

Appendices

Appendix A: Institutional Profiles	32
Master’s Institutions Peer Group.....	32
Angelo State University	32
Midwestern State University	33
Sul Ross State University	34
Sul Ross State University-Rio Grande College	35
Texas A&M University at Galveston	36
Texas A&M University-Central Texas	37
Texas A&M University-San Antonio.....	38
Texas A&M University-Texarkana	39
The University of Texas at Tyler.....	40
The University of Texas of the Permian Basin.....	41
University of Houston-Clear Lake	42
University of Houston-Downtown	43
University of Houston-Victoria.....	44
University of North Texas-Dallas	45
Comprehensive Institutions	46
Lamar University	46
Prairie View A&M University.....	47
Stephen F. Austin State University	48
Tarleton State University	49
Texas A&M International University.....	50
West Texas A&M University	51
Doctoral Institutions	52
Sam Houston State University.....	52
Texas A&M University-Commerce.....	53
Texas A&M University-Corpus Christi	54
Texas A&M University-Kingsville.....	55
Texas Southern University	56

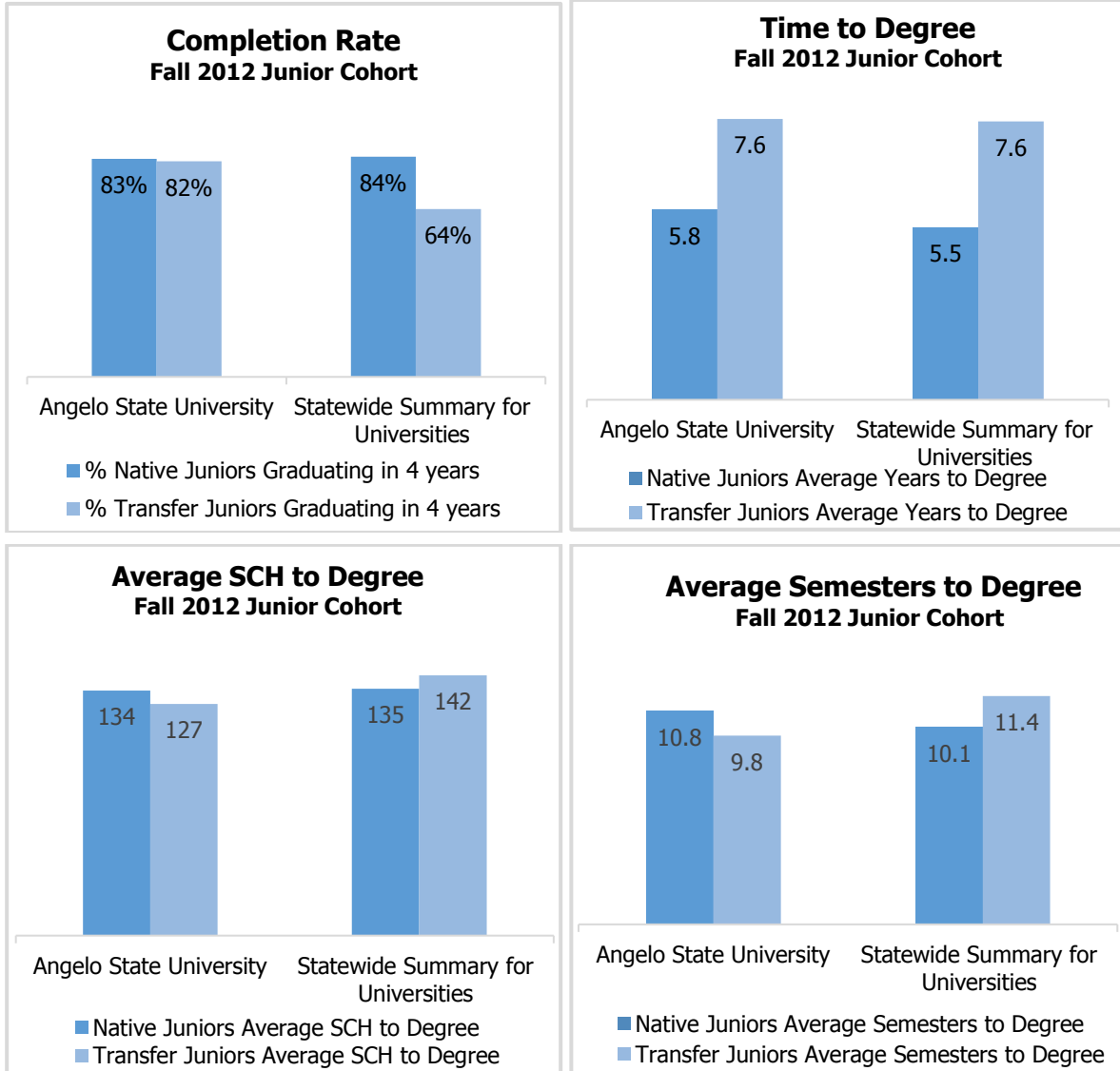
Texas Woman’s University	57
The University of Texas Rio Grande Valley	58
Emerging Research Institutions	60
Texas State University	60
Texas Tech University	61
The University of Texas at Arlington.....	62
The University of Texas at Dallas	63
The University of Texas at El Paso	64
The University of Texas at San Antonio	65
University of Houston.....	66
University of North Texas	67
Research Institutions	68
Texas A&M University	68
The University of Texas at Austin	69
Appendix B: The General Appropriations Act, House Bill (SB) 1, Article III-269, Section 49, 85th Texas Legislature Regular Session	70
Appendix C: Transfer Survey Instrument 2017	71
Appendix D: Institutional Survey Responses.....	80
Master’s Institutions.....	80
Angelo State University	80
Midwestern State University	85
Sul Ross State University.....	90
Sul Ross State University-Rio Grande College	95
Texas A&M University at Galveston	100
Texas A&M University-Central Texas	105
Texas A&M University-San Antonio.....	111
Texas A&M University-Texarkana	116
The University of Texas at Tyler.....	121
The University of Texas of the Permian Basin.....	126
University of Houston-Clear Lake	131
University of Houston-Downtown	136
University of Houston-Victoria.....	141

University of North Texas-Dallas	146
Comprehensive Institutions.....	152
Lamar University	152
Prairie View A&M University.....	157
Stephen F. Austin State University	162
Tarleton State University	168
Texas A&M International University.....	173
West Texas A&M University	178
Doctoral Institutions	184
Sam Houston State University.....	184
Texas A&M University-Commerce.....	189
Texas A&M University-Corpus Christi	194
Texas A&M University-Kingsville.....	199
Texas Southern University	204
Texas Woman’s University.....	209
The University of Texas Rio Grande Valley	214
Emerging Research Institutions	219
Texas State University	219
Texas Tech University.....	224
The University of Texas at Arlington.....	229
The University of Texas at Dallas	235
The University of Texas at El Paso	240
The University of Texas at San Antonio	245
University of Houston.....	250
University of North Texas	255
Research Institutions.....	260
Texas A&M University	260
The University of Texas at Austin	266

Appendix A: Institutional Profiles

Master's Institutions Peer Group

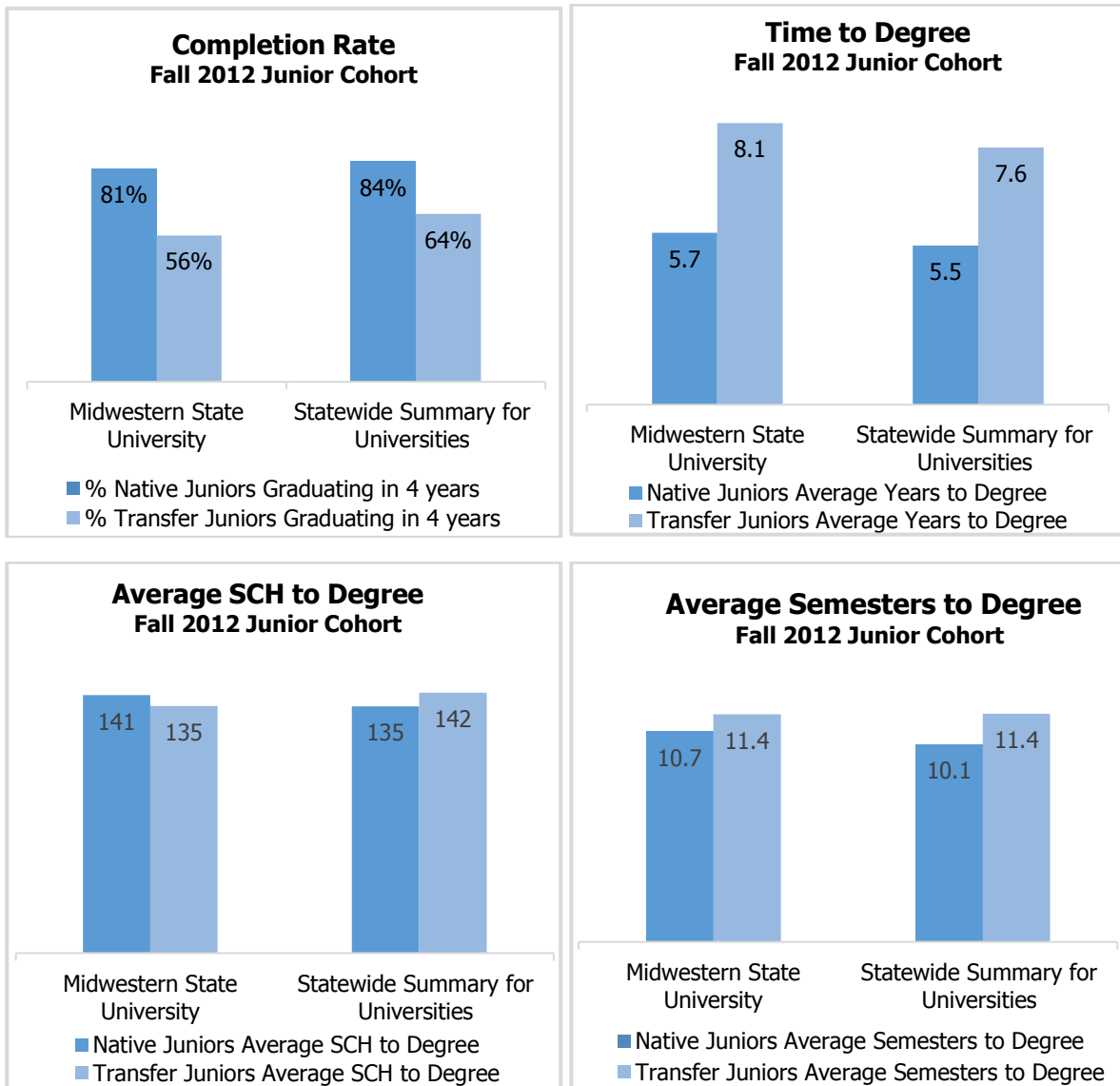
Angelo State University



Angelo State University (Angelo) enrolls many more first-time-in-college students than community college transfer students each fall semester. The U.S. Department of Education classifies Angelo as a Hispanic serving institution. As a result of location and proximity, Angelo's community college transfer students come primarily from Howard College.

The most significant barrier to transfer indicated by Angelo concerns advising provided at community colleges. Citing the articulation agreements with approximately 20 community colleges as the most effective strategy for transfer student enrollment, Angelo further identified faculty mentoring as enhancing student retention. In terms of degree completion among transfer students, the institution reported as instrumental the implementation of *Degree Works*, which is a software package that facilitates monitoring of course-taking and progress toward degree attainment.

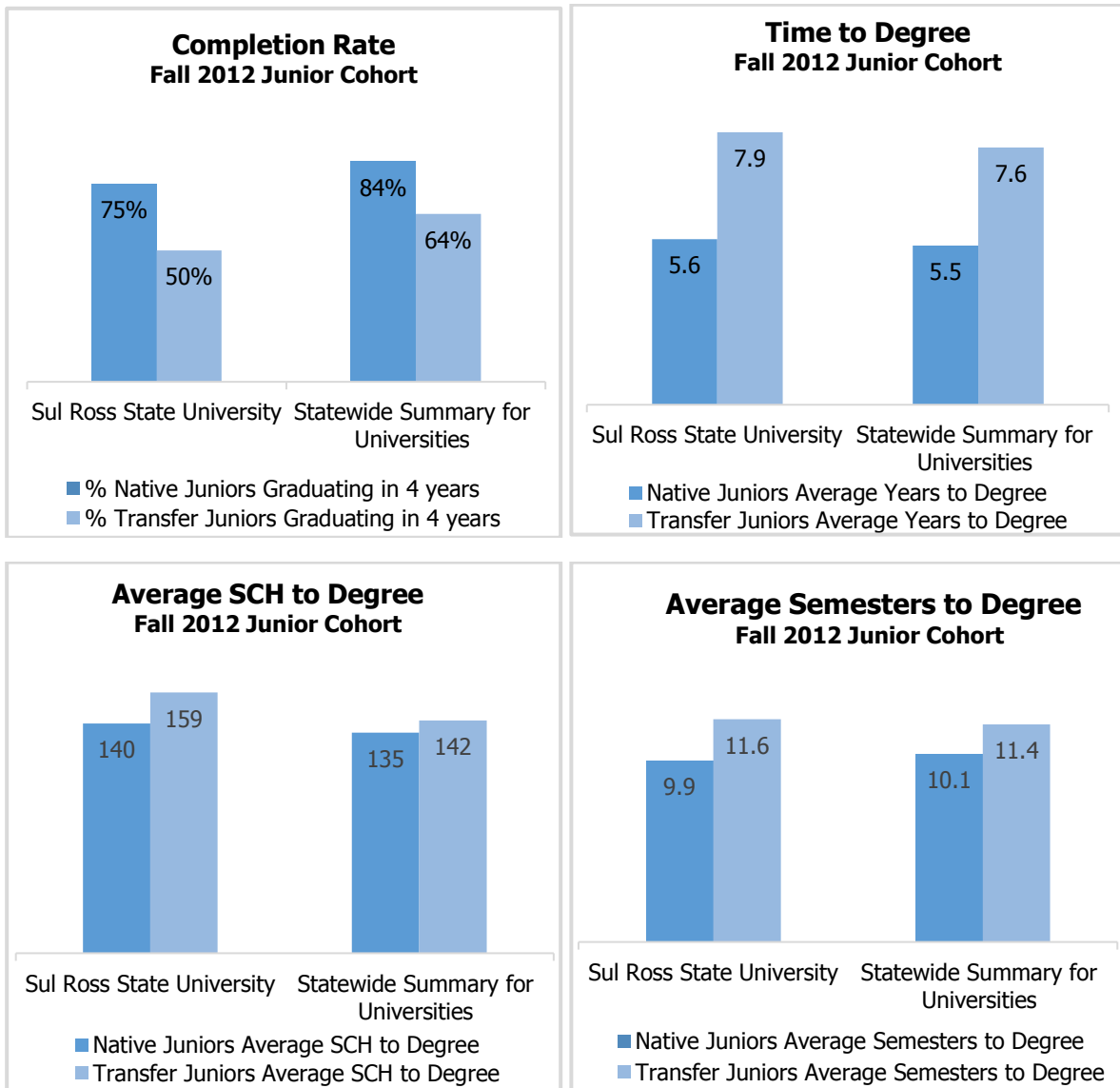
Midwestern State University



Midwestern State University (Midwestern) accepts some transfer students from community colleges in the Metroplex area of Dallas-Fort Worth, but the main feeder institution for the university is Vernon College, located approximately 50 miles west of Wichita Falls. Midwestern conducts regular recruitment visits and participates in transfer fairs at community colleges.

Midwestern reported that the greatest barrier to successful transfer was the lack of financial support for transfer students. The most effective activity for transfer student enrollment undertaken by Midwestern was the participation in transfer fairs by admissions counselors, who promote awareness and highlight the institution's liberal arts mission and low student-faculty ratios. In terms of student retention, the orientation session tailored for transfer students has been the most effective program and has helped connect students to the campus and academic majors.

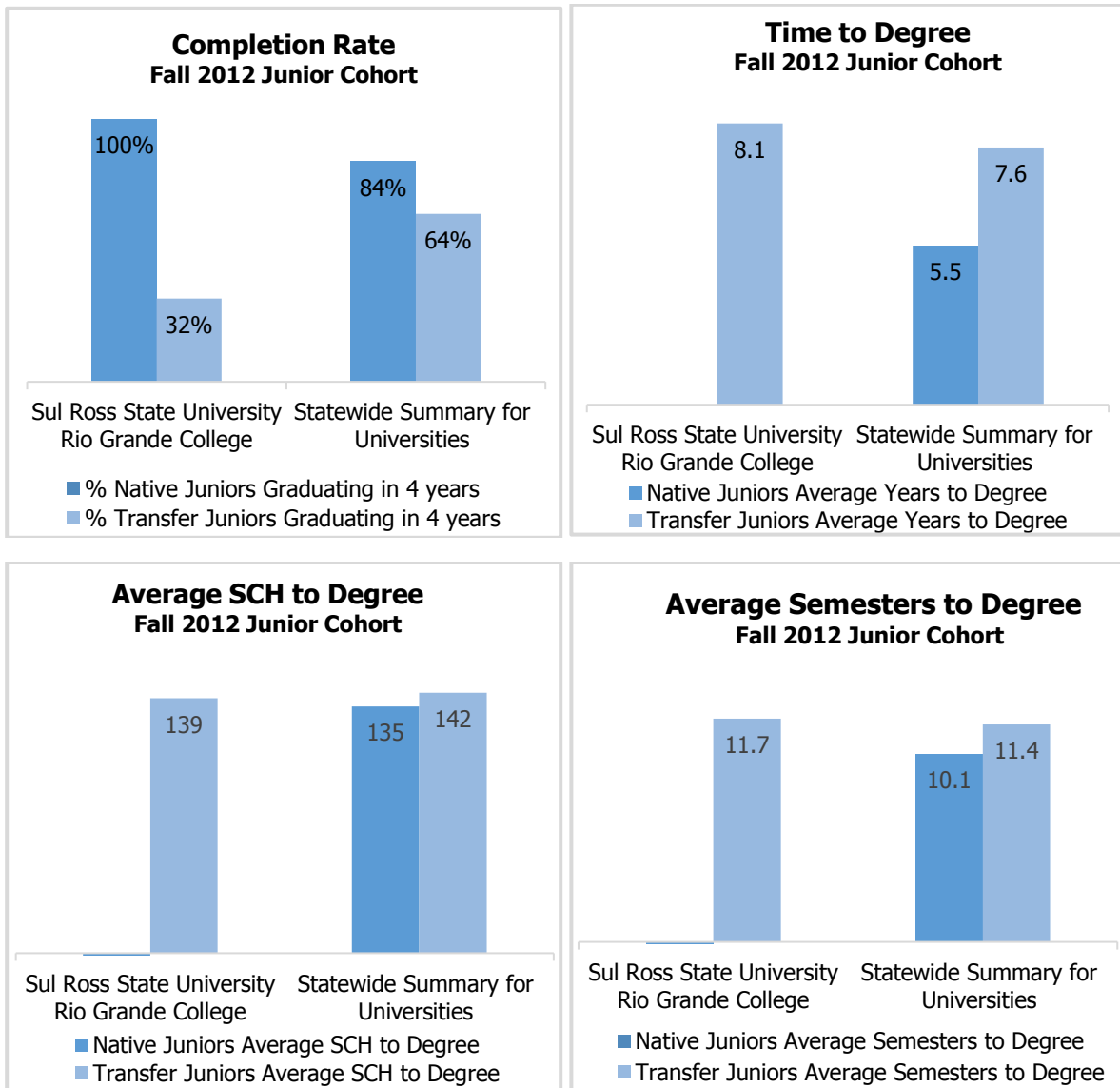
Sul Ross State University



Sul Ross State University (Sul Ross), established as a teacher's college in the early twentieth century, is located in the low population density area of the Big Bend of Texas. There are no community colleges in close proximity to Sul Ross. Midland College, which has been the most consistent feeder institution for Sul Ross in the last few years, is over 150 miles away. The remote location of the university in the desert surrounded by mountains may explain why Sul Ross admits and enrolls many more first time in college students than community college transfer students. With a relatively small student population, Sul Ross further identified lack of financial support for transfer students as the most significant barrier to transfer.

When asked to identify the most effective program for transfer student enrollment, Sul Ross named the specialist at Midland College as a success. Mandatory advising contributed to retention among transfer students, and the implementation of *Degree Works*, a software package providing course and degree requirement tracking, helped with student completion.

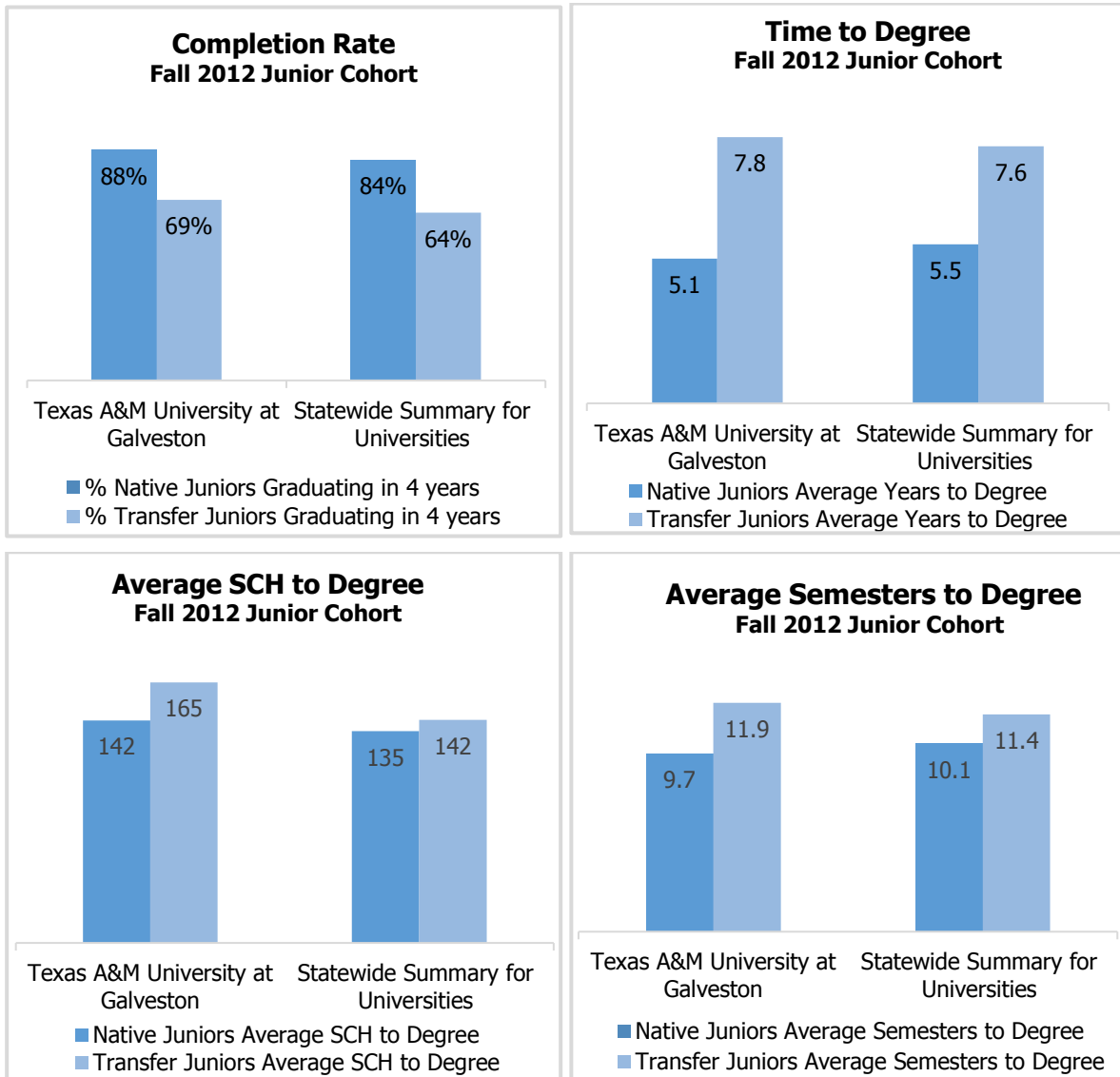
Sul Ross State University-Rio Grande College



Sul Ross State University-Rio Grande College (Sul Ross-Rio Grande) is an upper-division institution that offers its courses on the campuses of Southwest Texas Junior College in Del Rio, Eagle Pass, and Uvalde. It offers a limited number of master's and bachelor's degree programs and maintains an overall enrollment around one thousand students. Almost all of Sul Ross-Rio Grande community college transfer students are from Southwest Texas Junior College, and approximately 90 percent of their students receive financial aid.

