. Anderson Cancer Center as Professor of Breast Medical Oncology, with a joint appointment in Molecular and Cellular Oncology. Dr. Craig Jordan is commonly referred to as the “Father of Tamoxifen,” the first targeted therapy for breast cancer. Dr. Jordan’s work has saved thousands of lives and ranks among the great advances in cancer medicine of the last century. Dr. Jordan comes to U. T. M. D. Anderson Cancer Center from the Lombardi Comprehensive Cancer Center at Georgetown University in Washington, D.C. His many honors include membership in the National Academy of Sciences and the Medal of Honor from the American Cancer Society.
- 13) **U. T. Austin President Emeritus Larry Faulkner to co-chair U. T. Austin Presidential Search Advisory Committee:** U. T. Austin President Emeritus Larry Faulkner has agreed to co-chair the U. T. Austin Presidential Search Advisory Committee. Use of a co-chair for a search committee has been a standard practice when the Executive Vice Chancellor chairing the committee holds a tenured appointment at the institution.



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## Update on Students in Recovery Expansion for UT System (June 2014)

### Year 1 schools (working with them since January 2013)

#### **UT-ARLINGTON (moved from Y2 to Y1)**

- *Physical space:* Has dedicated space for Center for Recovery
- *Staffing:* 20 hr./week Program Coordinator and part-time social work graduate interns (only during academic year)
- *Programming:* Student-led 12 step meetings; Connected with over 50 campus and community partners to endorse sustainable recovery programming; Co-sponsored campus outreach programming with other campus departments; currently developing training curriculum for Peer recovery mentors and for credentialed Recovery / Life coaching opportunities; hosted the first sober tailgating event in partnership with the S.M.A.R.T. coalition; planning a "Recovery Revolution" during Recovery Month 2014
- *Other:* The Center for Students in Recovery is officially established as a field placement for graduate students enrolled in the Masters of Social Work degree in the School of Social Work; Established a Collegiate Recovery Advisory Board ; Launched CSR Facebook page
- *Community networking:* Initiated community support with City of Arlington Junior League, North Texas Collegiate Recovery Co-op, TABC, Texas Association of Addiction Professionals, City of Arlington Mayor, Robert Cluck, and continued support from City Council representative Robert Rivera to assist in collegiate recovery program

#### **UT-SAN ANTONIO**

- *Physical space:* Has dedicated space for Center for Recovery
- *Staffing:* Hired new full-time Assistant Director this month
- *Programming:* In process of reviewing programming and meeting schedule on main and downtown campuses
- *Fundraising efforts:* New Asst. Director has meeting scheduled with development officer

#### **UT-TYLER**

- *Physical space:* Has dedicated space for Center for Recovery
- *Staffing:* 20 hr./week GA and part-time LCDC (from Counseling Center)
- *Programming:* Weekly All Addictions 12 Step meeting and AI-Anon meeting. In process of reviewing additional programming for the fall

### Year 2 schools (beginning January 2014)

#### **UT-BROWNSVILLE (moved from Y3 to Y2)**

- *Physical space:* Has dedicated space for Center for Recovery
- *Staffing:* 20 hr. student intern has been hired to begin offering programs, meetings, and coordinate campus-wide events. Current LCDC on staff will have increased hours beginning in July. Additionally in July, plan to post another part-time (15 hr/week) clinician – graduate student or LPC intern
- *Programming:* Begin offering 12-Step meetings by first week of July 2014. Host campus-wide event by early Fall 2014

#### **UT-DALLAS (moved from Y1 to Y2)**

- *Physical space:* The University has provided ample space that includes an office for staff, a private room for meetings, and a common area for students to convene with each other.
- *Staffing:* Our staff currently consists of our Collegiate Recovery Manager, Zach Ramsey, and we are looking to hire an administrative assistant and potentially a student worker in August or September.
- *Programming:* We intend to offer recovery meetings and other support in August when the fall semester begins.
- *Fundraising efforts:* In addition to the funding already provided by the UT system, we submitted an application for the “Early Stage Recovery Grant” through Transforming Youth Recovery and have a follow up interview in July to continue this process.
- *Campus exposure and student outreach:* Our Collegiate Recovery Manager has met with the various groups within the Student Affairs department, groups in other areas such as academic advising and athletics, and individuals across campus including faculty members and others who may have a positive impact on CSR and its students.
- *Community networking:* We are gaining exposure and seeking potential referrals to the program by making connections in the Dallas community with inpatient and residential treatment centers, private practice clinicians specializing in addiction, and local 12-step groups.
- *Other support:* We have made connections with other collegiate recovery programs through the Association for Recovery in Higher Education conference, the North Texas Recovery Council, and a visit to CSR at UT Austin.