Sul Ross-Rio Grande reported that students transferring with excessive hours was the primary barrier to transfer. The most effective program for transfer student enrollment was the direct recruitment by Sul Ross-Rio Grande staff at Southwest Texas Junior College. Sul Ross-Rio Grande staff attend the community college's orientation sessions to make an early connection with prospective transfer students and provide degree-specific advising. They continue that contact through transfer fairs and recruitment, and ongoing communication with the students attending the community college.

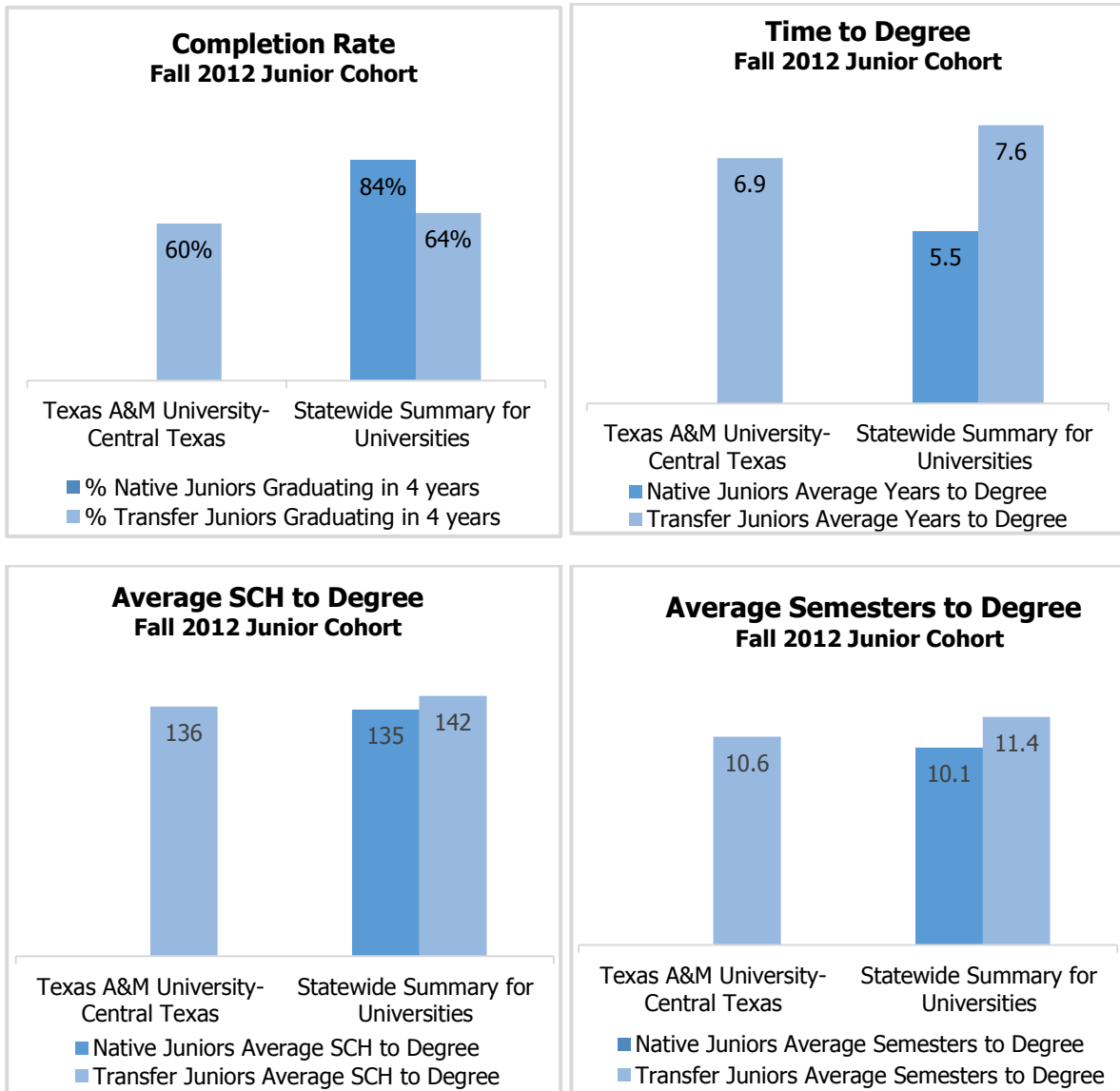
Texas A&M University at Galveston



Texas A&M University at Galveston (TAMU-Galveston) is a special purpose institution that focuses on undergraduate and graduate instruction in marine and maritime studies. The institution is under the management and control of the Texas A&M System, with degrees offered under the name and authority of Texas A&M University at College Station. The specific degree requirements in maritime license programs that students have to take are sequential and highly specialized, and not usually available at community colleges. The highly specialized nature of these course requirements adds time to degree.

The institution has identified a lack of course and program alignment with community colleges as the number one barrier to transfer. TAMU-Galveston is currently working to strengthen programs that will lead to transfer student enrollment. The most effective program to retain enrolled transfer students was the new student conferences that connect students with academic advisors and facilitate social and academic integration. Regarding student completion, the institution named regular advising by trained faculty in each department as the most effective strategy.

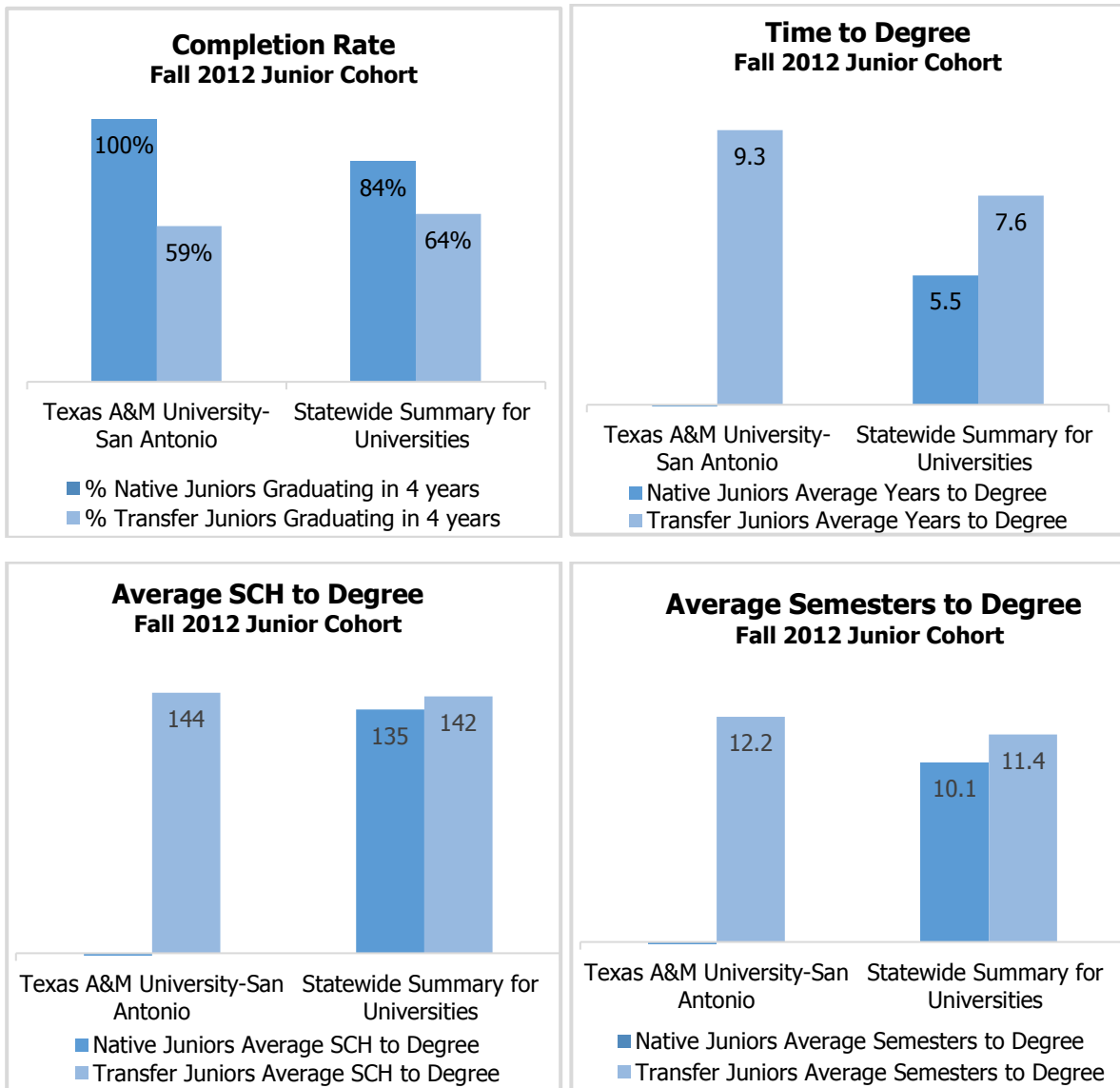
Texas A&M University-Central Texas



Texas A&M University-Central Texas (TAMU-Central Texas) is an upper-division only institution with approximately 2,500 students. In addition to its campus in Killeen, TAMU-Central Texas offers courses at area community colleges and Fort Hood. As such, the majority of transfer students come from nearby Central Texas College.

TAMU-Central Texas identified insufficient staff as the main barrier to community college transfer. The university recently implemented Hobson's Student Relation Management program and has found it effective in enhancing transfer enrollment via identification and communication with prospective community college students and in addressing retention concerns via early alerts for students struggling academically. In terms of student completion, *Degree Works* has been able to provide students with a map to timely graduation through student-developed plans and targeted advising.

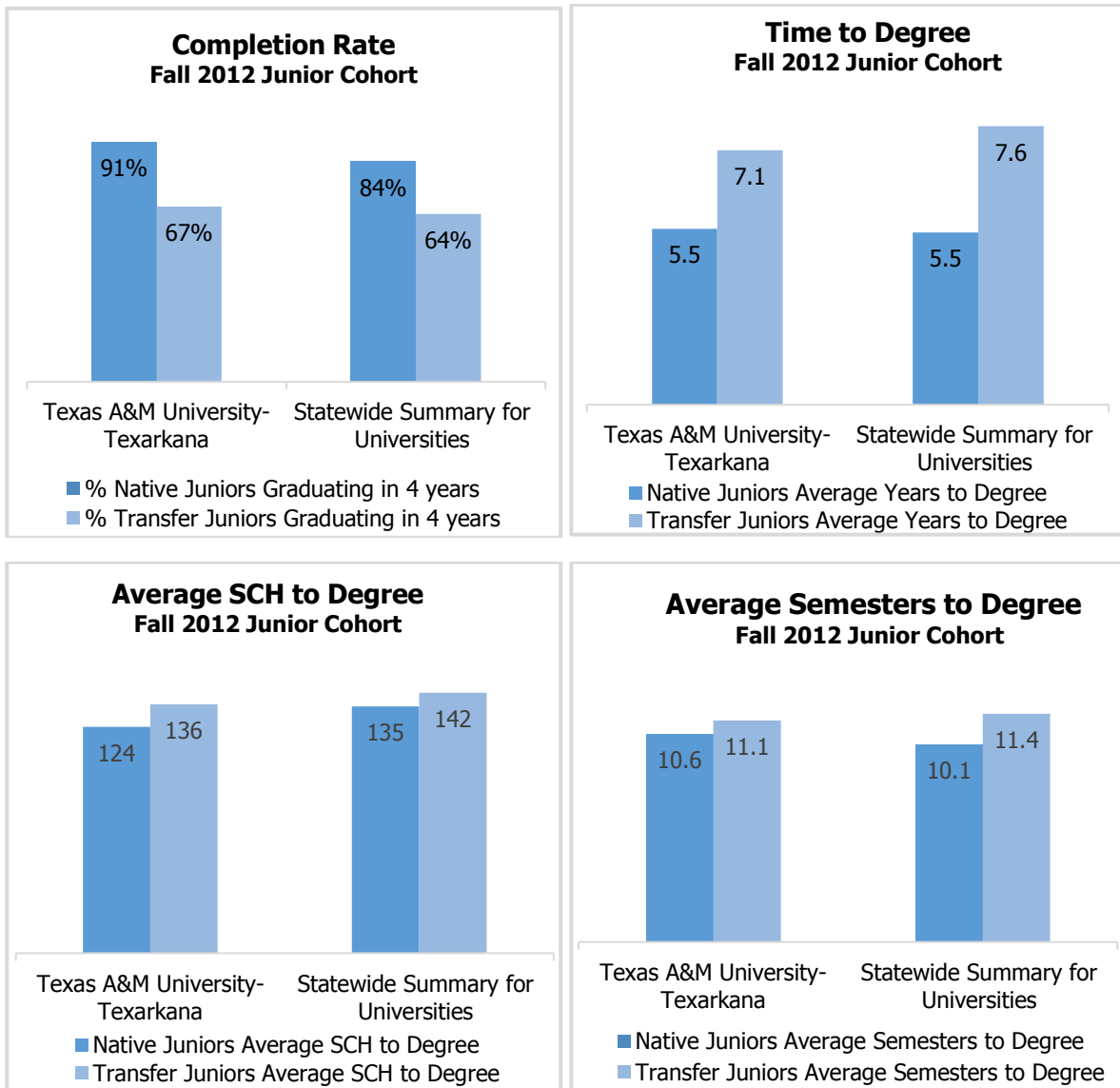
Texas A&M University-San Antonio



Texas A&M University-San Antonio (TAMU-San Antonio) was only recently established as a standalone institution and has operated as such since 2009. Up until fall 2016, TAMU-San Antonio was an upper-division-level institution and served an undergraduate student population comprised of only transfer students. Most of the TAMU-San Antonio's community college transfer students come from the Alamo Colleges.

The primary barrier to transfer identified by TAMU-San Antonio concerns excessive hours accumulated prior to transfer. Naming the availability of institutional staff at community colleges as an effective strategy for transfer student enrollment, TAMU-San Antonio plans to have permanent staff at key campuses in the near future. For enhancing student retention, the institution has joined the Educational Advisory Board-Student Success Collaborative (EAB) and uses the analytics software as an effective tool to provide information about student achievement and the need for intervention.

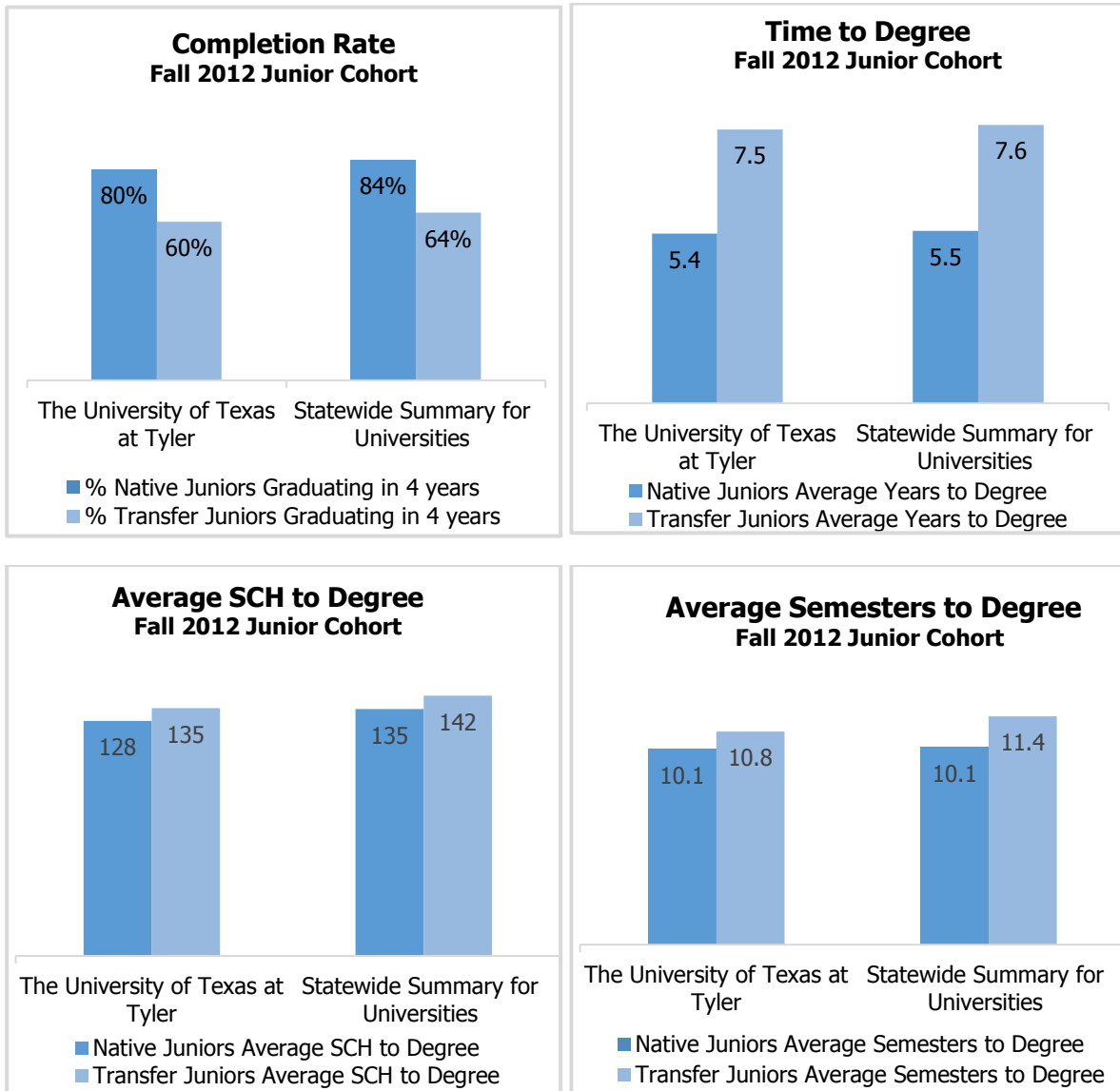
Texas A&M University-Texarkana



Texas A&M University-Texarkana (TAMU-Texarkana) was originally an upper-division institution and only began to enroll native freshman and sophomore students in 2010. TAMU-Texarkana is a top destination for transfer students from Texarkana College and Northeast Texas Community College and has been active in collaboration with area community colleges.

TAMU-Texarkana ranked a lack of financial support for transfer students as the number one barrier to transfer. The Office of First Year Experience has played a key role in supporting new transfer students. The institution reported that mentoring and incentives for student participation in campus social events facilitated student engagement and retention.

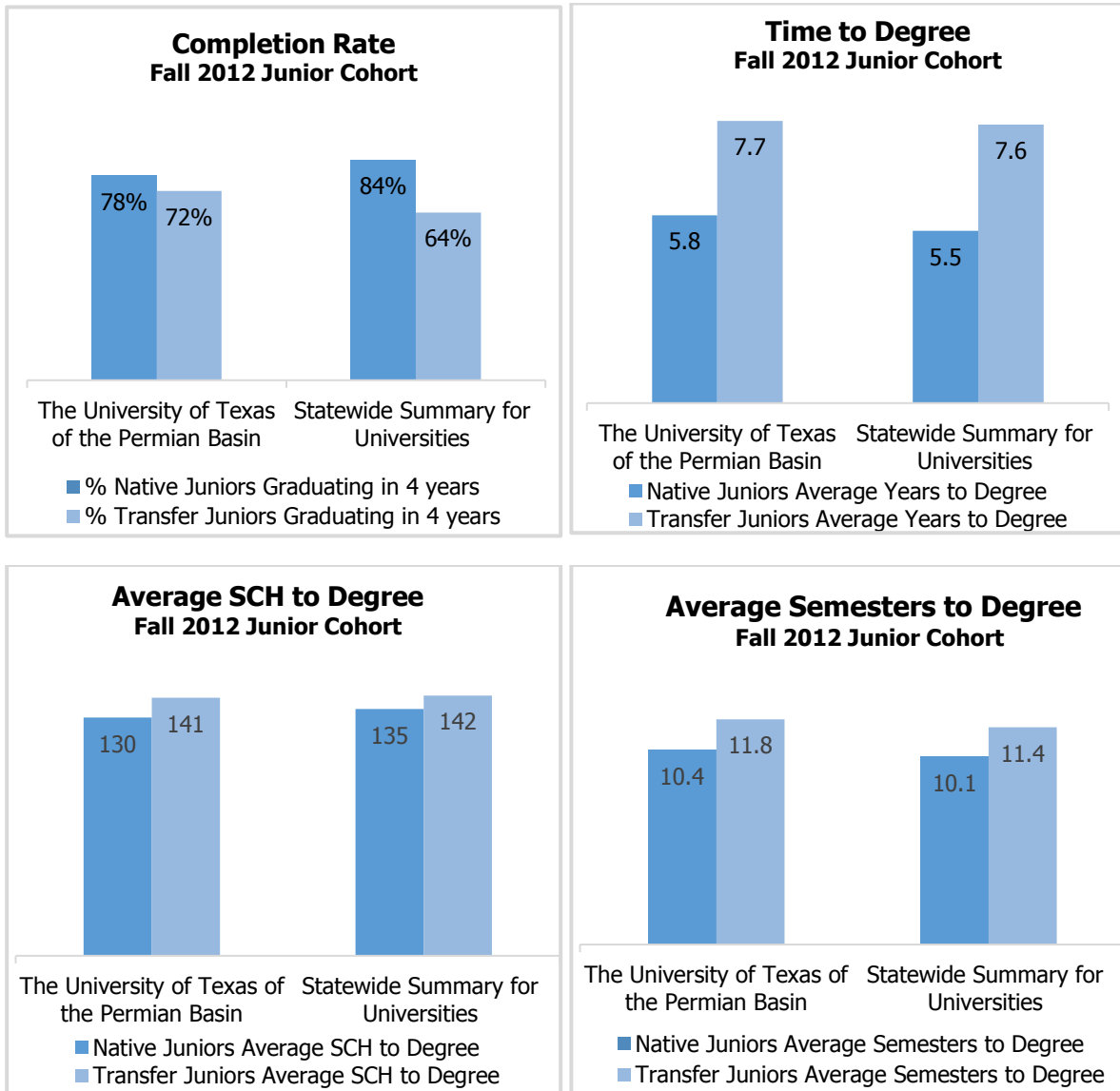
The University of Texas at Tyler



Most of the transfer students attending The University of Texas at Tyler (UT-Tyler) transfer from community colleges in the north central and northeast Texas areas. Tyler Junior College, Kilgore College, and Trinity Valley Community College students represent a majority of UT-Tyler's transfer population.

The institution identified excessive hours accumulated prior to transfer as the primary barrier to community college students' transfer experience. UT-Tyler cited active participation in recruitment on community college campuses as the most effective program for transfer student enrollment, while the mandatory annual advising sessions and monitoring of student performance served to enhance student retention and degree completion.