#### **UT-EL PASO**

- *Physical space:* Has dedicated space for Center for Recovery
- *Staffing:* In process of hiring part-time college recovery coordinator
- *Programming:* Weekly AA meetings and NAMI meetings have been established on campus
- *Community networking:* contacting possible resources in the community that may be able to coordinate support services with services offered
- *Campus exposure and student outreach:* The University Counseling Center is collaborating with the Military Student Success Center for the purpose of making military students aware of counseling and recovery services/programs available to them on campus.

- *Other:* Anticipated to be functioning by the end of next week, the University Counseling Center has created a webpage dedicated to recovery.

#### **UT-PAN AMERICAN**

- *Physical space:* Has dedicated space for “Zen Recovery Center”
- *Staffing:* Hired Program Coordinator and Lead Peer Educator
- *Programming:* Weekly support groups on Tuesdays and expanding to Thursdays; Considering family support groups for the fall
- *Campus exposure and student outreach:* Collaboration from a faculty from the Department of Psychology and Rehabilitation Department
- *Community networking:* Brochure developed;

#### **UT-PERMIAN BASIN**

- *Staffing:* In process of posting to hire a coordinator for the program
- *Community networking:* Have partnered with the community, via the state Texas Recovery Initiative



# The Future Vision of Higher Education and Master Plan for an Institution of the 21<sup>st</sup> Century

July 15, 2014 – UT System, Ashbel Smith Hall, 9<sup>th</sup> Floor Boardroom

Purpose: To gather leaders in Higher Education to discuss the future vision of Higher Education as well as Master Plan ideas for a campus of the 21<sup>st</sup> Century.

10:00 a.m. – 10:20 a.m.	<p><i>Introductions</i></p> <p><i>Agenda</i></p> <p><i>Goals of the Day</i></p>	<p><i>Dr. Pedro Reyes, Executive Vice Chancellor for Academic Affairs</i></p> <p><i>Aric Cheston, Big Tomorrow</i></p> <p><i>Nick DeLaMare, Big Tomorrow</i></p>
10:20 a.m. – 10:35 a.m.	<i>UTRGV Overview and Discussion</i>	<i>Dr. Pedro Reyes, Executive Vice Chancellor for Academic Affairs</i>
10:35 a.m. – 11:20 a.m.	<p><i>Case Study – The Disney Next Generation Experience</i></p>	<p><i>Aric Cheston, Big Tomorrow</i></p> <p><i>Nick DeLaMare, Big Tomorrow</i></p>
11:20 a.m. – 11:30 a.m.	<i>Introduction to Exercises</i>	<p><i>Aric Cheston, Big Tomorrow</i></p> <p><i>Nick DeLaMare, Big Tomorrow</i></p>
11:30 a.m. – 12:25 p.m.	<p><i>Exercise 1:</i></p> <p><i>Creating a New Baseline</i></p>	<i>Group Exercise</i>
12:25 p.m. – 12:55 p.m.	<i>Working Lunch</i>	
12:55 p.m. – 1:35 p.m.	<i>Exercise 2: Exploring the New System</i>	<i>Group Exercise</i>
1:35 p.m. – 2:40 p.m.	<i>Exercise 3: Defining Experiential Principles</i>	<i>Group Exercise</i>
2:40 p.m. – 3:00 p.m.	<i>Wrap-Up</i>	