The University of Texas of the Permian Basin

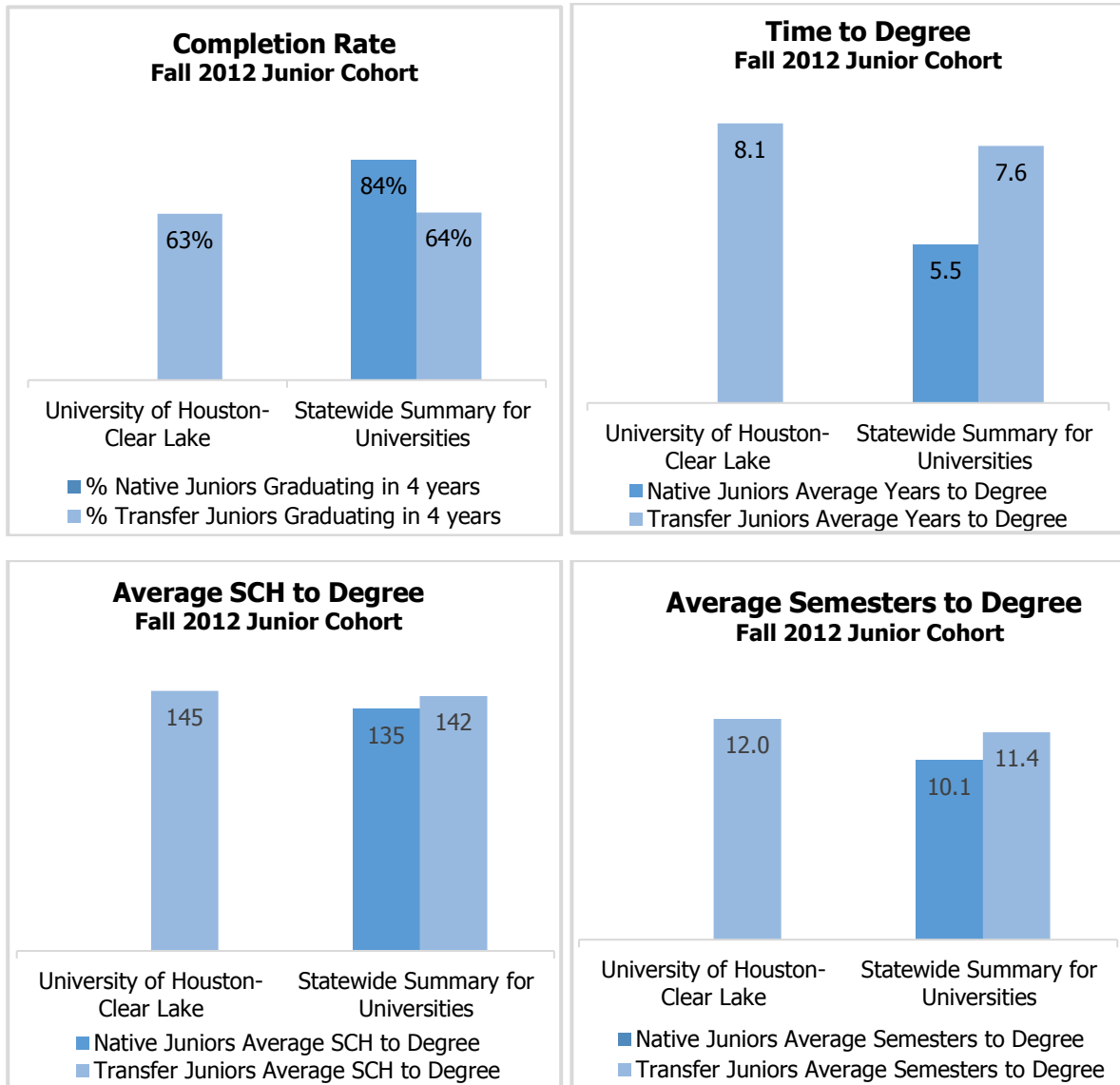


The University of Texas of the Permian Basin (UT-Permian Basin) receives transfer students from a number of community colleges across the state. The majority of transfer students come from Midland College and Odessa College. UT-Permian Basin partners with several remote high school districts to provide an Early College High School experience to secondary students.

UT-Permian Basin identified a lack of timely and/or accurate transcript evaluation as the main barrier to transfer. According to the institution, new student orientation sessions assisted with transfer student enrollment, and academic advising promoted retention among transfer students.

The institution attributes improvement in student success to the participation in the EAB Student Success Collaborative.

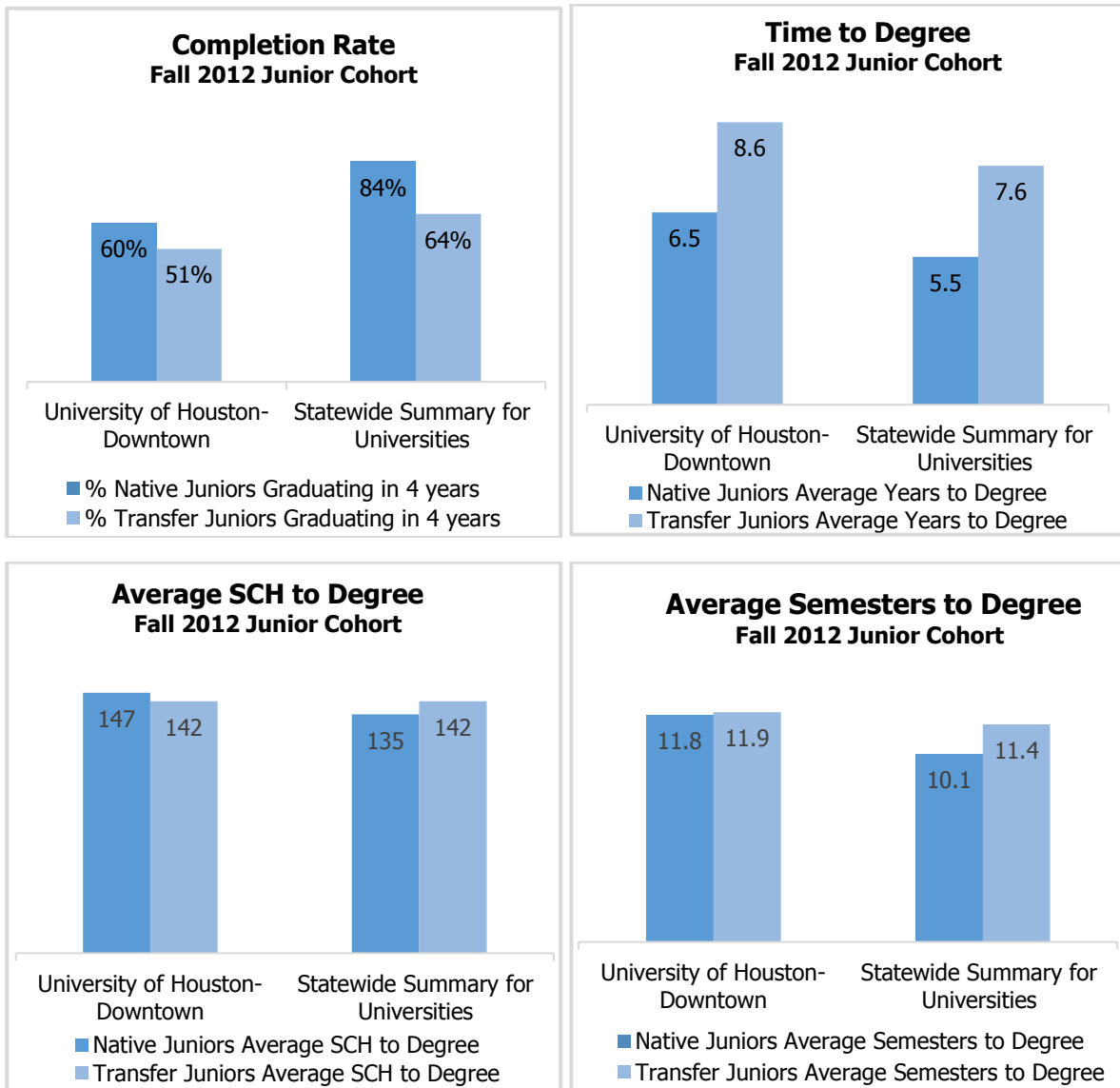
University of Houston-Clear Lake



As a relatively young institution of higher education, University of Houston-Clear Lake (UH-Clear Lake) served as an upper-division only institution until fall 2014. UH-Clear Lake enrolls transfer students primarily from San Jacinto College, but several other Gulf Coast community colleges south of Houston are well represented in the student population.

UH-Clear Lake indicated the lack of timely and/or accurate transcript evaluation as the main barrier to transfer. The institution cited the orientation program for transfer students as the most effective for effort to improve student enrollment, as it provides both academic and general information that supports student success. In addition, tutoring provided at the Math Center for students taking mathematics and physics courses reduced the rate of failure and withdrawal. As an example for an initiative that enhanced transfer student completion, the institution described the Success Through Education Partnerships (STEP), which includes a structured cohort model and offers financial and academic support, targeted advising, and career development.

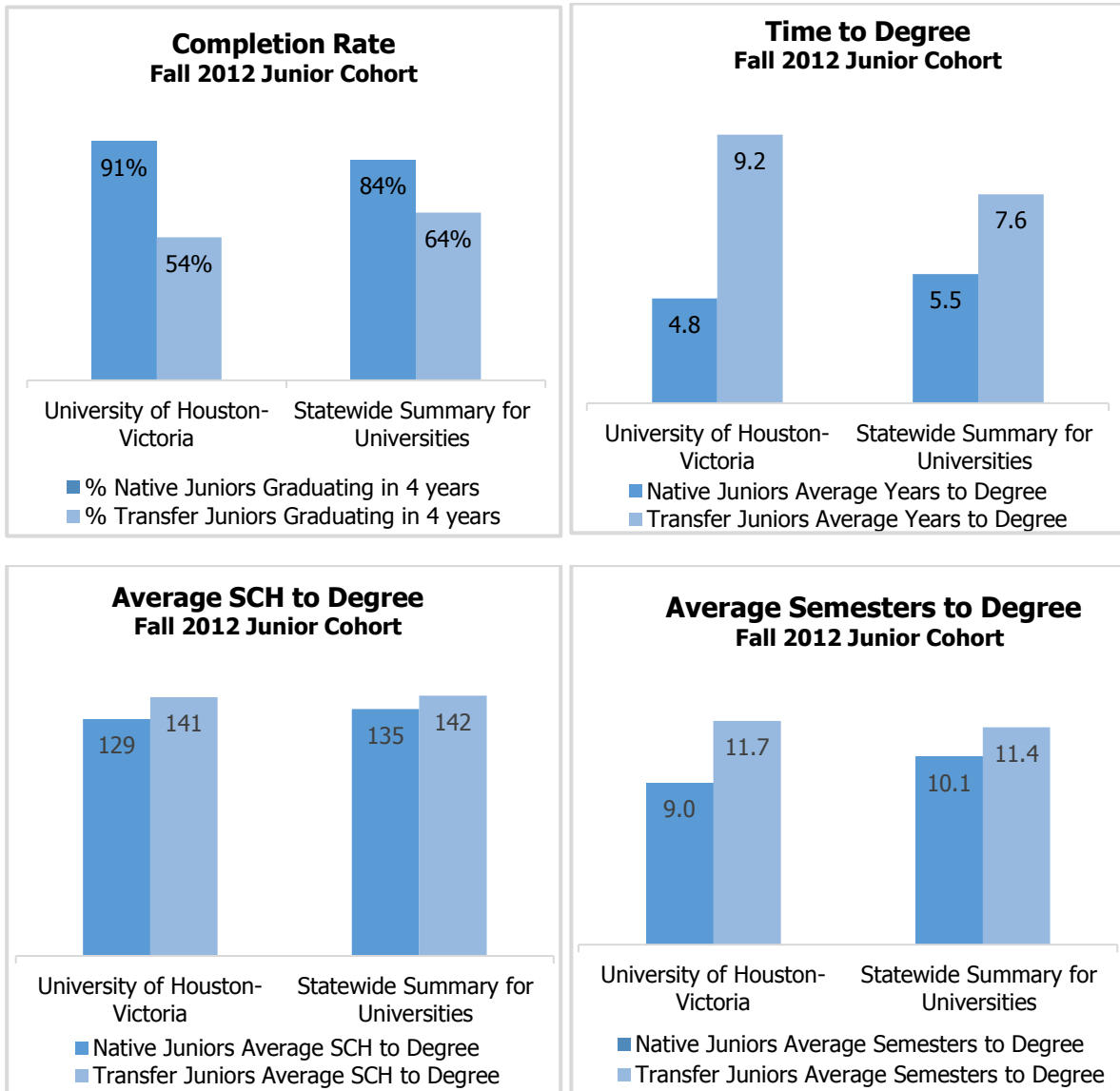
University of Houston-Downtown



The University of Houston-Downtown (UH-Downtown) was founded in 1974 as a four-year institution to serve the city's workforce. Most of UH-Downtown's transfer students come from the Houston metropolitan area community colleges. More than half of UH-Downtown's new transfer students enroll part-time.

UH-Downtown identified students transferring with excessive hours and a lack of financial support for transfer students as its top barriers to smooth transfer. Articulation agreements that provide concurrent enrollment and specified degree maps, and advisors on community college campuses enhanced transfer student enrollment at UH-Downtown. Addressing student retention, the institution named experiences such as undergraduate research and service learning that allow the application of knowledge and hands-on practice. Flexibility provided through class schedules and various instructional modes helped with degree completion.

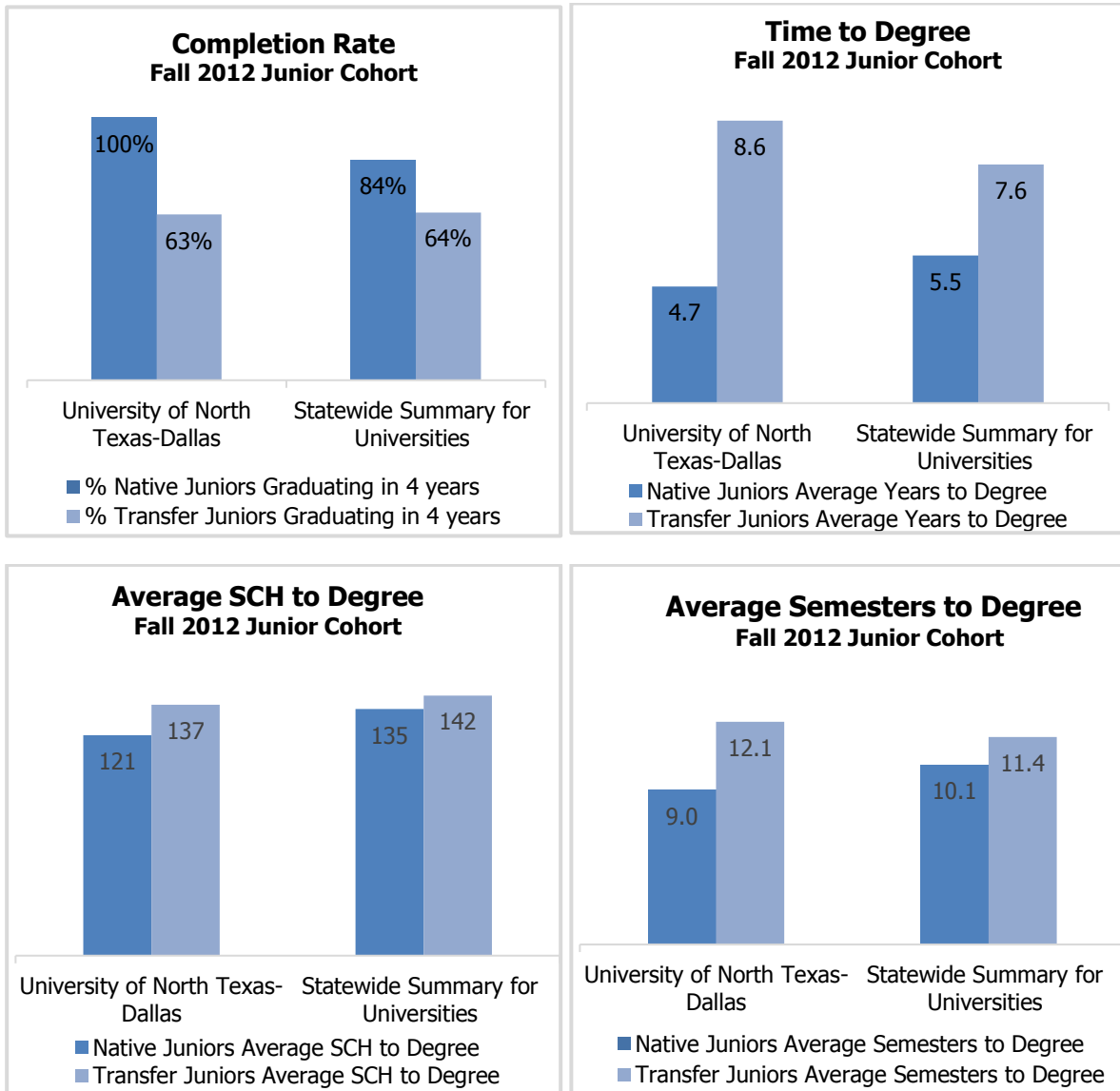
University of Houston-Victoria



The University of Houston-Victoria (UH-Victoria) admitted its first freshman cohort in 2010. Transfer students to UH-Victoria come primarily from Houston Community College, Wharton County Junior College, and Victoria College. UH-Victoria is designated as a Hispanic-Serving Institution by the U.S. Department of Education.

UH-Victoria indicated that the lack of academic programs to meet students' needs was a primary barrier to transfer. The institution deemed collaborative relationships with nearby community colleges as crucial for transfer student enrollment. UH-Victoria recognized the benefit of students' personal contacts with staff and faculty and named advising as the most effective activity for fostering both retention and completion among transfer students.

University of North Texas-Dallas

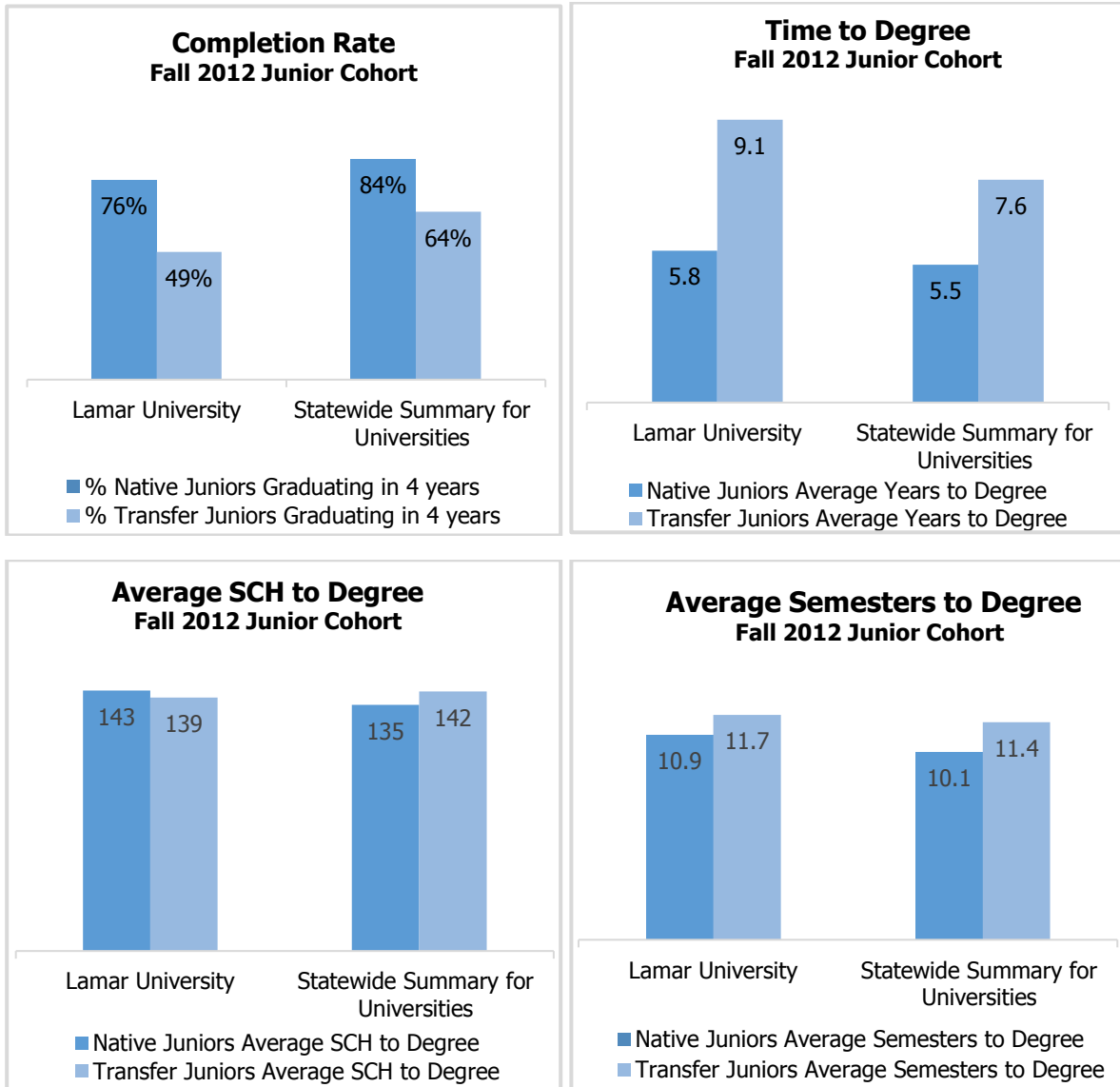


University of North Texas-Dallas (North Texas-Dallas) receives transfers from a number of community colleges. The majority of transfer students come from the Dallas County Community College District campuses.

North Texas-Dallas listed excessive hours accrued prior to transfer as the top barrier to smooth transfer. Providing information about transfer admission and financial assistance, bi-monthly sessions tailored for transfer students were effective for enhancing transfer enrollment. For enrolled students, the ability of faculty to initiate intervention for struggling students through the student information system and the prompt response from the advisors/tutors contributed to student retention. Guidance from academic advisors, including monitoring of accumulated credit hours, further assisted with student completion.

Comprehensive Institutions

Lamar University

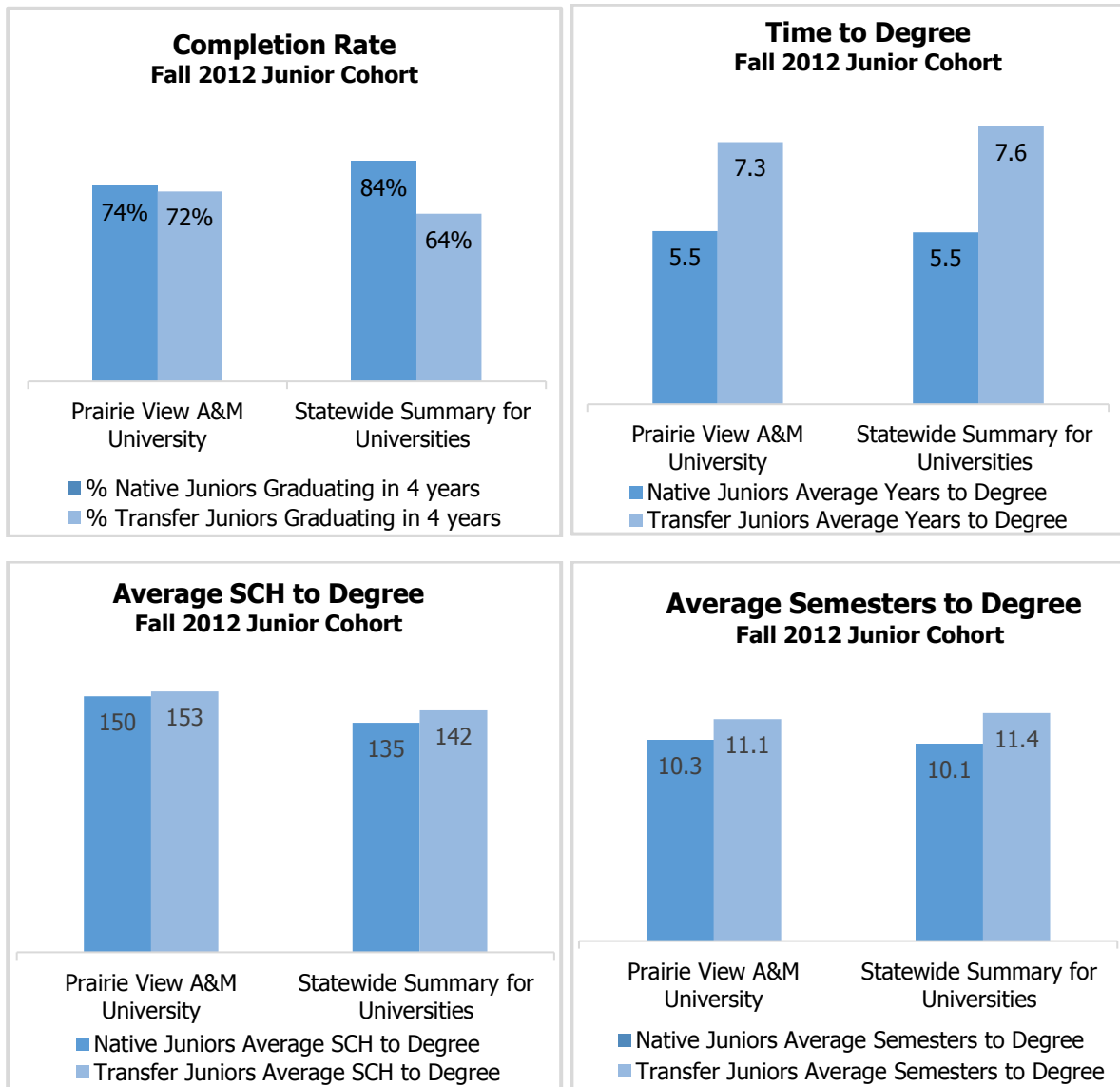


Lamar University (Lamar) serves the southeast corner of Texas near the border with Louisiana. Transfer students at Lamar primarily come from Lamar State Colleges and the Lamar Institute of Technology; the Houston-area community college systems also send students.

The most significant barrier to transfer identified by the institution concerned excessive credit hours accumulated prior to transfer. Services that encouraged persistence and completion among transfer students included mentors, tutoring, academic alerts, and transportation assistance.

Lamar recently convened a transfer taskforce to study transfer. The study included surveying recent transfer students to identify areas of improvement. Development and improvement of support services to facilitate enrollment, retention, and success of transfer students is the aim of the taskforce and study.

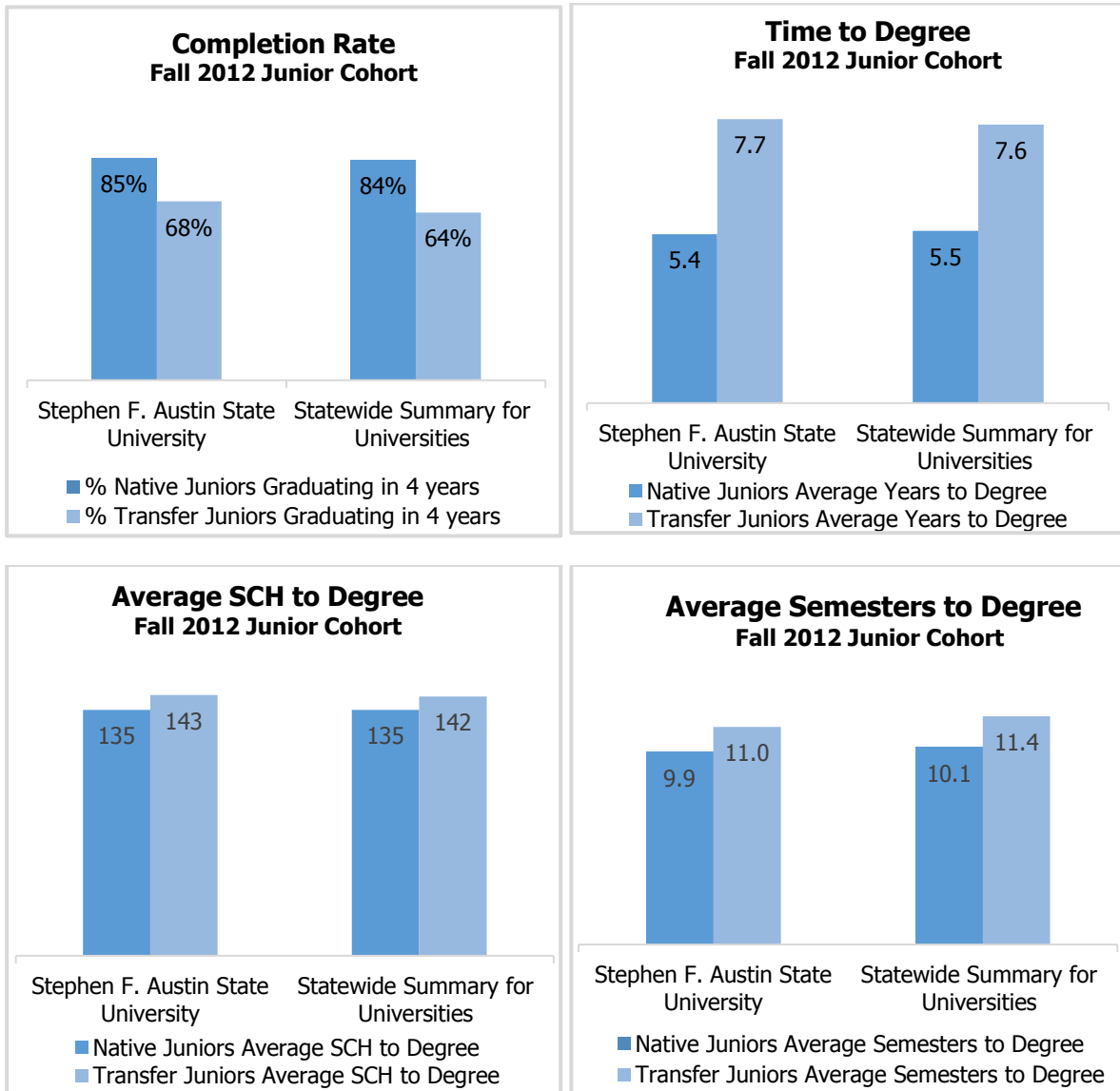
Prairie View A&M University



Prairie View A&M University (Prairie View) is a historically black institution and one of the oldest colleges in Texas. Prairie View has traditionally enrolled many more first-time-in-college students than community college transfer students. The primary feeder colleges for Prairie View are Houston Community College and Lone Star College.

The university identified as the top barrier to transfer the lack of sufficient staff to facilitate the transfer process for students from community colleges. A transitional program (Direct Connect) serving prospective transfer students has been effective in promoting enrollment – particularly via relationship-building with students – and recruitment of those who are academically prepared, by using incentives such as scholarships and the creation of a seamless transfer process. Direct Connect further promoted student retention and completion as students in the program tend to attempt more SCH and earn higher grade-point averages.

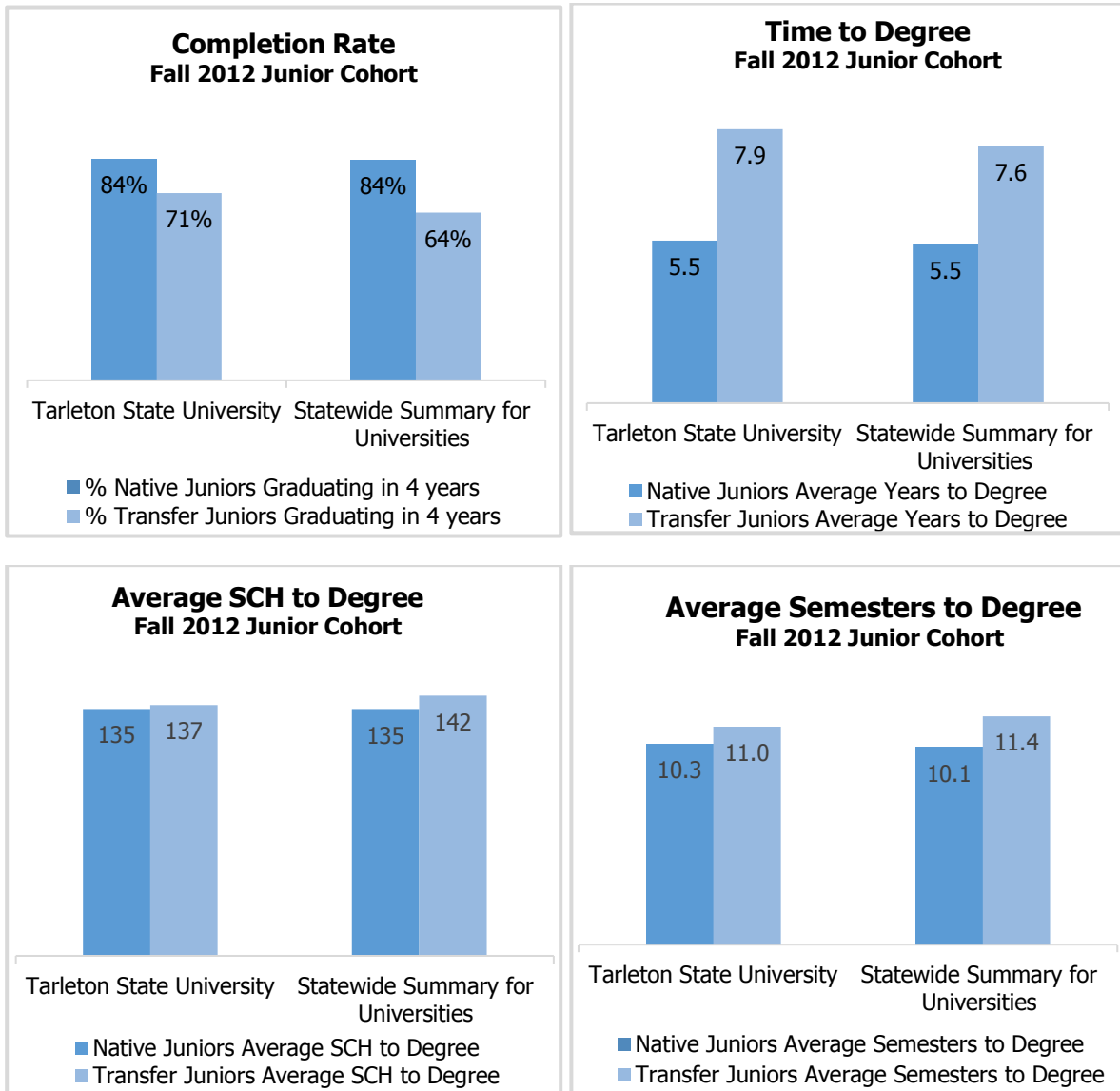
Stephen F. Austin State University



Stephen F. Austin State University (SFA) admits more first-time-in-college students than community college transfers each fall semester. While SFA receives transfer students from a number of community colleges, the majority of its community college transfer students come from nearby Angelina College.

For the past three years, SFA has identified a lack of financial support for transfer students as the main barrier to transfer. A strategy to encourage transfer student enrollment reported by the institution was the scholarship available to high-achieving students with earned credit hours from community colleges. Various tutoring and academic assistance programs were effective in promoting student retention. The practice of assigning a single advisor with whom a transfer student meets every semester enhanced the advisor's knowledge of the student's needs and contributed to timely completion.

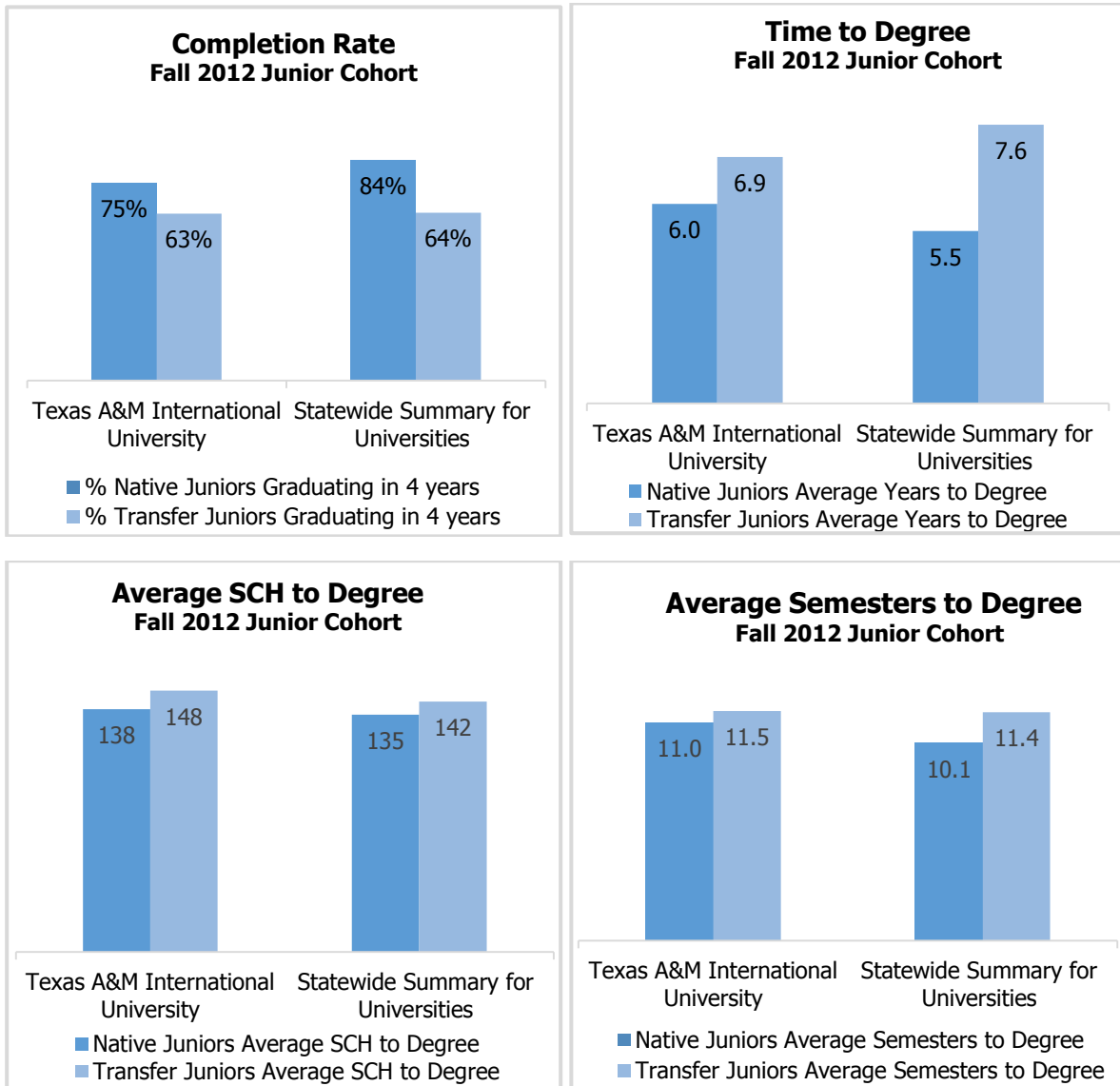
Tarleton State University



Tarleton State University (Tarleton), located in Stephenville, accepts transfer students from across the state. A majority of its transfer students are drawn from the North Central and Central Texas regions. Students from McLennan Community College, Weatherford College, Navarro College, Hill College, and campuses in the Tarrant County Community College District account for the majority of transfer students to Tarleton.

Tarleton indicated that inadequate staffing at the institution to facilitate the transfer process was a primary barrier to transfer. Regarding transfer student enrollment, the institution cited collaboration with community college partners as the most effective strategy. The availability of advising opportunities at various campus locations and online contributed to student retention, while the use of the TCCNS format in course selection ensured smooth course transfers for students and their timely degree completion.

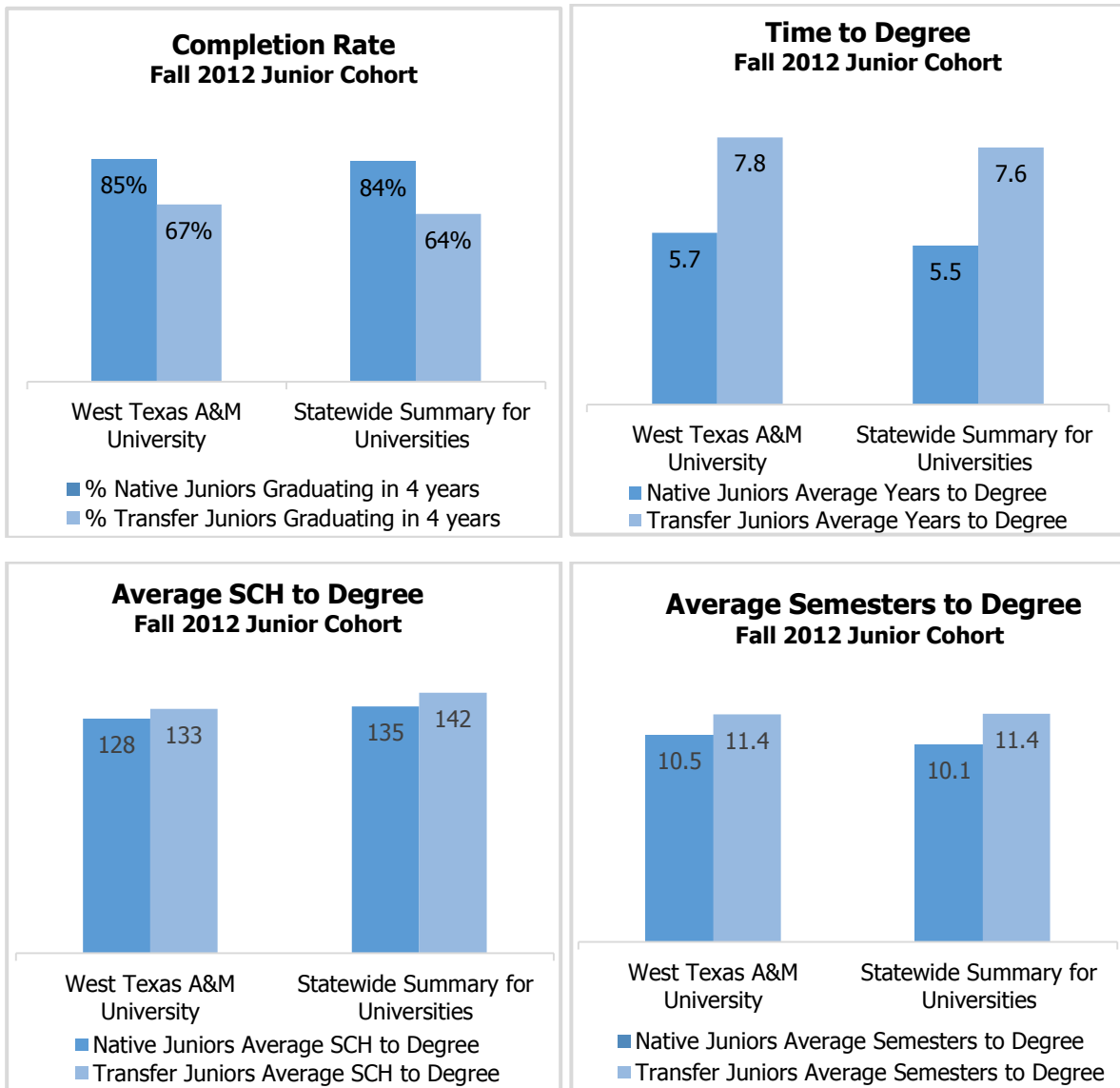
Texas A&M International University



Texas A&M International University (TAM-International) enrolls the majority of its community college transfers from Laredo Community College. Most of the students attending TAM-International are Hispanic, and there are more first-time-in-college students than community college transfer students enrolling each fall.

Identifying many barriers to transfer, TAM-International named insufficient staffing resources as the main obstacle. The most effective program for transfer student enrollment has been the transfer office at Laredo Community College, TAM-International's primary feeder institution, that provides students with pertinent information for transfer. The Focus on Student Success program was deemed by the institution as effective not only for retention, but also completion among transfer students.

West Texas A&M University

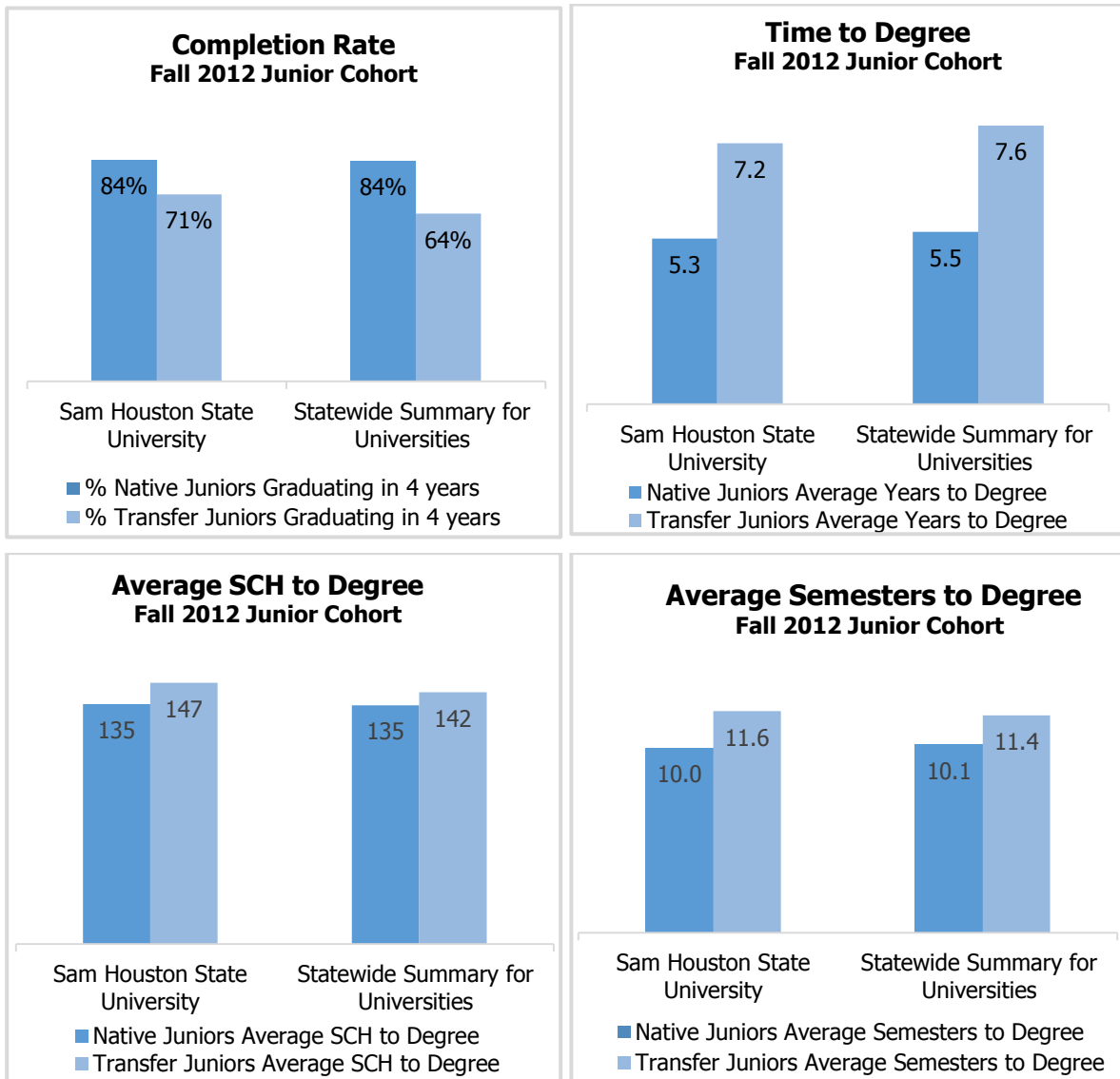


West Texas A&M University (West Texas) accepts a large number of community college transfer students from its closest feeder institution, Amarillo College. The main campuses of these two institutions are about 20 miles apart. Clarendon College and Frank Philips College also send a majority of their transferring students to West Texas, but these small institutions' campuses are close to 70 miles from Canyon. The rest of West Texas' community college transfer students come from all over the state but in relatively small numbers from any one institution.

Students transferring with excessive hours is the top barrier to smooth transfer that West Texas ranked. The institution named its practice of accepting a large number of transferred coursework and assisting each transfer student in determining the appropriate academic program based on goals and previously completed courses as effective for promoting transfer student enrollment. Required advising, according to the institution, has ensured retention and completion among transfer students.