**Please find the list of attendees for the Future of Higher Education Retreat:**

**Vice Chairman Wm. Eugene Powell**

**Regent Ernest Aliseda**

**Chancellor Cigarroa**

**EVC Pedro Reyes**

**EVC Raymond Greenberg**

**EVP James Kazen**

**Director Stephen Harris**

**Executive Director David Dixon**

**Executive Director Steve Mintz**

**Marni Baker, Chief Innovation Officer**

**President Guy Bailey, UTRGV**

**Dr. Anant Agarwal, CEO, edX**

**Dr. Mark Milliron, Chief Learning Officer & Co-Founder, Civitas Learning**

**Ms. Claudia Dreifus, Adjunct Professor of International and Public Affairs, Columbia University**

**Nick De La Mare, Co-Founder, Big Tomorrow, LLC**

**Aric Cheston, Co-Founder, Big Tomorrow, LLC**

**Emily Brouillet, Design Strategist, Big Tomorrow, LLC**

**Stephanie DeLeon, Assistant to EVC Reyes**







# Texas Higher Education Coordinating Board

## Improving Transfer to Increase Student Success 2014



### State Initiatives that Create Clear Pathways:

- Required by Texas Statute – It's the Law
  - Core Curriculum
  - Field of Study Curriculum
  - Associate of Arts in Teaching
  - Reverse Transfer
- Statewide Efforts – Encouraged Not Required
  - Voluntary Transfer Compacts
  - Career and Technical Education Programs of Study

### Core Curriculum

Texas public higher education institutions are **required by law** to adopt a core curriculum of 42 semester credit hours (SCH) that are consistent with the Texas Common Course Numbering System and with the rules issued by the Texas Higher Education Coordinating Board. The core curriculum promotes excellence in undergraduate education and facilitates the transfer of lower-division course credit among public colleges, universities, and health-related institutions throughout the state. One of the most important provisions of the core curriculum is that it allows students who successfully complete a 42-SCH core curriculum at one public institution to transfer the entire set of completed courses to another Texas public higher education institution without having to repeat any core courses. Students who transfer without completing the entire 42-SCH core curriculum also receive credit for each of the core courses they successfully complete. Although the courses included in the core curriculum may vary by institution, every Texas higher education institution's core curriculum must include the following foundational component areas and semester credit hours:

- Communications (6 SCH)
- Mathematics (3 SCH)
- Life and physical sciences (6 SCH)
- Language, philosophy, and culture (3 SCH)
- Creative arts (3 SCH)
- American history (6 SCH)
- Government/political science (6 SCH)
- Social and behavioral sciences (3 SCH)
- The component area option (6 SCH)

In fall 2012, 34 percent of all first-time transfer students from a public two-year college to a public university had completed the core curriculum (11,054 of 32,531 students).

## **Field of Study Curriculum**

In 1997, Texas passed legislation that requires the state's public universities to accept lower-division coursework for bachelor's degree programs in specific academic areas. The Field of Study Curricula (FOSC) were developed in collaboration with teaching faculty from colleges and universities and approved by the Coordinating Board. A Coordinating Board-approved FOSC allows a student to complete and transfer courses that satisfy lower-division requirements for a bachelor's degree in a specific academic area or field to Texas public higher education institutions.

After successfully completing one of these FOSC, a student transfers the block of courses to a public university, at which time the courses must be substituted for the institution's core requirements in a student's degree program or field of study, and the student receives full academic credit toward the degree program for the block of courses transferred. If a student transfers from one public institution of higher education to another without completing the FOSC of the sending institution, the student will receive academic credit from the receiving institution for each successfully completed course in the FOSC. However, the student may be required to complete additional courses to satisfy the core requirements in the degree program.

Several FOSC were developed and approved by the Coordinating Board in the early 2000s. FOSC are available for students pursuing degrees in the following fields:

- Business
- Communication
- Computer science
- Engineering
- Engineering technology
- Mexican-American studies
- Music
- Nursing

In fall 2012, 603 students who transferred to a university completed a FOSC and earned full credit (2% of all transfers).

## **Associate of Arts in Teaching**

The Associate of Arts in Teaching (AAT) degree is a Coordinating Board-approved collegiate degree program consisting of lower-division academic courses that transfer to baccalaureate programs leading to an initial Texas teacher certification. There are three AAT curricula and each include 60 SCH of coursework. The AAT curricula are designed to lead to teacher certification in three areas: 4-8, Early Childhood (EC)-12 Special Education; 8-12, Other EC-12 Other than Special Education; and EC-6.