Doctoral Institutions

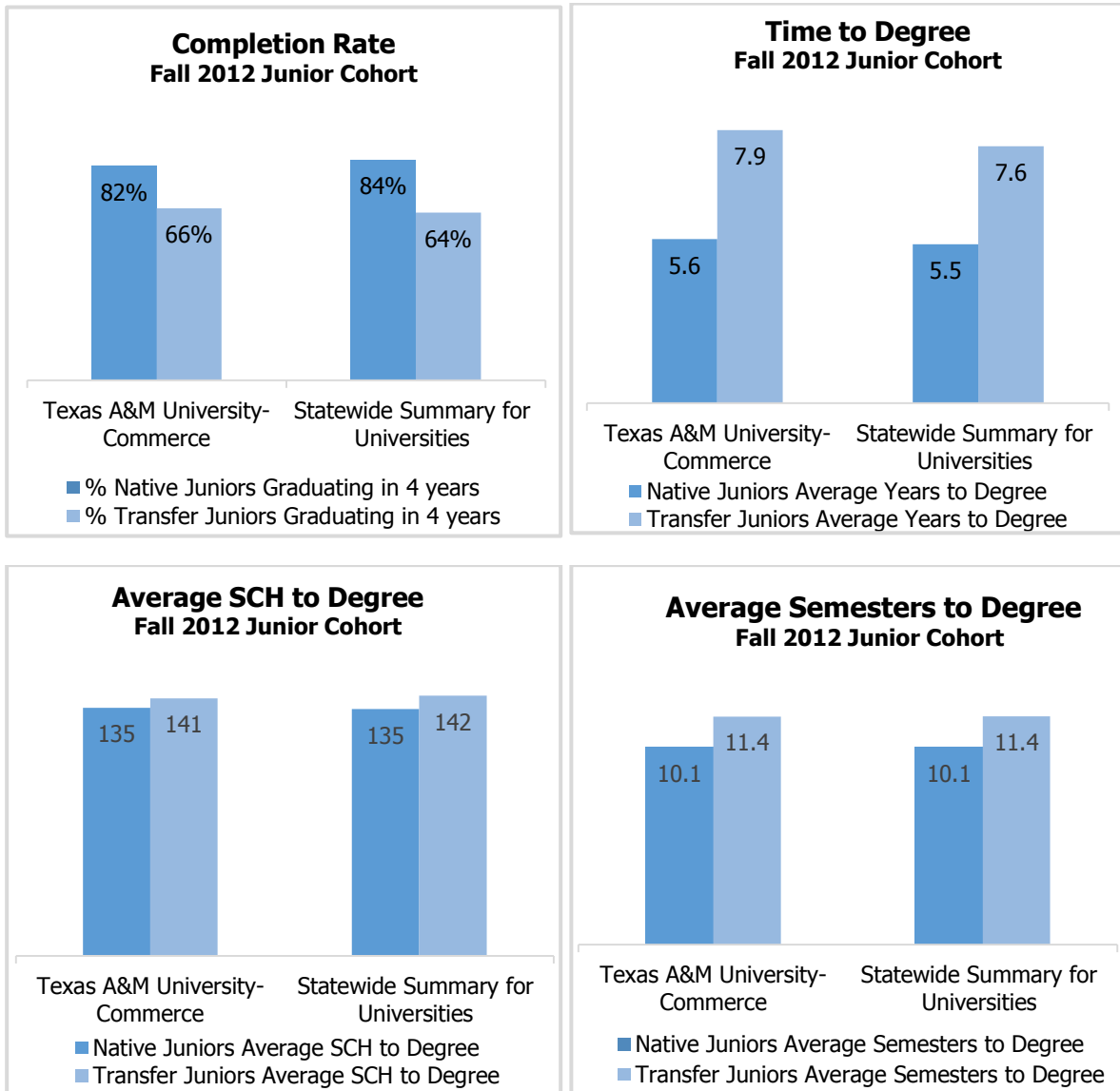
Sam Houston State University



Sam Houston State University (Sam Houston) is the leader in the Doctoral Institutions peer group for number of new community college transfer students enrolling each fall. Sam Houston enrolls transfer students from a very large number of two-year colleges across the state. However, the majority of transfer students come from the Lone Star College System campuses near Houston and Blinn College, with campuses in Brenham and Bryan.

As in the previous year, Sam Houston identified inaccurate and inadequate advising at community colleges as the most problematic barrier to transfer. The institution also notes a need to be able to identify and track coursework for dual credit and early college separately. Regarding support for transfer students, the institution named articulation agreements with two-year institutions as the most effective for enrollment, while targeted advising and academic support services promoted transfer student retention and completion.

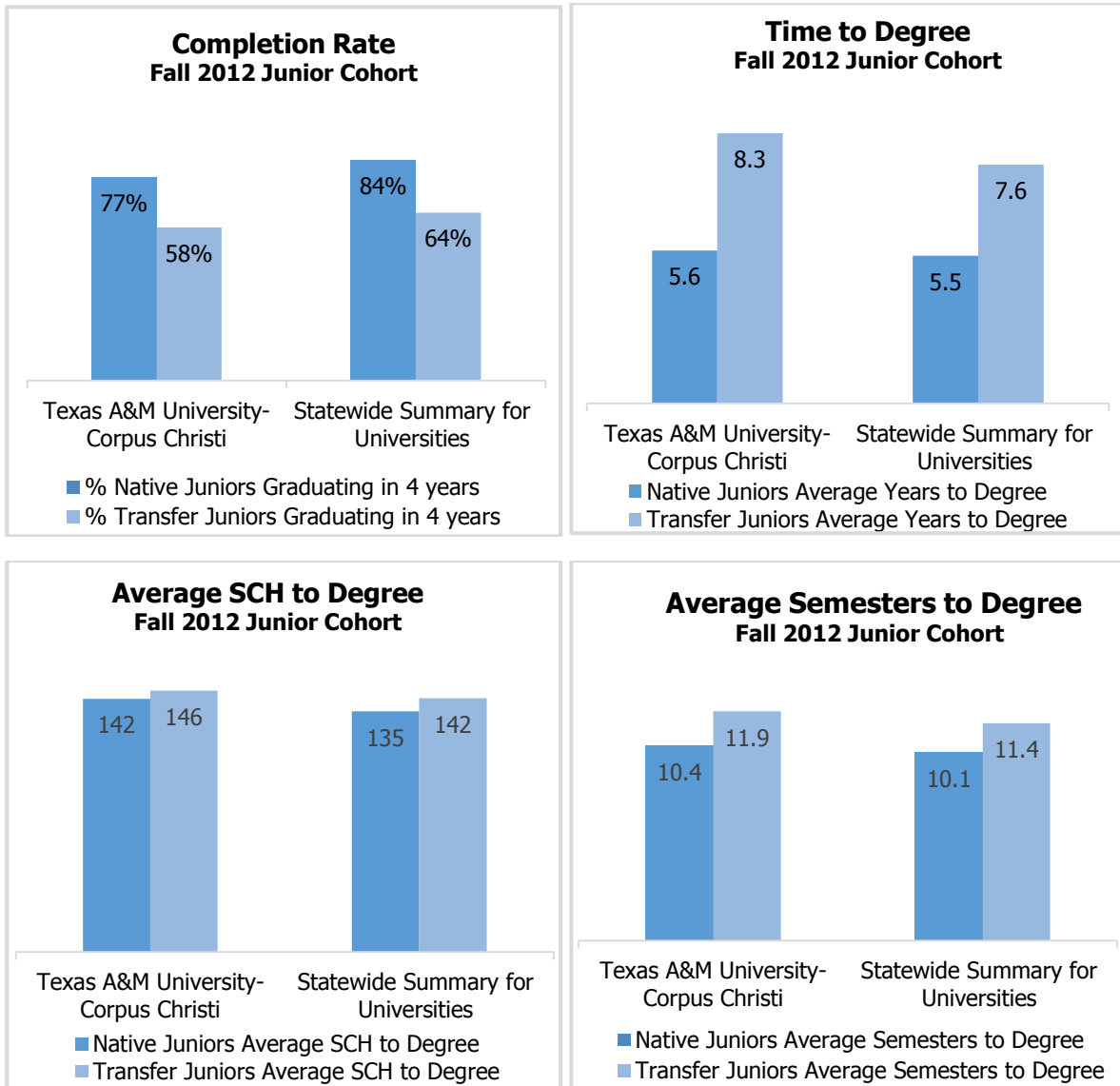
Texas A&M University-Commerce



Texas A&M University-Commerce (TAMU-Commerce) accepts transfer students from a number of two-year institutions, with most coming from the Metroplex or northeast Texas area near Commerce. Students from Paris Junior College, Navarro College, Collin College, Trinity Valley Community College, and the Dallas County Community College District account for the majority of transfer students to TAMU-Commerce.

TAMU-Commerce identified students transferring with excessive hours and inadequate advising at the community college as the greatest barriers to transfer. They also cited a lack of adequate housing in Commerce as a significant barrier that impacts all students. The institution named scholarships for transfer students and course transferability agreements for different majors as the most effective strategies for transfer student enrollment. Affordable quality childcare on campus contributed to many transfer students' persistence and their retention.

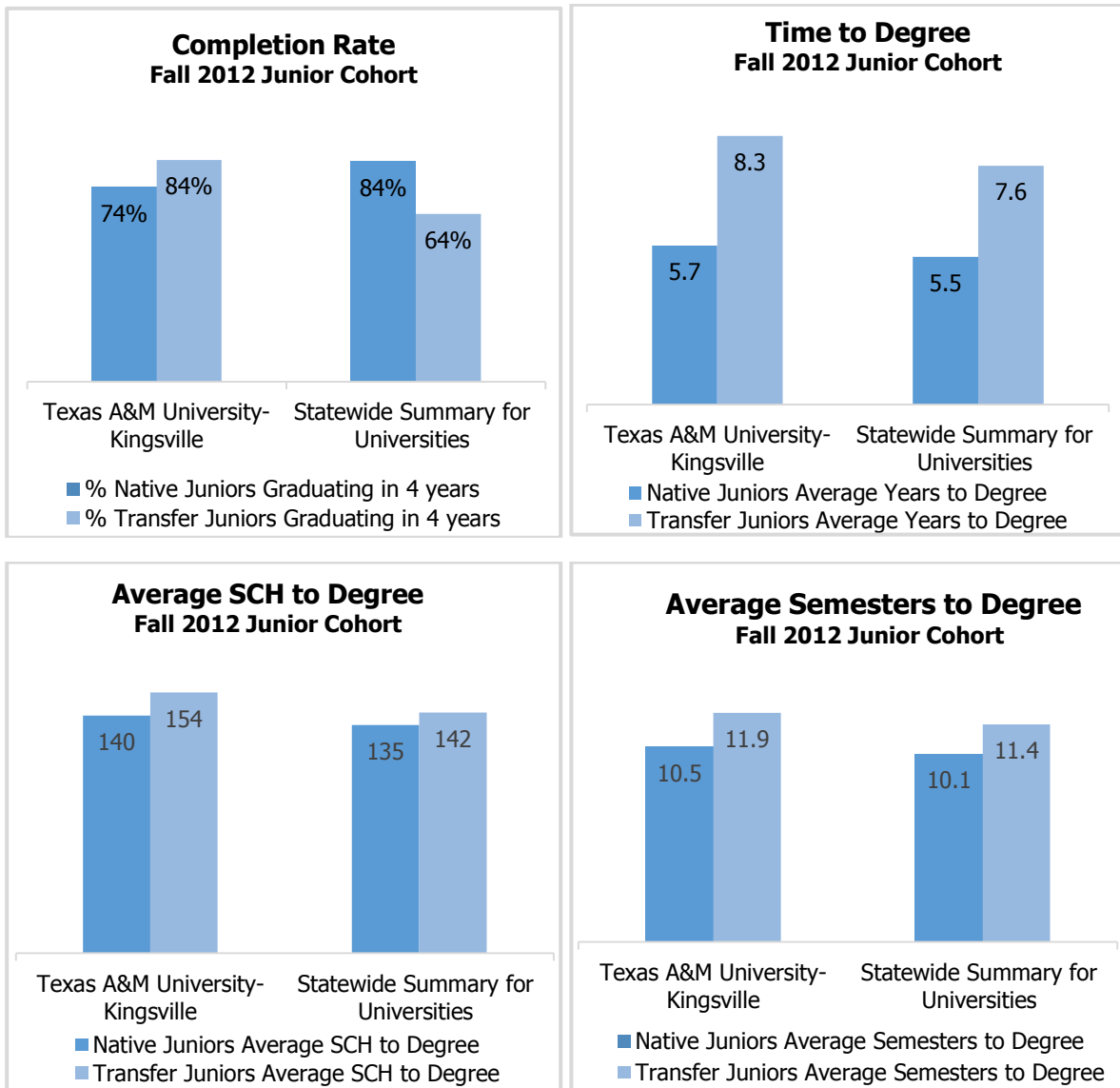
Texas A&M University-Corpus Christi



Texas A&M-Corpus Christi (TAMU-Corpus Christi) enjoys the unique distinction of being located on an island in the Gulf of Mexico. TAMU-Corpus Christi attracts and enrolls more first-time-in-college students than first-time transfers from community colleges each fall. While TAMU-Corpus Christi community college transfer students come from all over the state, the nearby Del Mar College is a primary feeder institution.

The main barrier to transfer identified by TAMU-Corpus Christi concerned the institution's program capacity. The institution listed the placement of staff on the community college campus one day a week to provide guidance and information regarding TAMU-Corpus Christi and the transfer process as effective for promoting transfer enrollment. According to TAMU-Corpus Christi, the availability of academic advisors and faculty mentors contributed to transfer student retention. Faculty mentors, in addition, facilitated student completion by providing research opportunities, career guidance, and specific recommendations.

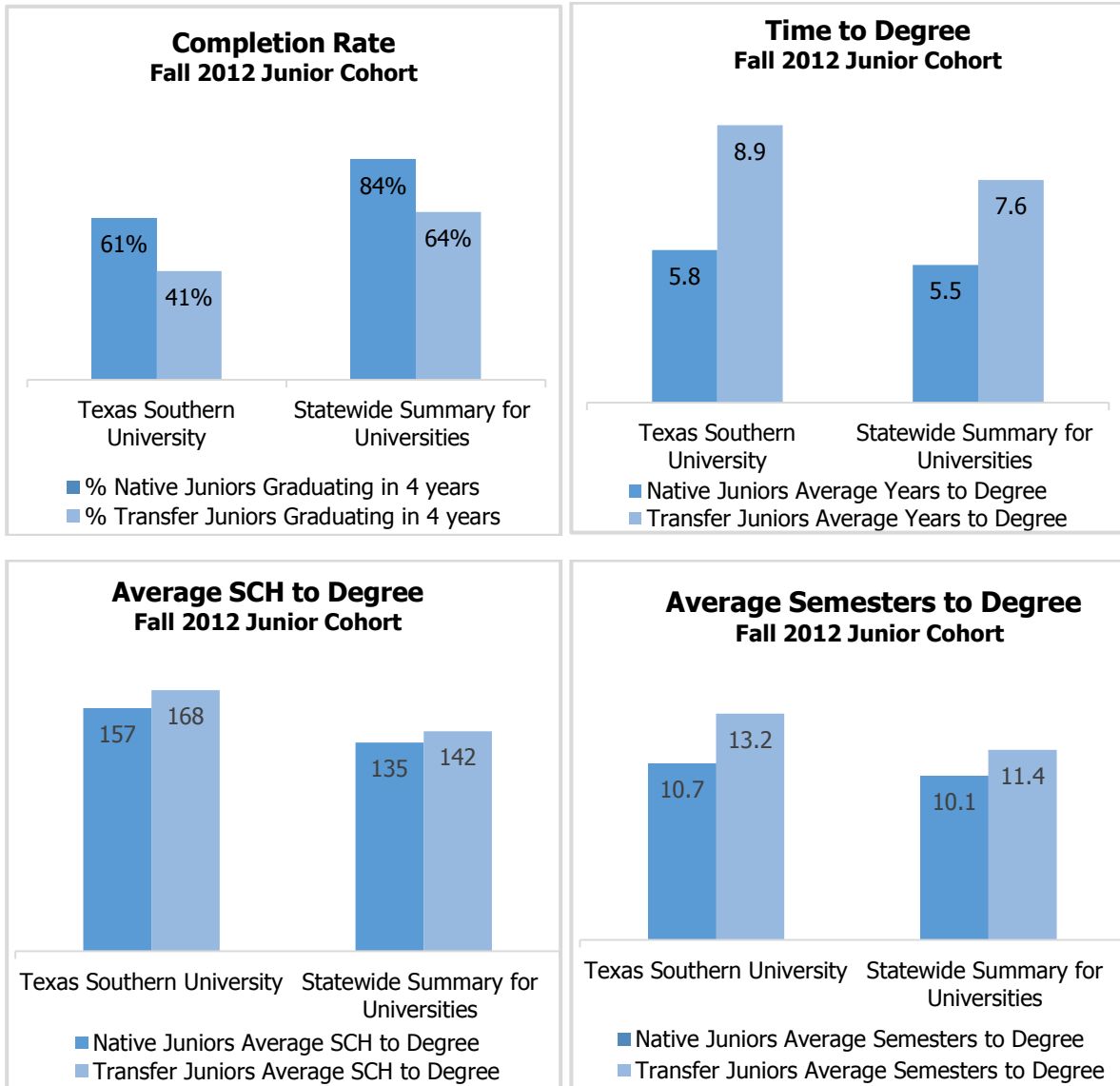
Texas A&M University-Kingsville



Texas A&M University-Kingsville (TAMU-Kingsville) serves the south Texas region and its student population reflects the diversity of the area. TAMU-Kingsville participates in regular recruitment and advising at regional community college campuses. Coastal Bend College, Del Mar College, South Texas College, and Texas State Technical College-Harlingen students account for a majority of the two-year college transfer students at TAMU-Kingsville.

As a barrier to transfer, TAMU-Kingsville cited developing articulation agreements that assure transfer students will complete the necessary and appropriate prerequisite courses in preparation for junior and senior courses within their major. For transfer student enrollment, the institution named the opportunity on- and off-campus for interested students to apply and receive a decision "on the spot" as effective. To promote retention, the institution encouraged student involvement in organizations and clubs, while also mandating that students attend the orientation and advising session.

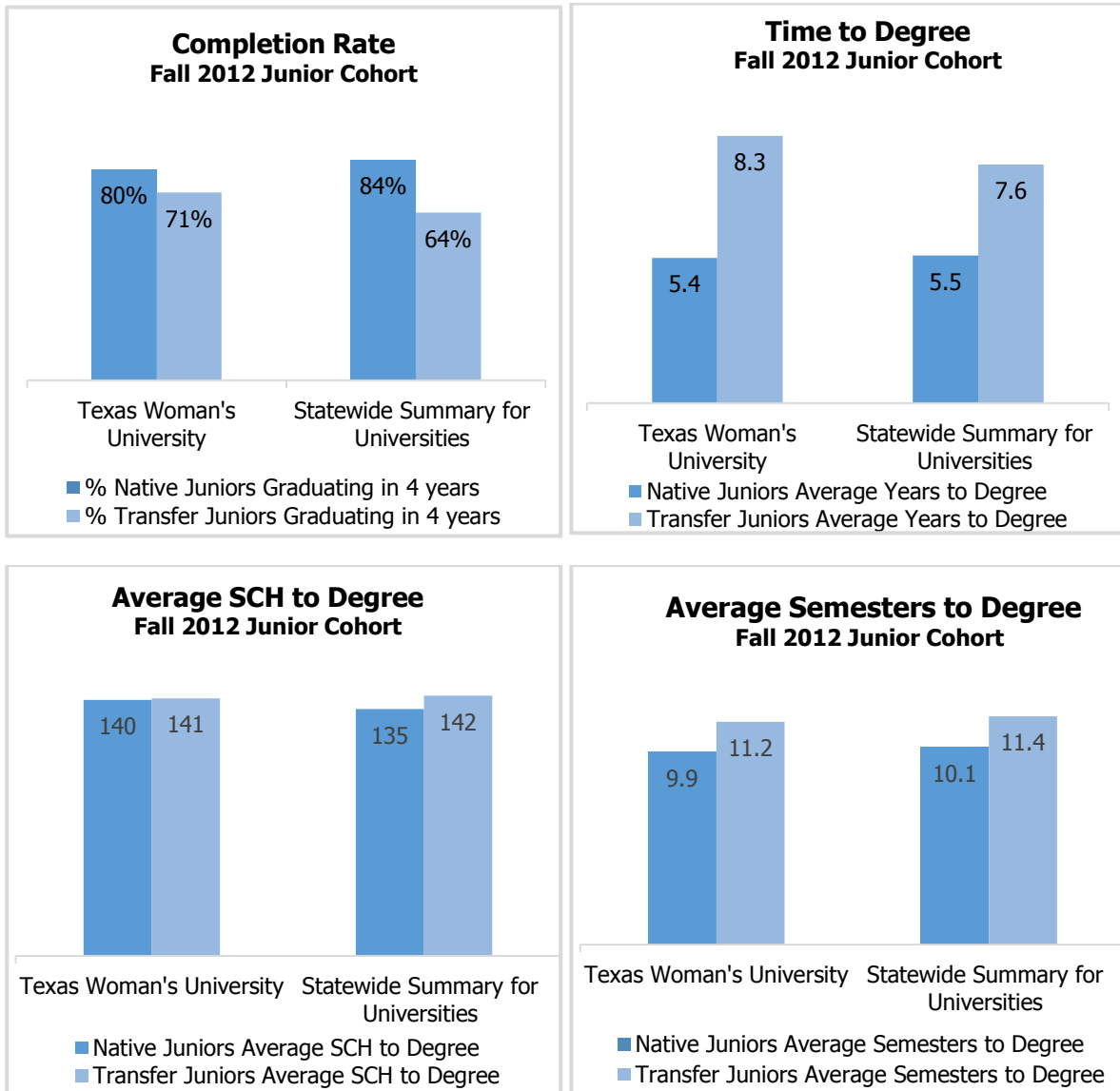
Texas Southern University



Texas Southern University (Texas Southern) is a historically black institution located in the Greater Third Ward of central Houston. It is in close proximity to several other public and private universities. Given its location, the majority of transfer students come from nearby Houston Community College.

Texas Southern identified the top barrier to transfer as inadequate staffing at the institution to facilitate the process. The institution cited Transfer Days, an event that provides guidance and connection with students at local community colleges, as the most effective program for transfer student enrollment. For retention and completion among transfer students, Texas Southern listed as effective initiatives available to all undergraduate students, which include online course offerings, student performance monitoring, and advising via *Degree Works*, a program that allows course and degree requirement tracking.

Texas Woman's University



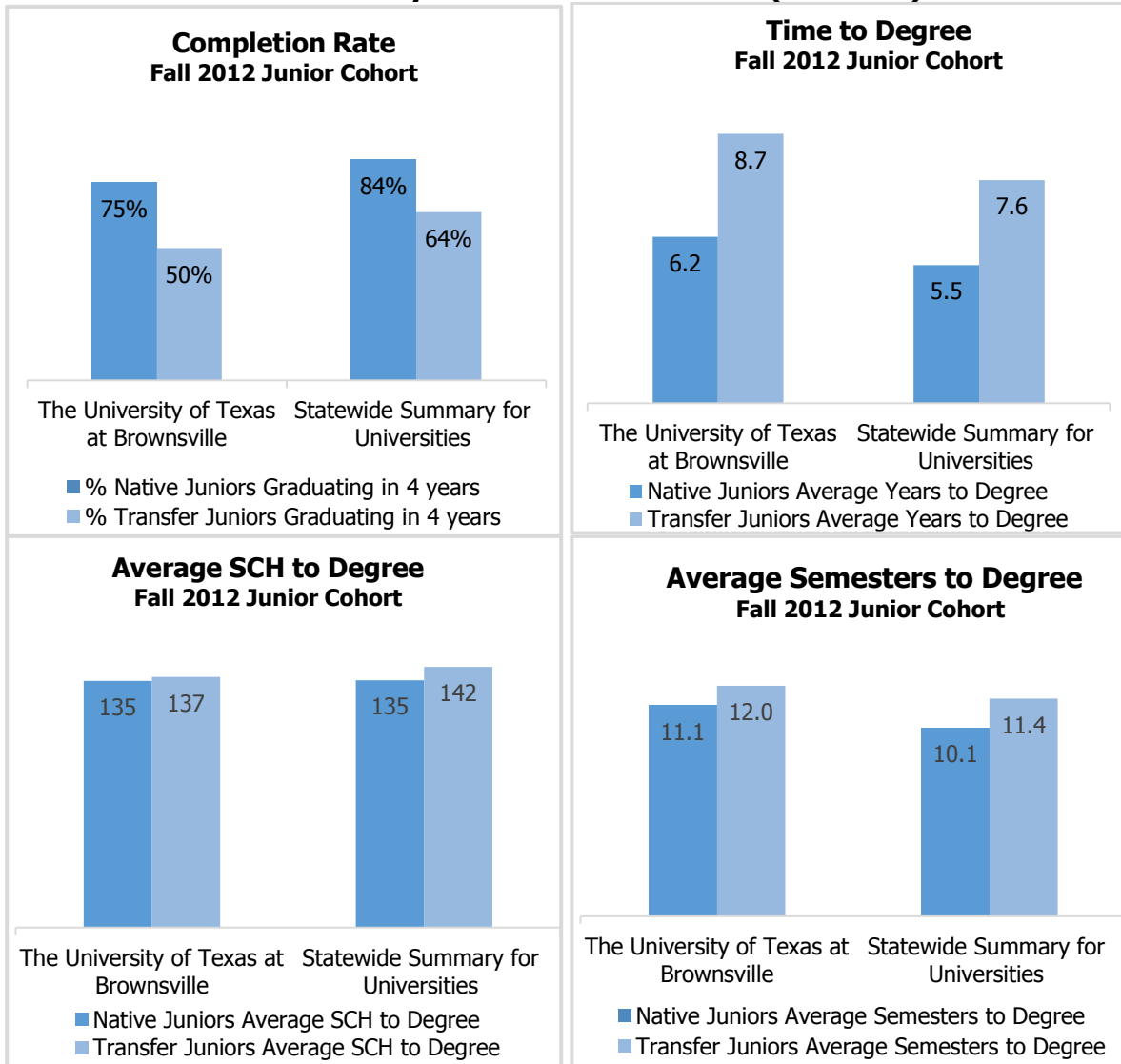
Texas Woman's University (Texas Woman's) received transfer students from a number of two-year institutions, with most in the Metroplex or north central Texas area near Denton. Students from North Central Texas College, Collin College, Tarrant County College, and the Dallas County Community College District campuses account for the majority of transfer students at Texas Woman's.

Texas Woman's identified advising provided by community colleges as the greatest barriers to transfer. The institution considered transparency of information regarding SCH, availability of program information, and partnerships with community colleges as effective strategies for enhancing transfer student enrollment. An online planner newly available to students that presents goals visually and fosters communication with advisors has been effective for student retention. In addition, Texas Woman's has created a position focusing on the needs of transfer students to impact student degree completion.

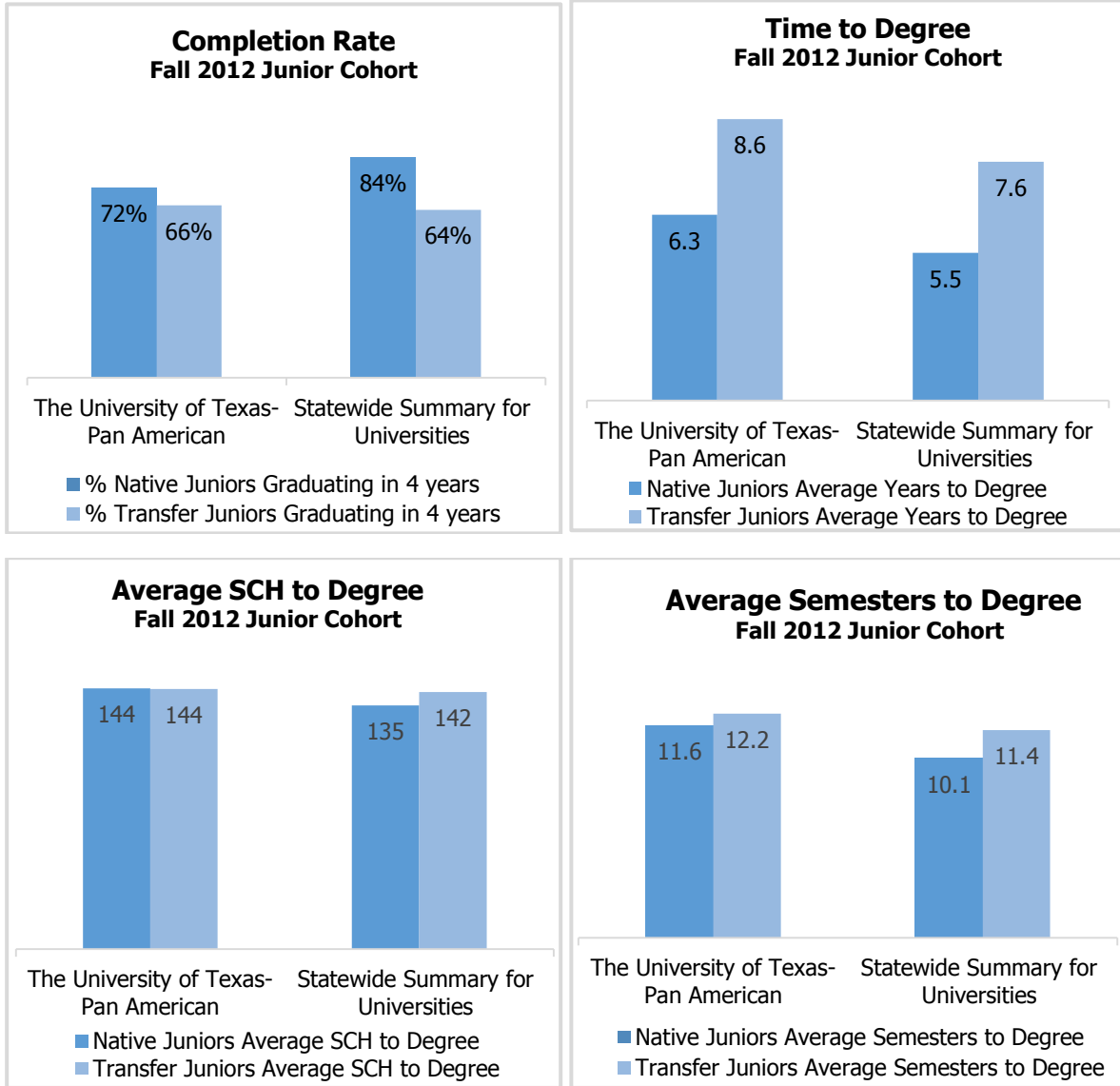
The University of Texas Rio Grande Valley

The University of Texas Rio Grande Valley's (UTRGV) inaugural year for admitting students to the new institution, which combined The University of Texas-Pan American (UT-Pan American) and The University of Texas at Brownsville (UT-Brownsville) was fall 2015. (Historical charts follow.)

The University of Texas at Brownsville (historical)



The University of Texas-Pan American (historical)

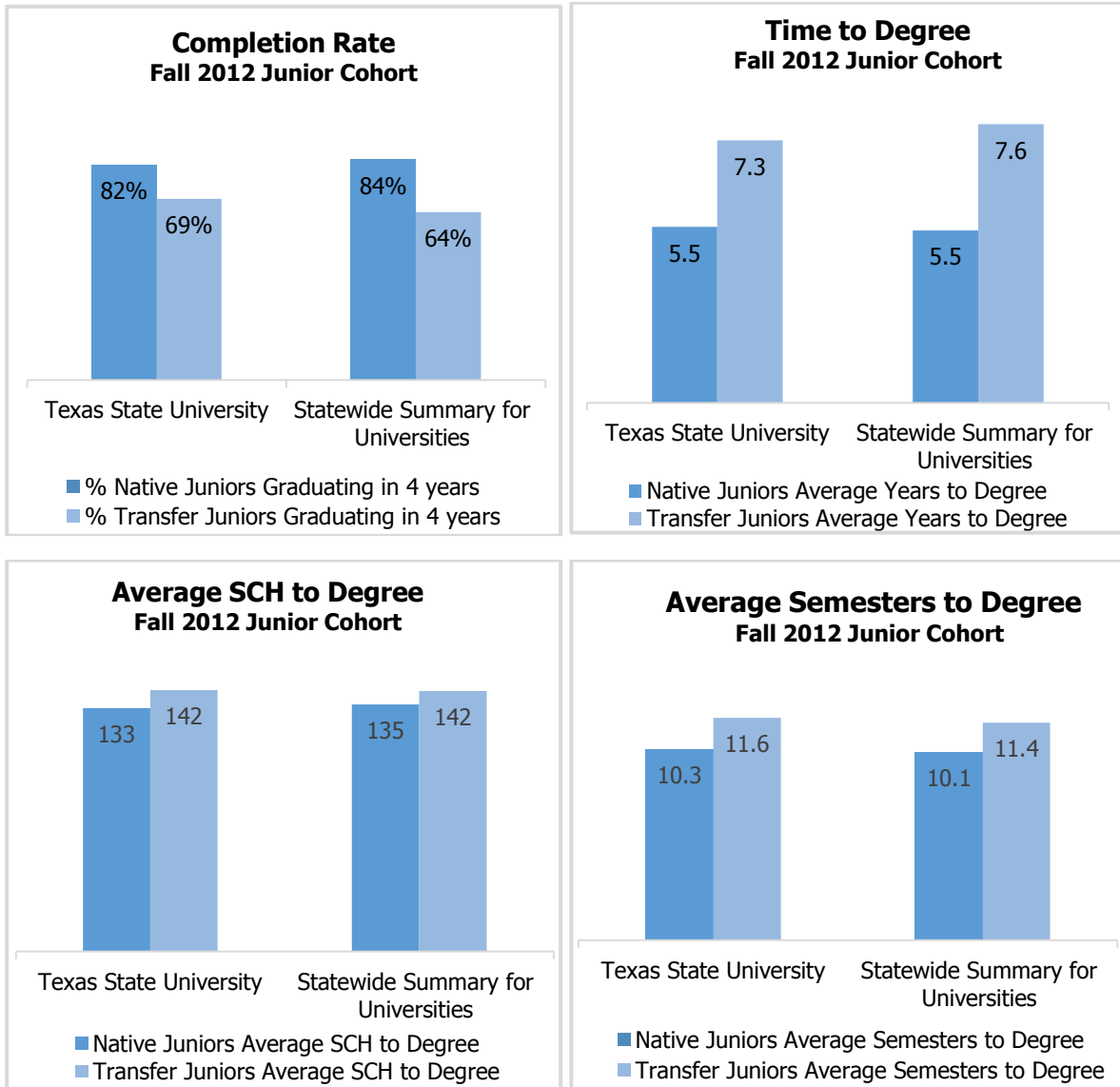


The largest feeder institutions for UTRGV are South Texas College, Texas State Technical College-Harlingen, and Texas Southmost College. As a single institution, faculty and administrators at UTRGV have worked toward establishing new general articulation agreements with their community college partners.

UTRGV reported that their most problematic barrier to smooth transfer is inadequate course scheduling and course rotations to meet the needs of new transfer students. The institution indicated that resources for transfer admissions and advising readily available to students on or near community college partners' campuses effectively supported transfer student enrollment. Availability of financial assistance, UTRGV reported, was crucial for student retention; approximately 70 percent of transfer students received financial support last year. For student completion, UTRGV considered advising provided by trained staff as effective in fostering student completion.

Emerging Research Institutions

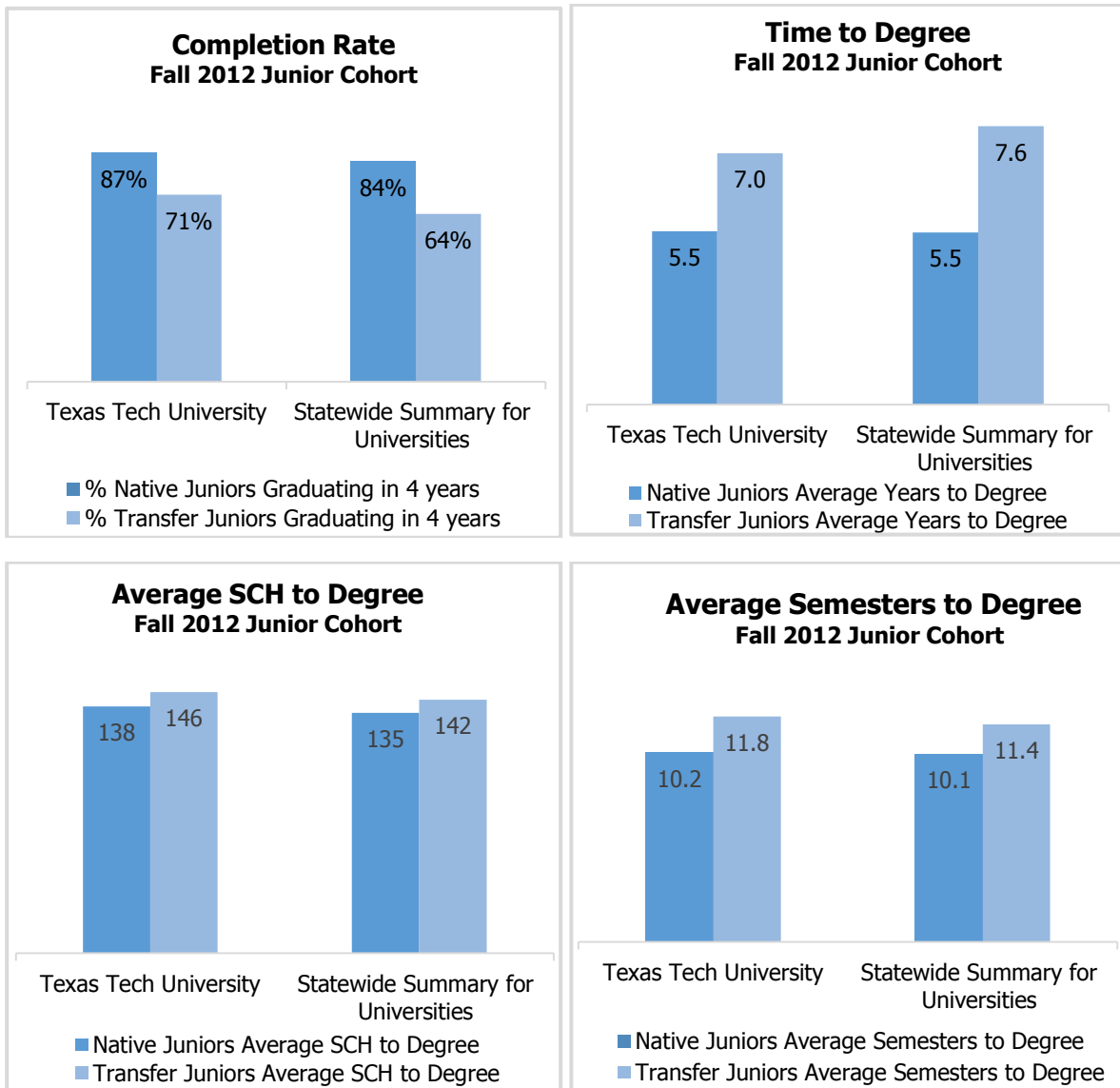
Texas State University



Texas State University (Texas State) enrolls transfer students from all over the state with students representing multiple campuses of the large community college districts, as well as small- and medium-sized colleges in less urban locations. A large proportion of Texas State transfer students come from Austin Community College, and Texas State is the top transfer destination for ACC students.

The most significant barrier to transfer identified by Texas State was the lack of timely and accurate transcript evaluation. The most effective programs supporting transfer student enrollment, according to Texas State, have been those providing transfer information, such as transferability of credit hours. The institution named academic advising as effective for enhancing both retention and completion among transfer students.

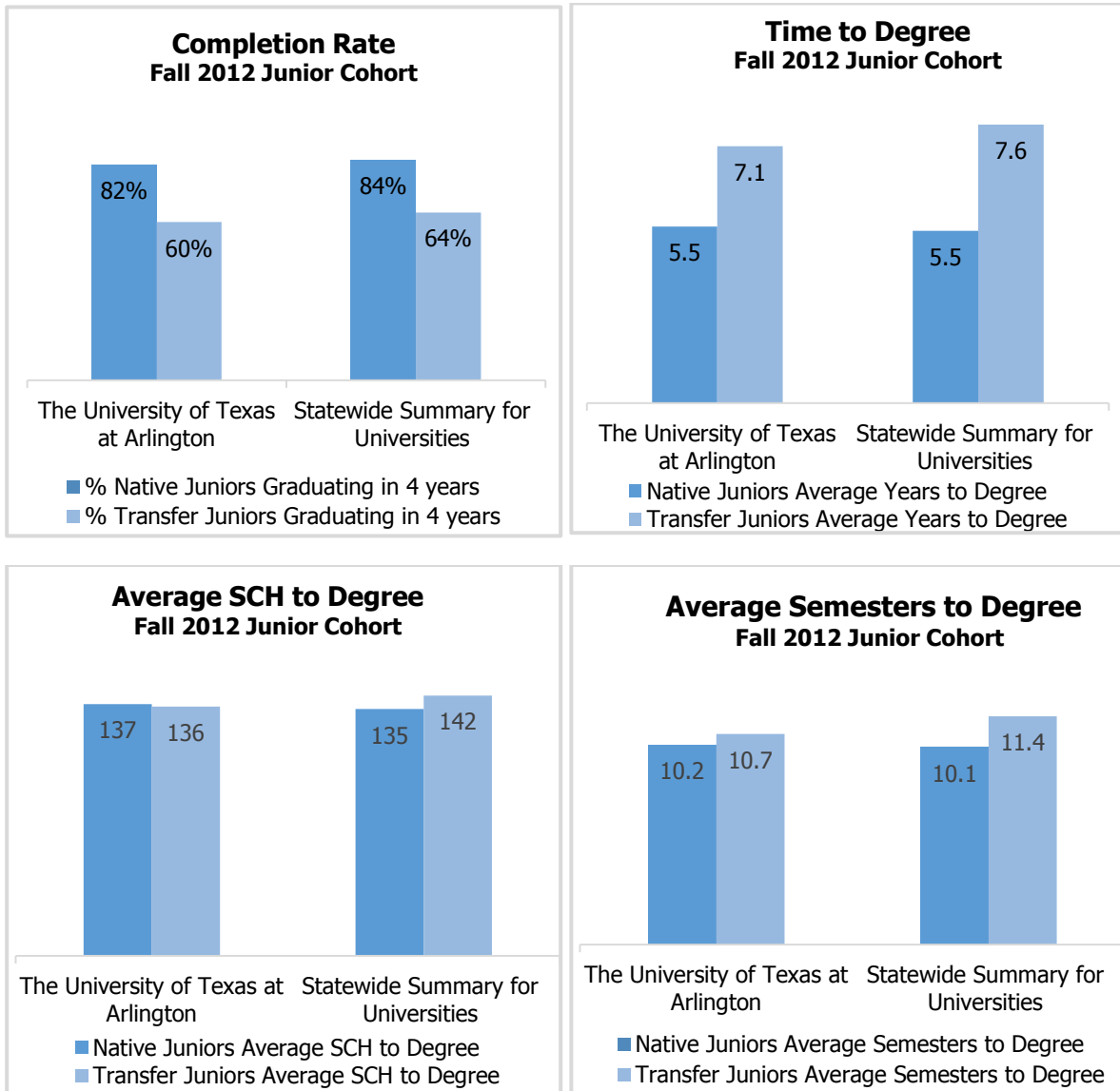
Texas Tech University



South Plain College is the single largest feeder for community college transfer students at Texas Tech University (Texas Tech), but Texas Tech is a popular destination for students from all parts of Texas and from both large and small community colleges. The institution has joined the North Texas Community College Consortium Transfer Plans Collaborative Workgroup to increase transfer pathways.

As the top barrier to transfer, Texas Tech ranked the inaccurate/inadequate advising provided at the community colleges. The institution regarded transfer advising and articulation agreements as the most effective programs for transfer enrollment. Texas Tech reported that articulation agreements fostered student retention by providing defined pathways and allowing credit transfers, and academic advising was also critical for student completion.

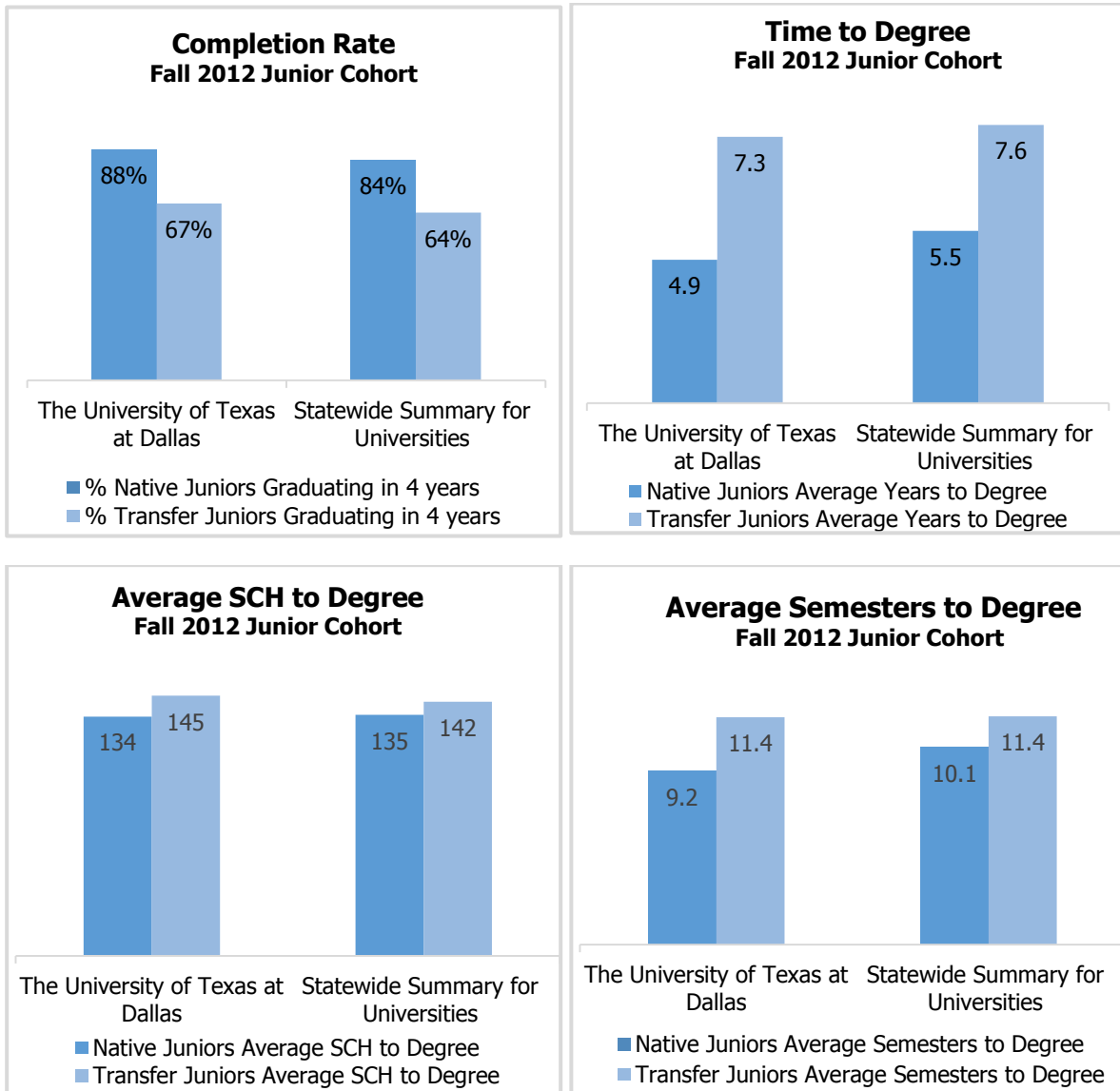
The University of Texas at Arlington



The University of Texas at Arlington (UT-Arlington) is located in one of the major metropolitan areas in Texas and is in proximity to a number of higher education institutions. UT-Arlington received the majority of transfer students from Tarrant County Colleges and schools in the Dallas County Community College District.

UT-Arlington identified students transferring with excessive hours as the most problematic barrier to transfer. The institution named promoting student enrollment programs that provide easy access to information for transfer students as effective. Those include dedicated staffing, advising, and web resources. For retention, feedback from transfer students indicated that relationships and networks with others at the institution were crucial, and UT-Arlington offered seminars and staffing to provide guidance and support. The institution cited peer mentors and student success events as effective in fostering degree completion.