The three AATs are fully transferable to any Texas public university offering baccalaureate degree programs that lead to an initial Texas teacher certification. Because the AAT fulfills the requirements of the Field of Study Curriculum statutes and Coordinating Board rules, all Texas public universities must accept the three AAT curricula if they offer the applicable baccalaureate degrees leading to an initial teacher certification.

## **Reverse Transfer**

The Reverse Transfer process was established by the Texas Legislature in 2011 to help students who transfer from a public community college to a public university receive an associate's degree as they successfully complete coursework. Texas public universities are required to identify, track, and follow up with each student who has (1) earned at least 30 SCH at a community college and (2) completed a total of 66 SCH. Once a student meets these requirements, the university – with the student's permission – sends the community college the student's course completion transcript. The community college reviews the transcript information and determines whether the student completed sufficient credits to qualify for an associate degree. Reverse transfer benefits students by allowing them to complete their associate degree if they transfer to a university prior to graduation from a community college.

## **Voluntary Transfer Compacts**

Voluntary transfer compacts are statewide articulation agreements that are entered into by signatory institutions of higher education in Texas. These transfer compacts streamline the transfer process for students pursuing bachelor's degrees in various disciplines and increase the number and preparedness of students matriculating from Texas public community colleges into bachelor's degree programs at Texas public universities. The transfer compacts provide students with guidance about the courses that offer the best pathways to bachelor's degrees in disciplines of interest. The transfer compacts eliminate the need for multiple one-to-one articulation agreements between community colleges and universities.

Students who successfully complete any or all of the courses in a voluntary transfer compact with a grade of "C" or better are able to receive credit in their selected major for those courses when they transfer to a signatory university, provided the degree program the student has been admitted to include the completed courses. In turn, participating institutions apply these courses to satisfy program requirements, up to the number of SCH for a specific course in the degree program at the university. The compacts are beneficial because they ensure courses transfer and apply toward earning a bachelor's degree in a major course of study. (Note: Although successfully completed courses from the *Lower-Division Academic Course Guide Manual* (see page five) are required to transfer by law, universities are not required to apply the transferred courses to major requirements for a bachelor's degree. Voluntary transfer compacts ensure that universities provide this benefit to students.)

Eighteen public Texas universities and 64 Texas public community colleges, districts and technical colleges currently participate in one or more of the following compacts: engineering (biomedical, chemical, civil, electrical, industrial, and mechanical); biology; chemistry; mathematics; business; management information systems; and computer information systems and sciences. Information about voluntary transfer compacts and the participating institutions are available at <http://www.thecb.state.tx.us/tuningtexas>.

## **Career and Technical Education Programs of Study**

Perkins Leadership Grants fund the development and ongoing improvement of model Career and Technical Education (CTE) Programs of Study with input from secondary and postsecondary academic and CTE faculty. The CTE Programs of Study help students, parents, and counselors with college and career planning by providing students enrolled in high school or college with information about clear and efficient pathways to obtain an associate degree. Currently, there are more than 120 state-recognized CTE Programs of Study aligned with the 16 federally designated career clusters. At least one CTE Program of Study has been developed for each of the career cluster pathways.

The Texas Education Agency requires secondary school districts to offer a minimum of one coherent sequence of CTE courses from at least three different clusters. Each state-recognized CTE Program of Study includes rigorous secondary academic courses, provides opportunities for students to complete industry-recognized CTE courses, and provides a pathway for students to progress through a postsecondary education program leading to an associate degree.



## State Initiatives that Align Curricula:

- Texas Common Course Numbering System
- *Lower-Division Academic Course Guide Manual (ACGM)* and Learning Outcomes Project
- Texas Tuning Project

### **Texas Common Course Numbering System**

The Texas Common Course Numbering System (TCCNS) provides Texas higher education institutions with a uniform course taxonomy designed to enhance course transfer. The TCCNS consists of a four-character alphabetic prefix that designates the academic discipline and a four-digit course number that designates the level, credit value, and sequence of courses. Currently, all Texas public community and technical colleges and universities participate, as well as some nonprofit, independent institutions of higher education. The TCCNS allows students to access information about course equivalencies, as determined by participating institutions.