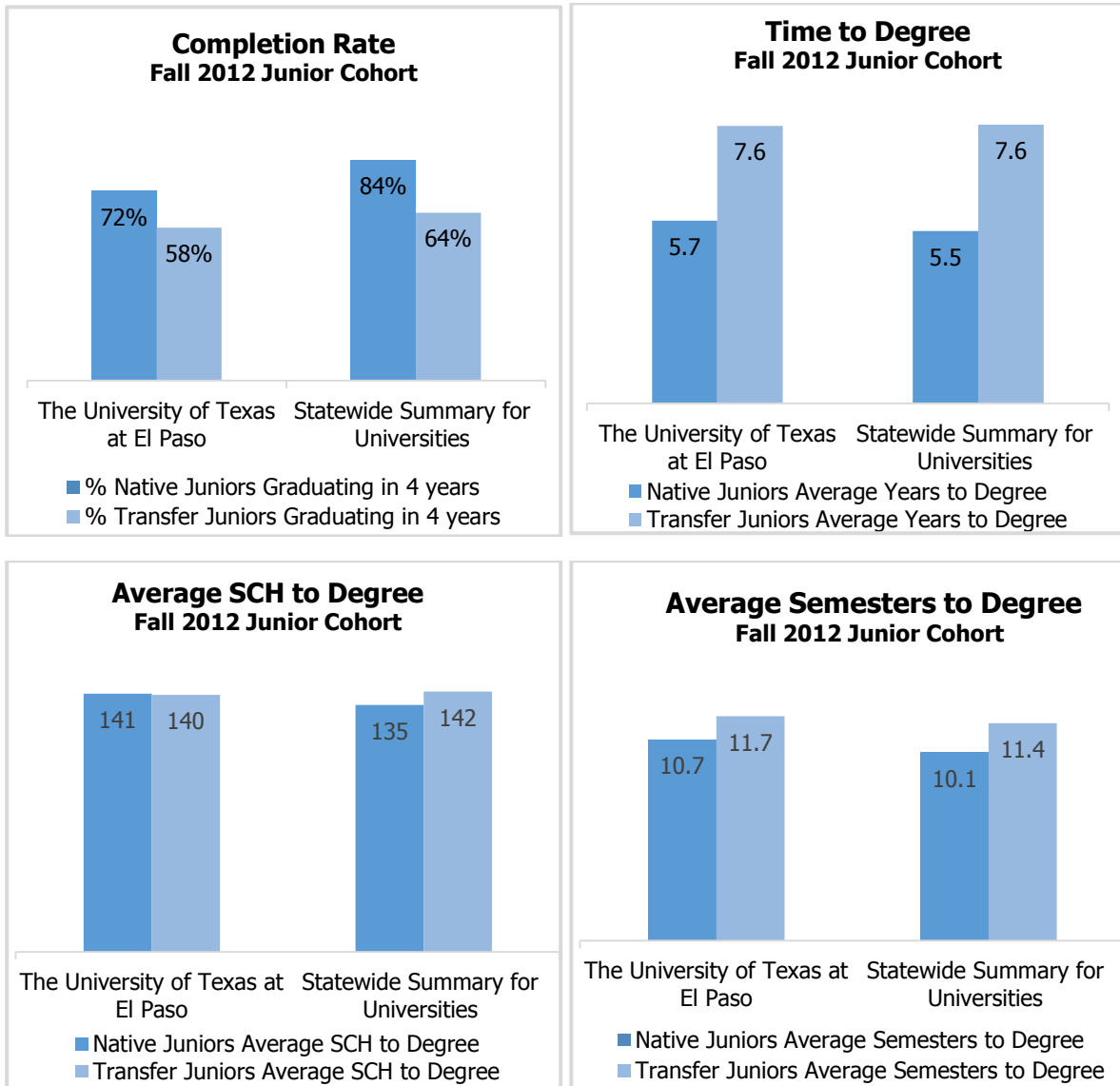
The University of Texas at Dallas



Students from Collin College and the Dallas County Community College District’s campuses account for the majority of community college transfer students to The University of Texas at Dallas (UT-Dallas). A number of higher education institutions, both private and public, are located in the metropolitan area where UT-Dallas is situated.

Students transferring with excessive hours and inadequate advising at the community college were identified by the institution as the greatest barriers to transfer. UT-Dallas reported that articulation agreements and working with community colleges enhanced transfer student enrollment. Curricular articulation with community colleges, according to UT-Dallas, was the most effective strategy that promoted student retention and completion because students transfer equipped with targeted and appropriate preparation.

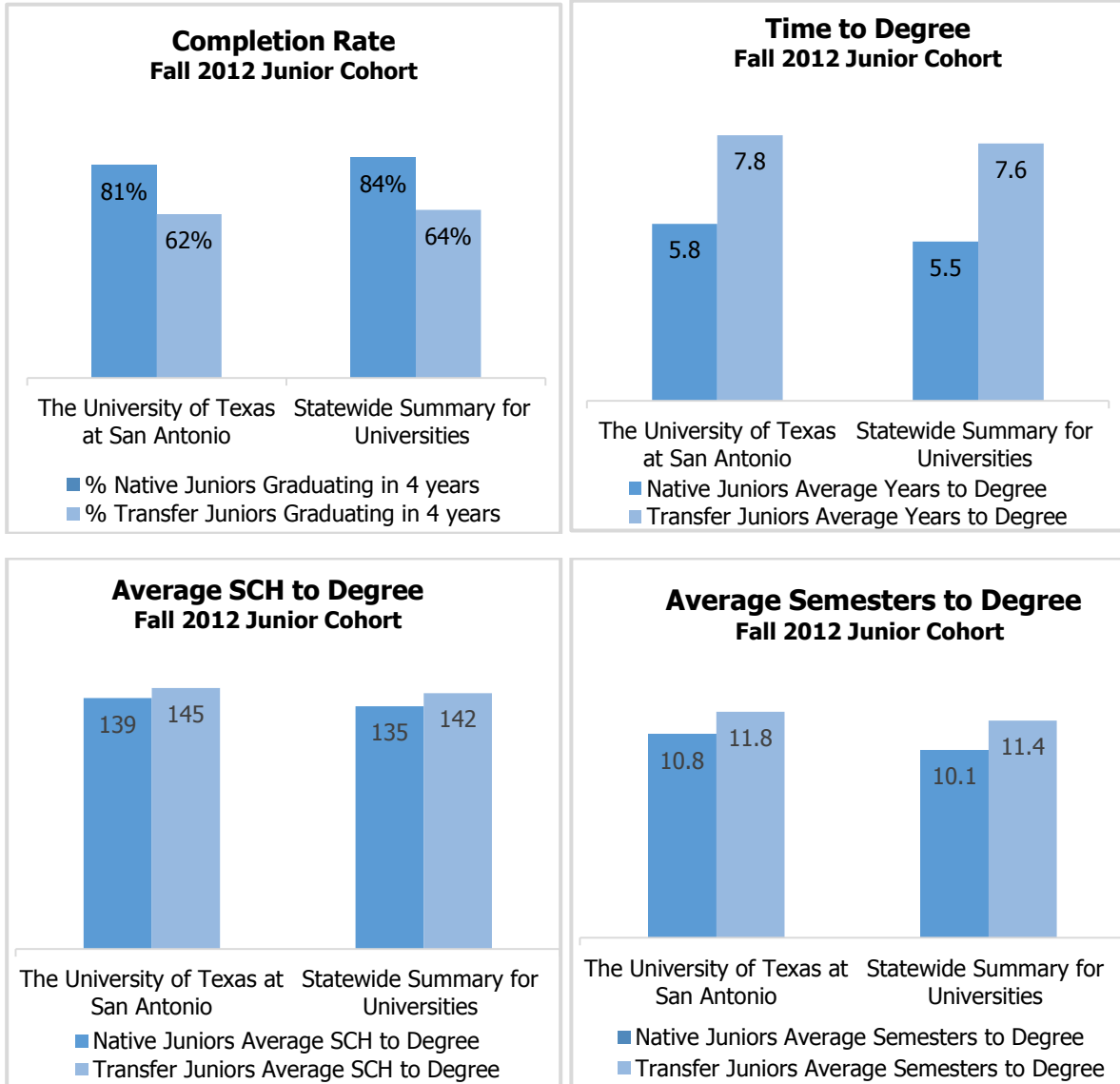
The University of Texas at El Paso



The University of Texas at El Paso (UT-El Paso) has been in operation for over 100 years and serves a high density population in a geographically isolated area. UT-El Paso enrolls more first-time-in-college students than community college transfer students each fall semester. Most of UT-El Paso students are Hispanic, and the institution is the top destination for transfer students from El Paso Community College.

UT-El Paso identified the lack of course and program alignment with community colleges as the single significant barrier to transfer. Participation in transfer fairs at El Paso Community College to raise awareness and provide resources were effective for transfer student enrollment at UT-El Paso. Naming funding support as essential for transfer student retention, UT-El Paso continues to identify funding sources for student financial assistance. For degree completion among transfer students, the institution considered articulation agreements as crucial and continues to work with community colleges on such agreements, while also reviewing course scheduling at the institution to meet students' needs.

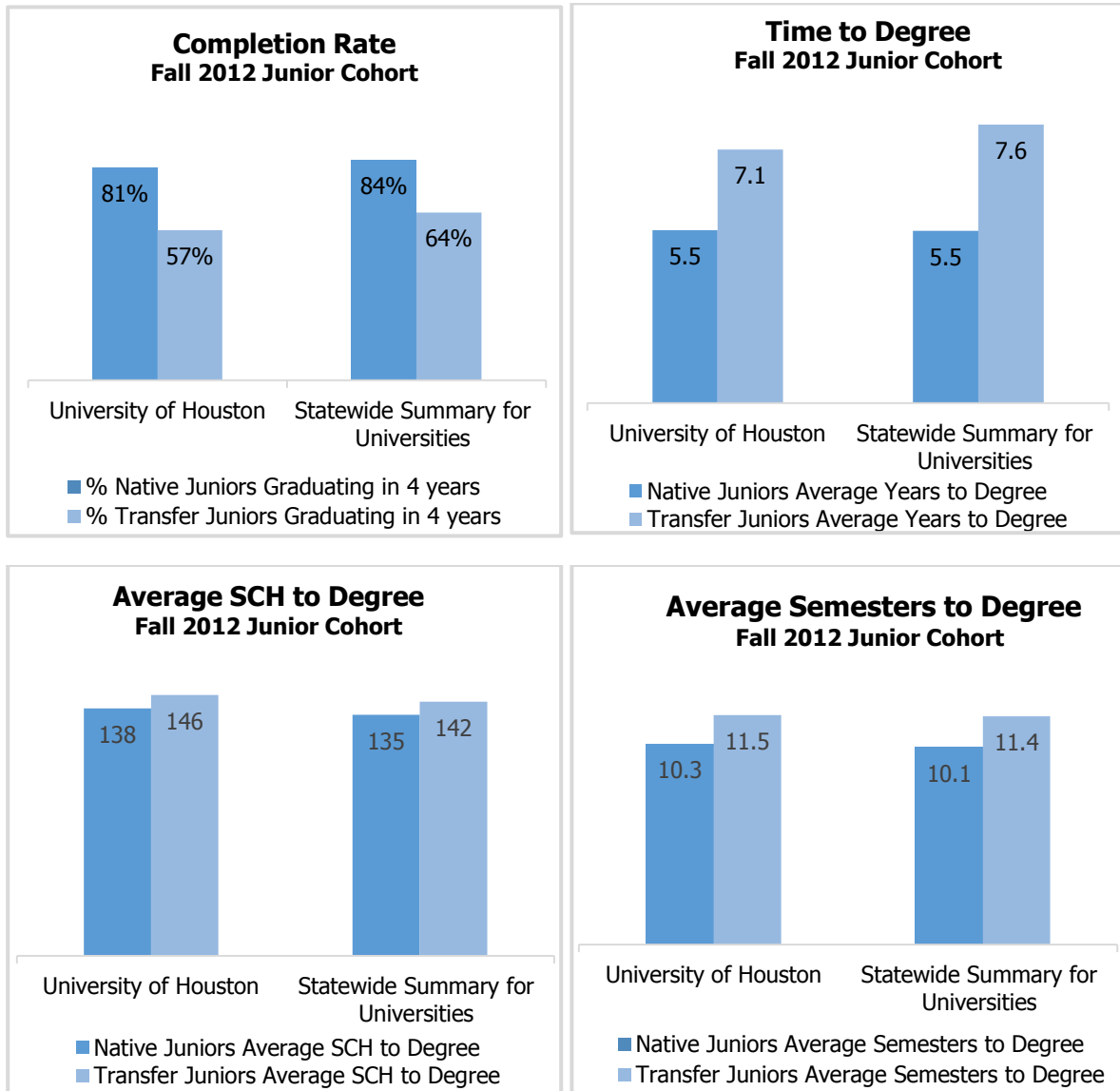
The University of Texas at San Antonio



The University of Texas at San Antonio (UT-San Antonio), established in 1969, is classified by the U.S. Department of Education as a Hispanic serving institution. Since its establishment, it has experienced strong and continuous growth both in the student population and in the academic programs offered. The majority of the institution’s transfer students come from the Alamo Community College District.

UT-San Antonio identified students transferring with excessive hours as a continuing barrier to smooth transfer. The institution reported that its transfer specialists and events focusing on transfer have been effective in promoting transfer student enrollment. For retention and completion among transfer students, UT-San Antonio named academic advising as crucial in providing support and guidance.

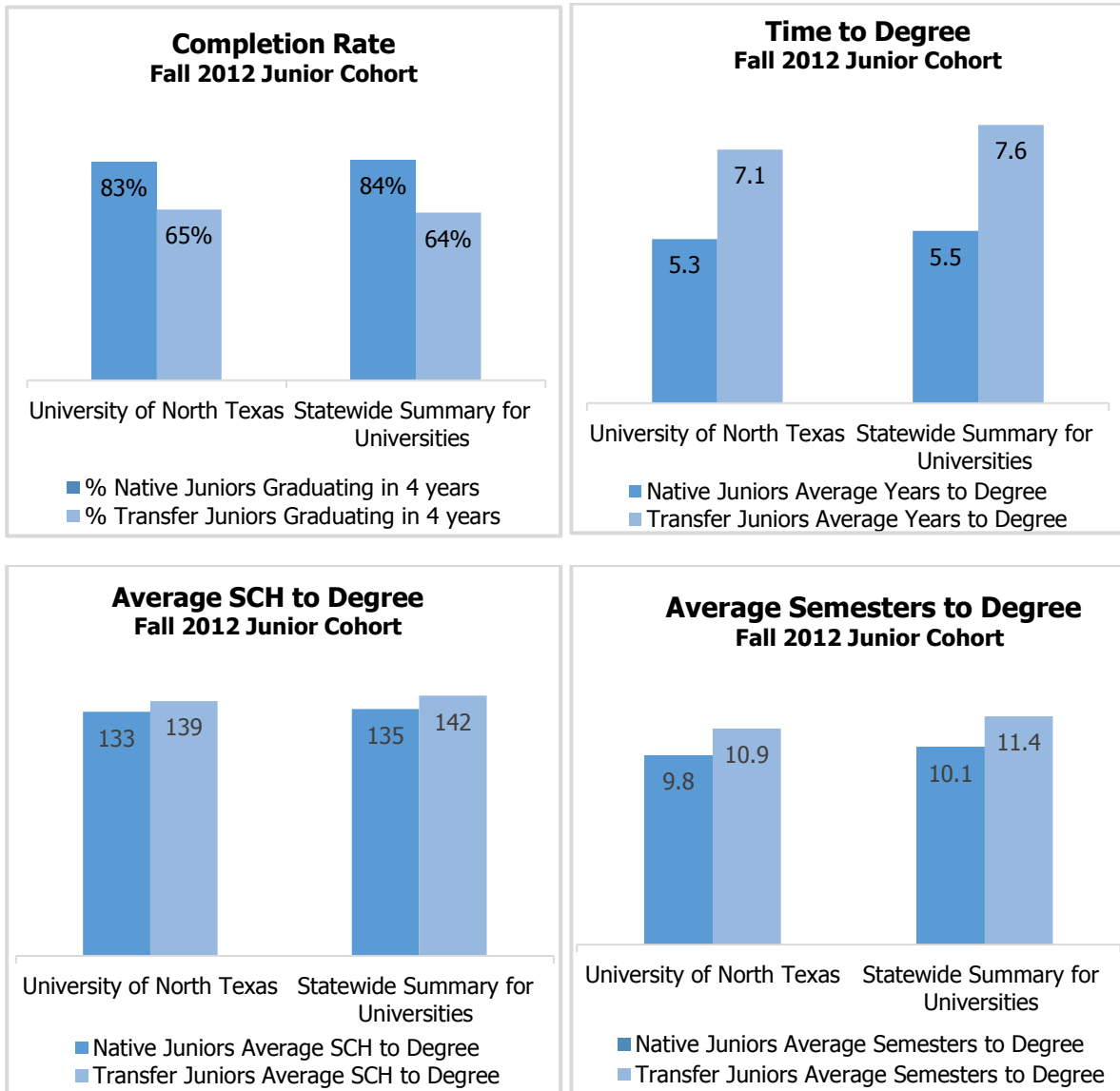
University of Houston



University of Houston (UH) accepts transfer students from a number of community colleges around the state. The majority of transfer students come from nearby Houston Community College and campuses in the Lone Star College System. UH also receives a high number of transfer students from the San Jacinto College campuses located in the Greater Houston area.

UH identified the lack of alignment between programmatic and institutional admission requirements as the most problematic barrier for transfers. UH reported that visits to community colleges and follow-up communication with prospective transfer students have been effective for enhancing transfer student enrollment. For retention and completion among transfer students, UH indicated that a regional consortium led by the institution and including various community colleges was the most effective, through its focus on program alignment, advising, and co-requisite remediation.

University of North Texas

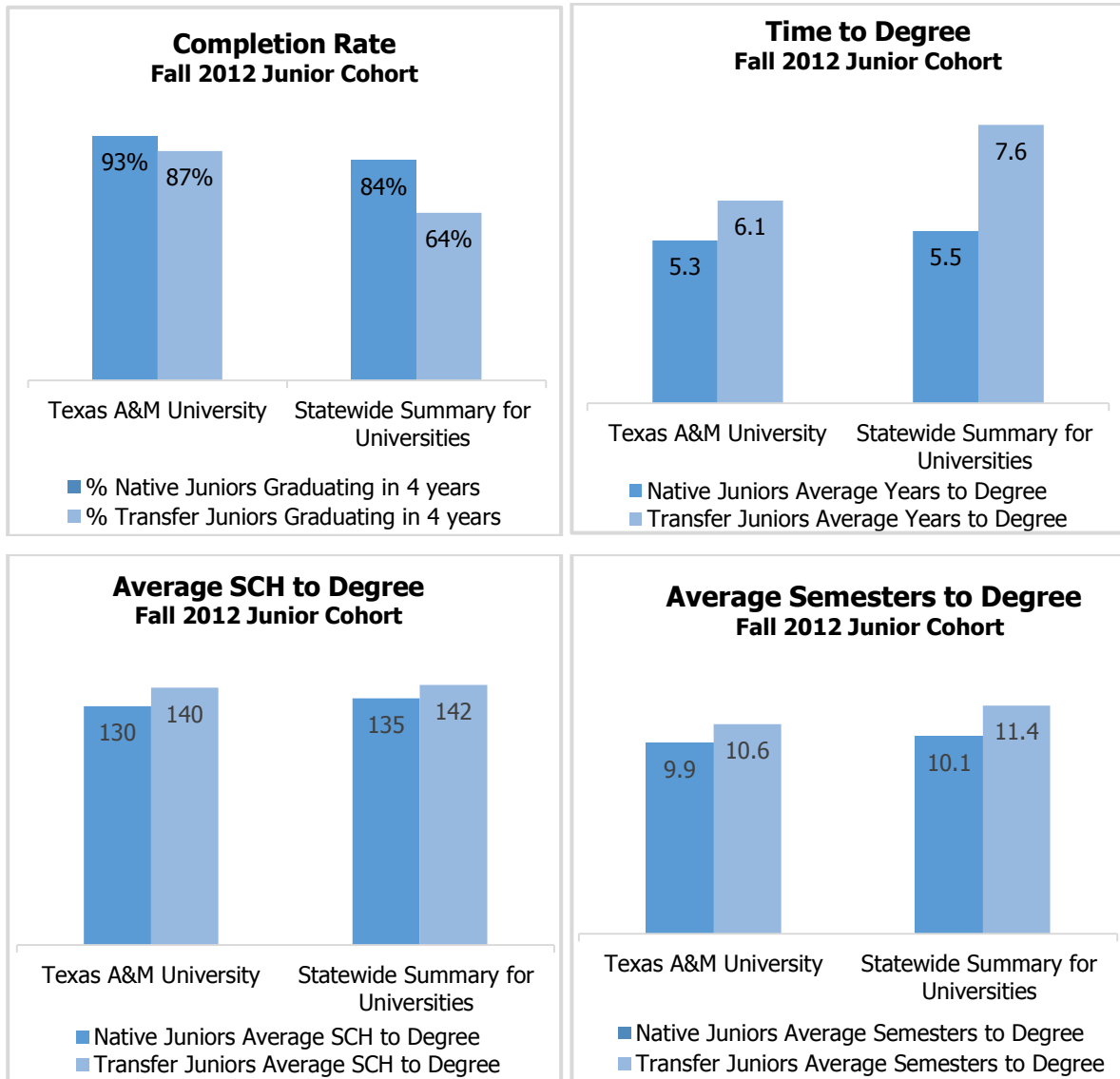


The University of North Texas (North Texas) enrolls transfers from all over the state but serves primarily transfer students from surrounding community college systems. Transfers from Tarrant County College, Dallas County Community College District, Collin College, and North Central Texas College account for the majority of community college students transferring to North Texas.

The institution identified inadequate advising at the community college as the primary barrier to transfer. North Texas named its dedicated and available transfer counselors on community college campuses and at UNT as the most effective in promoting the institution's transfer student enrollment. Academic advising offered to students throughout their academic career was essential for retention among transfer students. For degree completion, North Texas reported that the ability of the advising office to mitigate challenges in course registration helped transfer students remain on track to graduation.

Research Institutions

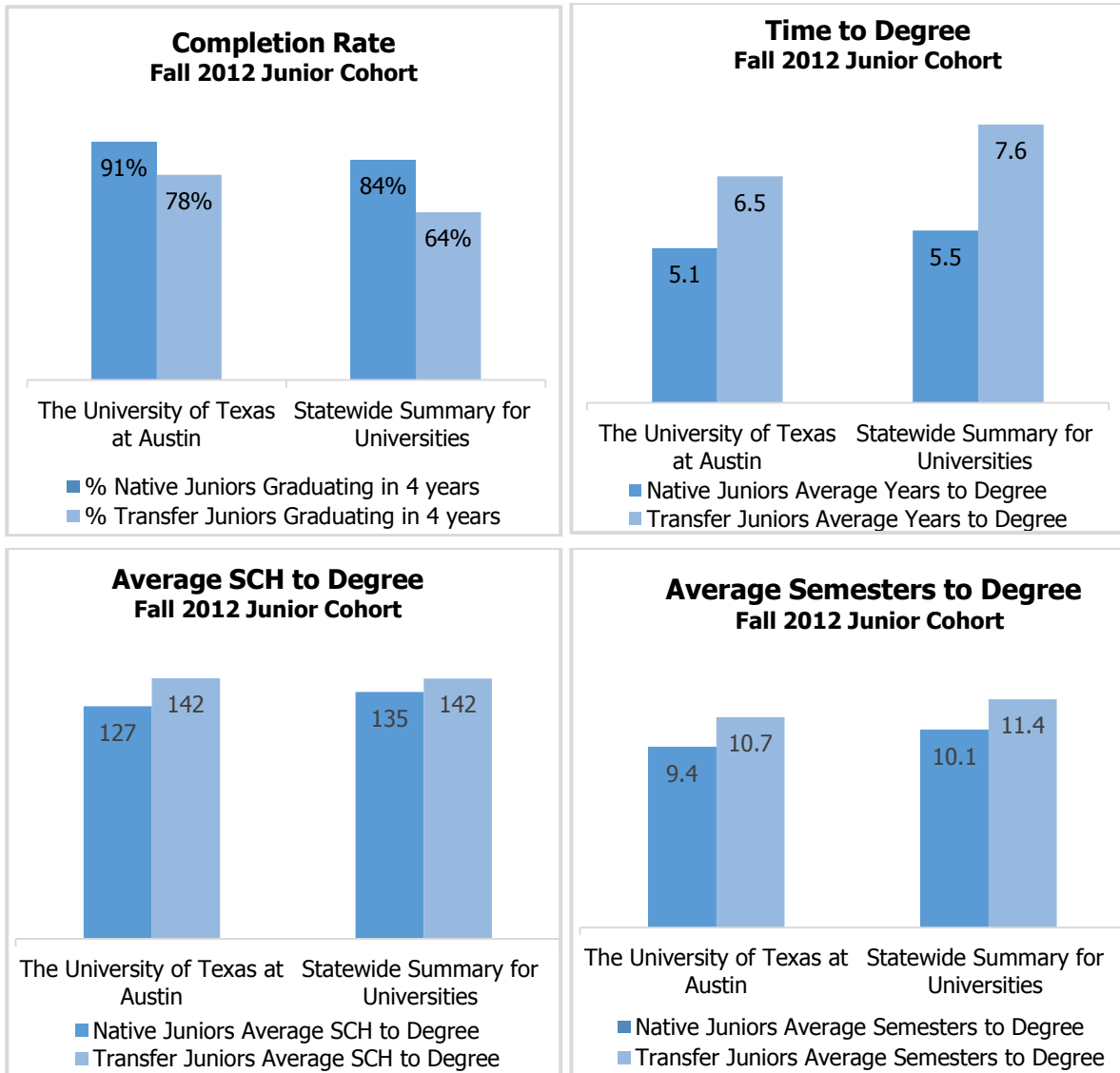
Texas A&M University



The graduation rate for Texas A&M University (TAMU) community college transfer students who were included in the cohort data for this year's report was the best in the state at 87 percent. TAMU leads the state in the payment of the Tuition Rebate for students who graduate on time and do not accumulate more than three SCH beyond that required for their degree program. Even so, TAMU reported the advice students receive prior to transfer as a significant barrier to smooth transfer.