The Texas Common Course Numbering System developed as a grass-roots, cooperative, and voluntary effort among public community colleges and universities. The Coordinating Board has provided ongoing support for the TCCNS since the initiative began in the 1970s.

### ***Lower-Division Academic Course Guide Manual (ACGM)* and ACGM Learning Outcomes Projects**

The *Lower-Division Academic Course Guide Manual (ACGM)* is the official list of courses approved for general academic course transfer that may be offered for state funding by public community and technical colleges in Texas. The ACGM provides course descriptions and learning outcomes, which are regularly reviewed and updated.

To improve academic transfer, Coordinating Board staff initiated the ACGM Learning Outcomes Projects for faculty across the state to develop student learning outcomes for frequently taught ACGM courses. Learning outcomes help ensure consistency in course content and student learning so that students are equally prepared for upper-division coursework, no matter where they take their lower-division academic courses.

## **Texas Tuning Project**

Tuning is a collaborative faculty-led process designed to define what students should know, understand, and be able to demonstrate after completing a degree program in a specific field. Tuning focuses on the knowledge, skills, and abilities students need to achieve at different levels along the educational pipeline prior to graduation.

To “tune” a discipline, faculty use their knowledge and expertise; academic and professional documents; and input from students, recent graduates, and employers to establish criteria-referenced learning outcomes and competencies by degree level and subject area. This convergence of resources provides students with clear expectations and allows students to efficiently plan their educational experiences to achieve those expectations. The tuning process is designed to make higher education outcomes more transparent to all stakeholders, including students, employers, and parents.

“Fine-tuning” is also a faculty-led process designed to identify – on the basis of the agreed-upon program-level learning outcomes – a set of common lower-division courses that will provide the necessary academic background for a discipline. Faculty work together to align course learning outcomes across institutions and sectors, which provides a basis for voluntary transfer and articulation agreements among institutions. Twelve disciplines have been tuned and fine-tuned in Texas:

- Engineering (six disciplines)
- Biology
- Chemistry
- Mathematics
- Business
- Management information systems
- Computer information systems and sciences

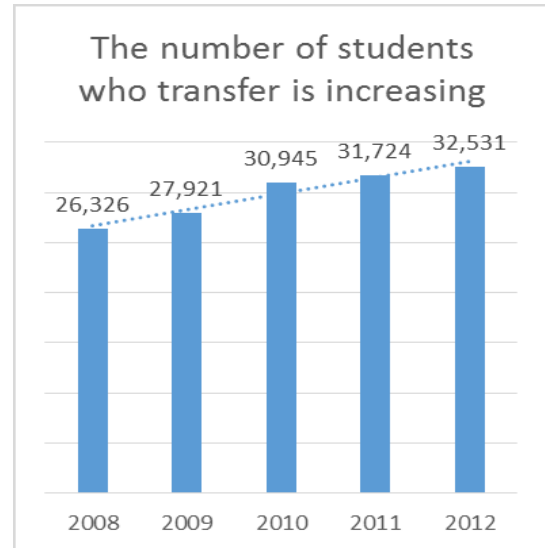
Tuning documents and additional information about the Texas Tuning Project are available at <http://www.thecb.state.tx.us/tuningtexas>.

## Other Transfer Information: Texas Data on Transfer Students and Swirling Transfer Students

### Texas Data on Transfer Students

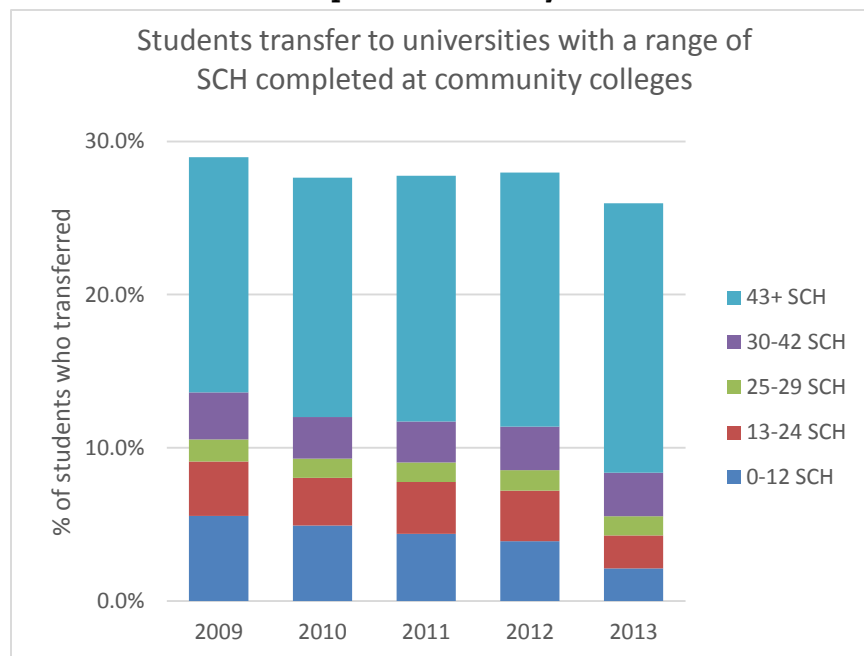
The number of students who enroll in a public community, state, or technical college after high school and then transfer to a university increases every year. In fall 2012, more than 32,000 public community and technical college students made the transition to a Texas public university.

The Coordinating Board’s institutional data show that most students who graduate with a bachelor’s degree from a public institution of higher education in Texas completed semester credit hours at a community or technical college, some through dual credit opportunities in high school, some through summer enrollment or co-enrollment, and some as traditional transfer students (see “Swirling Transfer Students”).



In 2013, more than 75 percent of public university graduates had completed credit hours at a Texas public community college, with almost 40 percent completing 30 SCH or more. These data reflect a range of student enrollment patterns, including traditional transfer pathways, dual credit participation prior to university enrollment, online and summer course enrollment, co-enrollment at a college and university, and more (see “Swirling Transfer Students”).

Almost 60 percent of students who enroll in a Texas public community college after high school and transfer to a public university in Texas do so with 43 or more SCH completed at the community college.



Based on recent cohort data, approximately one in four students who enter a community college transfer to a public university or health-related institution within six years. Students in academic programs are approximately twice as likely to transfer to a university as technical students.

## Swirling Transfer Students

The term “swirling” describes an increasingly common practice among college students – enrolling and taking courses at many institutions of higher education. Swirling students move among higher education institutions, completing courses along the way, without following a traditional educational pathway. Student swirling patterns include moving from a community college to another community college, from a community college to a university, from a university to a community college, and so on. Swirling allows students greater flexibility (e.g., taking courses at convenient locations or times); however, students can easily rack up additional costs and potentially increased student loan debt because of poor course selection.

An analysis of 2013 Texas baccalaureate graduates tracked back six years showed that only 22 percent of graduates attended a single institution. For graduates who attended more than one institution, most attended one community college (51%) and one university. An additional 2 percent attended two universities, and 25 percent attended three or more institutions. This pattern has remained fairly constant for the last decade.

Co-enrollment, another type of swirling, is when a student is enrolled at two or more institutions during the same semester. This pattern is uncommon compared to enrollment at different institutions during different semesters. In Fiscal Year 2013, between 2 and 3 percent of all students co-enrolled in a given semester, with fall co-enrollment rates around 2 percent and spring and summer rates closer to 3 percent. Specifically, statewide co-enrollment numbers were as follows: fall 2012, 1.9 percent; spring 2013, 2.6 percent; first summer session 2013, 2.9 percent; and second summer session 2013, 0.3 percent.

Higher education institutions face challenges related to student swirling, especially in the area of data reporting. For example, if a student’s overall academic progress is not reported accurately by an institution, that institution may not receive credit for a graduate, which may affect the institution’s funding and graduation rates.

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## Improving Transfer Increases Student Success and Reduces Costs for Students and the State