Community colleges throughout the state, large and small, rural and urban, are represented in the TAMU transfer student population. Blinn College is the TAMU's top feeder community college. TAMU recruits selectively with a minimum 2.5 GPA required for general transfer admissions, and transfer information sessions have been effective for transfer student enrollment. According to TAMU, the Academic Success Center, using a holistic approach that helps students identify and address challenges and provides supplemental instruction, fosters retention and completion among transfer students.

The University of Texas at Austin



As a Tier One institution, The University of Texas at Austin (UT-Austin) is selective in their admissions, and this selectivity is reflected in the success of the relatively small community college transfer student population that UT-Austin admits. Students from Austin Community College account for one-third to one-half of first-time transfer students at UT-Austin. Community college transfer students attending UT-Austin also tend to come from urban community colleges in the Dallas-Fort Worth Metroplex, Houston metropolitan area, and San Antonio.

The primary barrier to transfer identified by the institution concerned program capacity. UT-Austin named the advising network with Austin Community College as the most effective program for transfer student enrollment through advisors' visits to college campuses and the working relationships between advisors at both institutions. For student retention, UT-Austin reported that a program focusing on transfer students' first year provided mentoring and networking opportunities. While an initiative using predictive analytics assisted all students with degree completion, of particular assistance to transfer students is the Graduation Help Desk, which facilitates filing petitions, course transferability reviews, and degree planning.

Appendix B

The General Appropriations Act, Senate Bill (SB) 1, Article III-269, Section 49, 85th Texas Legislature, Regular Session

Sec. 49. Community College Transfer Student Reporting Requirement. All General Academic Institutions shall use their respective Education and General funds appropriated in this Act to develop and submit an annual report to the Texas Higher Education Coordinating Board (THECB) that details the institution's goals to increase the number, success, and persistence of community college transfer students as measured by THECB. The report shall assess each institution's existing academic and technical transfer pathways, identify each institution's barriers to transfer, and define emerging issues. The report shall detail institution actions to serve current and future transfer students through local and regional articulation agreements with faculty collaboration, community college program enhancements, student outreach and advising, website information development, targeted financial aid, university student success programs, and degree program alignment.

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

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

Appendix C: Transfer Survey Instrument 2017

Community College Transfer Student Report Survey 2017

I. Institutional Information

- a. Please enter the institution's name.
- b. Please enter the contact information of the person responsible for completing the responses required in this survey and include:
 1. Name, Title and Department
 2. Email address
 3. Telephone number(s)
- c. Please enter the contact information of an alternate contact person and include:
 1. Name, Title and Department
 2. Email address
 3. Telephone number(s)

II. Institutional Goals for Increasing Numbers (enrollment), Persistence (retention), and Success (completion) of Community College Transfer Students

1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
 Yes, provide the number: _____
 No
 Transfer students are not tracked separately
2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
 Yes, provide the number: _____
 No
 Transfer students are not tracked separately
3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
 Number of graduates: _____
 Transfer students are not tracked separately to graduation

(If for question 3, you do not track transfer students separately to graduation, skip question 4.)

4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates? _____%

III. Service to Transfer Students

A. Advising

5. Does your institution require academic advising for new transfer students? ___Yes ___No
6. Do your institution's academic advisors receive training specific to transfer students? ___Yes ___No

B. Orientation

7. Does your institution offer an orientation program specifically tailored for transfer students?
___Offered, but not required
___Offered and required
___Not offered

(Skip question 8 if your institution does not offer a transfer orientation. Go to question 9.)

8. Check the activities included in the transfer orientation. Select all that apply.

- ___ Advising with professional advisors
- ___ Advising with faculty advisors
- ___ Financial aid advising
- ___ Registration
- ___ Student organizations' presentations
- ___ Assignment of student mentors
- ___ Assignment of faculty/staff mentors
- ___ Meetings specific to academic program majors
- ___ Career Services presentation
- ___ Housing information session
- ___ Health Services information session
- ___ Mental Health/Counseling Services presentation
- ___ Campus Safety/Security information session
- ___ Campus tour
- ___ Meal
- ___ Parent/family participation and sessions

9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year? ___%

C. Outreach and Success Programs

10. Which of the following student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? Select all that apply.

- Regular recruitment visits
- Transfer Fairs
- Academic Advising
- Financial Aid Advising
- Permanent transfer advisor on community college campus
- None of the outreach efforts listed were conducted

11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

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

- Student Mentors
- Faculty/Staff Mentors
- Discipline/Major specific tutorial services
- Writing Lab
- Math Lab
- Academic Early Alerts for struggling students
- Childcare services on campus
- Commuting/Transportation Assistance
- Learning Communities

D. Website

13. Provide the URL on your institutional website for information tailored to the needs of transfer students.

14. Check the items included on the institutional website for transfer students. Select all that apply.

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Degree program guides that include Texas Common Course Numbers (TCCNS)
- A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.
- Scholarship and financial aid information specific to community college transfer students
- Limit on transferable hours accepted

15. What is the minimum GPA for transfer admissions? (Please include no more than two decimals.)

16. What are the minimum semester credit hours for transfer admissions? _____
17. What is the academic residency in semester credit hours required for graduation? _____
18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree? _____

E. Financial Aid

For purposes of the survey, financial aid is state, federal, and institutional grants, scholarships, loans, and work study.

19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year? _____%
20. What percentage of transfer students received financial aid? _____%
21. What was the average amount of financial aid awarded per transfer student? \$_____
22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students? _____Yes _____No
- (Go to question 24 if you answered no to question 22.)
23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year? _____%

F. Self-Assessment of Programs/Services for Transfer Students

24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
- a. number (enrollment)
 - b. persistence (retention)
 - c. success (completion)

IV. Transfer Pathways

A. Academic and Workforce Articulation Agreements

Academic and workforce articulation agreements should include course equivalencies and specific degree program applicability of courses. These agreements are signed by institutional representatives. Multiple

transfer planning guides/degree guides attached to a general transfer agreement are not considered separate agreements.

25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year? ___Yes ___No

(Go to question 27 if you answered no to question 25.)

26. How many new degree program articulation agreements were executed during the 2016-2017 school year? _____

27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year? ___Yes ___No

28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges? _____

29. How many academic (AA, AS, AAT) articulation agreements are currently in effect? _____

30. How many workforce (AAS) articulation agreements are currently in effect? _____

31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement? _____

32. What are the barriers to developing degree program articulation agreements with community colleges?

B. Dual Admission Agreements

Dual Admission Agreements are formal agreements between a two-year and a four-year institution to provide a program to jointly admit students in order to ensure a seamless transfer. Dual Admission Agreement programs may provide for students participating in the program to be concurrently enrolled. Other types of Dual Admission Agreement programs defer a student's enrollment in courses at the university to a later date.

33. What is the number of Texas community colleges with which your institution has at least one dual admission program? _____

34. What is the number of dual admission agreements which defer enrollment at the university?

35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions? _____

36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

_____ Number of students: _____


_____ Dual admission students are not tracked separately

37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?
 _____ Number of students: _____
 _____ Dual admission students are not tracked separately


38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students? ____Yes ____No

C. Faculty Participation

39. Rate the awareness of your institution’s faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

Statewide Initiative	Not Aware  Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project				
Field of Study Curriculum				
Texas Core Curriculum				
Texas Tuning Project				
Voluntary Transfer Compacts				

40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

Statewide Initiative	Not Useful  Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project				
Field of Study Curriculum				
Texas Core Curriculum				
Texas Tuning Project				
Voluntary Transfer Compacts				

41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year? _____

D. Courses, Core, and Common Numbers

The Texas Common Course Numbering System (TCCNS) is the numbering system approved by the Texas Higher Education Coordinating Board and included in the *Lower-Division Course Guide Manual* (ACGM) for transferable academic courses to be offered and funded at community colleges.

42. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses? ___Yes ___No

(Go to question 44 if you answered no to question 42.)

43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished? Check all that apply.

- ___ Rubric (non-common prefix)
- ___ Number (non-common number with "7" in ten's place)
- ___ Note of explanation
- ___ Not distinguished
- ___ Other (specify)

44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course? ___Yes ___No

46. If yes, describe why, how, and how often this happens. (Please limit your response to 1000 characters.)

47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories **in bold** below. Note: you may need to contact your institutional research office or office of the registrar to obtain these numbers.

Courses included in:	Number of lower-division courses with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or without a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)		
University core curriculum		
Degree program major requirements		

48. Check the locations where information about the TCCNS and common course number equivalents are provided. (Check all that apply).

- with individual catalog course descriptions (TCCNS course equivalents)
- with catalog degree requirements (TCCNS course equivalents)
- in Degree/curriculum guides (TCCNS course equivalents)
- on Transfer Admissions webpages (TCCNS course equivalents)
- on Transfer Admissions webpages (explanation and significance of the common course numbering system)
- on all departmental webpages (TCCNS course equivalents)
- on all departmental webpages (explanation and significance of the common course numbering system)
- Additional locations or publications (please specify)

V. Barriers to Transfer

49. The following have been identified as barriers to transfer. Not all may apply to your institution. Please select only those experienced at your institution and rank the applicable items based on how problematic the issues are at your institution, with "1" being the most problematic, "2" being the next most problematic, and so on. If all issues are selected, "12" will represent the least problematic.

- Lack of timely and/or accurate transcript evaluation
- Lack of financial support for transfer students
- Insufficient staff at your institution to facilitate transfer of students from community colleges
- Insufficient financial resources at your institution to facilitate transfer of students from community colleges
- Insufficient training for your institution's recruiters
- Inaccurate and/or inadequate advising at the community college
- Lack of available academic programs to meet transfer students' needs
- Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
- Program admission requirements that are different from your institution's admission requirements
- Lack of course and program alignment with community colleges
- Students transferring with excessive hours
- Programs at capacity at your institution

50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution? Yes No

(Go to question 53 if you answered no to question 51.)

52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

Appendix D: Institutional Survey Responses

Master's Institutions

Angelo State University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 300
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 70%
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 395
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 21%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Assignment of student mentors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 65%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)

A10.
<ul style="list-style-type: none"> • Regular recruitment visits • Academic Advising • Financial Aid Advising • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)
A11. The major effort centered around transfer student orientation and enrollment. We duplicated the program use for Freshmen with specific emphasis for transfer students.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). (Order of selected responses does not reflect order of importance to the institution.)
A12.
<ul style="list-style-type: none"> • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13.
http://myfuture.angelo.edu/admission/transfer_students.php
Q14. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)
A14.
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 18 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 78 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 25%
Q20. What percentage of transfer students received financial aid?
A20. 78%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$9764
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes

Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 55%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. <i>a. number (enrollment)</i> Articulation Agreements. We have articulation agreements with about 20 community colleges in various programs across the state of Texas. Those agreements assure transfer students that the courses they took will count toward a degree. <i>b. persistence (retention)</i> Departmental Faculty Mentoring. Transfer students are advised and mentored by faculty in the departments. It gives students a sense of belonging and comfort. <i>c. success (completion)</i> Degree Works. We are implementing Degree Works as a solution to make sure that transfer students take courses that move them toward degree completion and avoid taking courses that do not count.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 3
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 2
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 30
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 20
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. The major barrier is time. These agreements require time on faculty, staff and administrators and with tight budgets, the time to do these is scarce.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 0
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34.
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35.
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?
A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.

Q39. Rate the awareness of your institution’s faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	<div style="display: flex; justify-content: space-between; align-items: center;"> Not Aware Very Aware </div>			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum		X		
Texas Core Curriculum				X
Texas Tuning Project			X	
Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	<div style="display: flex; justify-content: space-between; align-items: center;"> Not Useful Very Useful </div>			
	1	2	3	4
ACGM Learning Outcomes Project				X
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project				X
Voluntary Transfer Compacts			X	

Q41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 1

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Rubric (non-common prefix)
- Note of explanation

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Transfer admissions has a crosswalk developed from catalog descriptions of courses at other institutions where TCCN is not used. Those are input into Banner and when a course from a non TCCN school is entered, it is converted.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	126	27
University core curriculum	48	10
Degree program major requirements	NA	NA

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

- A48.
- with individual catalog course descriptions (TCCNS course equivalents)
 - in Degree/curriculum guides (TCCNS course equivalents)
 - on Transfer Admissions webpages (TCCNS course equivalents)
 - on Transfer Admissions webpages (explanation and significance of the common course numbering system)

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

- A49.
1. Inaccurate and/or inadequate advising at the community college
 2. Lack of course and program alignment with community colleges
 3. Lack of financial support for transfer students

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50. We have not been very friendly on how we transferred core courses. That has been remedied and our transfer enrollment has increased. We are also not very close to community colleges with large enrollments. We do ok locally, but not as well with metro students.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. Yes

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52. We changed the way core requirements are evaluated.


Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)


A53. None at this time.

Midwestern State University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 525
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. Transfer students are not tracked separately to graduation
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. No
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Not offered
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8.
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 100%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)
A11. First-year Experience composed of fall learning communities, spring seminars, and peer mentor support was initiated, with full implementation planned for 2019-20. Approximately 40% of FYFT students were enrolled in a learning community in fall 2016 (phase 1).
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). (Order of selected responses does not reflect order of importance to the institution.)
A12. <ul style="list-style-type: none"> • Writing Lab • Academic Early Alerts for struggling students • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. mwsu.edu/admissions/transfer-to-msu

Q14. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 18 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 24 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 69 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 10%
Q20. What percentage of transfer students received financial aid?
A20. 69%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$12244
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. No
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. %
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. <i>a. number (enrollment)</i> Transfer Fairs: Admissions counselors attended approximately 40 fairs hosted by community colleges. This approach is especially effective in promoting awareness of our institution and highlighting the liberal arts mission and the low student-faculty ratio at MSU. <i>b. persistence (retention)</i> Although in the near future our First year experience will be the most powerful program for retaining students, currently the Orientation special session for transfer students is our most effective program. During these sessions, transfer students learn about special research and internship opportunities, professional writing support, and career counseling services. Both the writing support and undergraduate research programs connect students to our campus and their academic majors. <i>c. success (completion)</i> Various Signature Learning Experiences in place, such as Model UN and Undergraduate Research, have proved to be effective means of helping students persist to graduation and graduate in 4 to 4.5 years.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?				
A26. 3				
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?				
A27. No				
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?				
A28. 61				
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?				
A29. 0				
Q30. How many workforce (AAS) articulation agreements are currently in effect?				
A30. 61				
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?				
A31. 57				
Q32. What are the barriers to developing degree program articulation agreements with community colleges?				
A32. manpower to coordinate the agreement / existing agreements are not clearly communicated to All CC personnel / some CCs have not signed/returned agreements				
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?				
A33. 0				
Q34. What is the number of dual admission agreements which defer enrollment at the university?				
A34.				
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?				
A35.				
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?				
A36.				
Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?				
A37.				
Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?				
A38.				
Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.				
A39.				
	Not Aware			Very Aware
	1	2	3	4
ACGM Learning Outcomes Project	X			
Field of Study Curriculum		X		
Texas Core Curriculum				
Texas Tuning Project				X
Voluntary Transfer Compacts	X			
Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.				
A40.				

Statewide Initiative	Not Useful  Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project	X			
Field of Study Curriculum		X		
Texas Core Curriculum				
Texas Tuning Project			X	
Voluntary Transfer Compacts	X			

Q41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 2

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. We compare our course descriptions with those in the Academic Course Guide Manual (ACGM) and we collaborate with transfer evaluators within the university, as well as with faculty in the respective areas, as needed, to make determinations. We have also, on occasion, reviewed other institutions’ equivalent courses and review how they assigned the TCCN.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. Yes

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. When the ACGM removed GOVT 2301 and 2302 (and only left 2305 & 2306), MSU removed the TCCNS designation from our two political science courses (POLS 1333 & 1433). The department did not want to change the content of our two courses and how they were being taught to match the 2305 & 2306 designations. This is very rare, the only other times I can recall us removing a TCCN is if we are deleting our course, or perhaps changing it to an upper-level number.

Q47. Indicate the number of lower-division courses in your institution’s 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	143	269
University core curriculum	59	34
Degree program major requirements		

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)
- Transfer Admissions section of catalog and glossary/A-Z table showing all TCCN equivalencies of MSU courses in catalog

Q49. Identify and rank barriers to transfer, with “1” being most problematic.

A49.

1. Lack of financial support for transfer students
2. Insufficient staff at your institution to facilitate transfer of students from community colleges
3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges
4. Programs at capacity at your institution

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. No

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. No; during the coming two years, we expect to improve the transfer experience.

Sul Ross State University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 115
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. Transfer students are not tracked separately to graduation
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Not offered
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8.
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 10%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Academic Advising • Financial Aid Advising • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)
A11. NONE
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). (Order of selected responses does not reflect order of importance to the institution.)
A12. <ul style="list-style-type: none"> • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Childcare services on campus
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13.

http://www.sulross.edu/page/239/transfer-students
Q14. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 12 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 32 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 62 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 21%
Q20. What percentage of transfer students received financial aid?
A20. 97%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$19465
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 14%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> Sul Ross Specialist at Midland College b. <i>persistence (retention)</i> Mandatory Advising c. <i>success (completion)</i> Implementation of Degree Works
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 2
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28.
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?

A29. 0

Q30. How many workforce (AAS) articulation agreements are currently in effect?

A30. 0

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 4

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. Distance between main campus and off campus locations as compared to community colleges

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 2

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34. 2

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35. 2

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36. Dual admission students are not tracked separately

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37. Dual admission students are not tracked separately

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes


Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware  Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum		X		
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful  Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum			X	
Texas Tuning Project			X	
Voluntary Transfer Compacts			X	

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 0		
Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?		
A42. No		
Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?		
A43.		
Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)		
A44. The course descriptions in the ACGM are examined by staff in Admissions and in the Registrar's office. Academic departments are consulted as necessary. If a course in the ACGM is determined to be equivalent in content and credit hours, the Registrar updates the TCCNS matrix, catalog, and the official THECB course inventory.		
Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?		
A45. Yes		
Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)		
A46. There is occasion to remove a TCCNS equivalent when a course is deleted from inventory, converted to an upper-level course, converted from a four credit lecture + lab to three credit lecture + one credit lab, or the content is significantly changed so as not to be equivalent any longer. In 2014, 26 deletions occurred, largely because of the conversation from four credit science courses to three + one lecture/lab courses. Since then, no deletions have occurred.		
Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.		
A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	144	223
University core curriculum	54	9
Degree program major requirements	126	90
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> with individual catalog course descriptions (TCCNS course equivalents) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> Lack of financial support for transfer students Insufficient financial resources at your institution to facilitate transfer of students from community colleges Insufficient staff at your institution to facilitate transfer of students from community colleges Lack of available academic programs to meet transfer students' needs Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50. Distance		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. No		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52.		

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. Lack of growth in online degree offerings.

Sul Ross State University-Rio Grande College

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 150
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 120
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 146
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 100%
Q5. Does your institution require academic advising for new transfer students?
A5. No
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Assignment of student mentors • Assignment of faculty/staff mentors • Meetings specific to academic program majors • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 65%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. Faculty Advisor Assistants are work-study part of a program implemented to follow-up and encourage students to schedule appointments with their faculty advisors. They provide students with the name and contact information of their advisor; ensure familiarity with log-ins to helpful and necessary institutional web links; check-up on the students twice a semester to ascertain they are doing well. if a challenge arises they offer assistance in whatever area deemed necessary by providing them with the department and transaction they might need. Then they provide the department the student's info.

Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). *(Order of selected responses does not reflect order of importance to the institution.)*

A12.

- Student Mentors
- Faculty/Staff Mentors
- Discipline/Major specific tutorial services
- Writing Lab
- Academic Early Alerts for struggling students

Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.

A13.

<http://www.sulross.edu/rgc>

Q14. List the items included on the institutional website for transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

A14.

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Degree program guides that include Texas Common Courses Numbers (TCCNS)
- Scholarship and financial aid information specific to community college transfer students
- Limit on transferable hours accepted

Q15. What is the minimum GPA for transfer admissions?

A15. 2.0

Q16. What are the minimum semester credit hours for transfer admissions?

A16. 42 SCH

Q17. What is the academic residency in semester credit hours required for graduation?

A17. 30 SCH

Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?

A18. 66 SCH

Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?

A19. 95%

Q20. What percentage of transfer students received financial aid?

A20. 97%

Q21. What was the average amount of financial aid awarded per transfer student?

A21. \$13610

Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?

A22. Yes

Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?

A23. 10%


Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> Direct recruitment by Student Service Specialists/Recruiters at Southwest Texas Junior College. They work very closely with their professional advisors making sure the students receive the SRSU Rio Grande Articulations Agreements between SRSU RGC & SWTJC upfront. Recruiters then attend their Orientation Sessions to make them aware of SRSU RGC and programs we offer. As well as attend SWTJC transfer fairs, set-up on-going recruitment booths, and communicate with their graduates.
b. <i>persistence (retention)</i>
c. <i>success (completion)</i>
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. No
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26.
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. No
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 1
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 3
Q30. How many workforce (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 1
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Concurrent discipline areas meetings between SRSU Rio Grande College and Southwest Texas Junior College faculty to discuss and agree on programs.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 1
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34. 0
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35. 1
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?
A36. 0
Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?
A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes


Q39. Rate the awareness of your institution’s faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative				
	Not Aware			Very Aware
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum		X		
Texas Core Curriculum			X	
Texas Tuning Project				
Voluntary Transfer Compacts				

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative				
	Not Useful			Very Useful
	1	2	3	4
ACGM Learning Outcomes Project				X
Field of Study Curriculum				X
Texas Core Curriculum				X
Texas Tuning Project				
Voluntary Transfer Compacts				

Q41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41.

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. The course descriptions in the ACGM are examined by staff in Admissions and in the Registrar's office. Academic departments are consulted as necessary. If a course in the ACGM is determined to be equivalent in content and credit hours, the Registrar updates the TCCNS matrix, catalog, and the official THECB course inventory.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. Yes

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. There is occasion to remove a TCCNS equivalent when a course is deleted from inventory, converted to an upper-level course, converted from a four-credit lecture + lab to three-credit lecture + one credit lab, or the content is significantly changes so as not to be equivalent any longer. In 2014, 26 deletions occurred, largely because of the conversion from four-credit science courses to three + one lab courses. Since then, no deletions have occurred.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	144	223
University core curriculum	54	9
Degree program major requirements	126	90

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)
- Equivalencies are also listed in a matrix in the catalog

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Students transferring with excessive hours
2. Inaccurate and/or inadequate advising at the community college
3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
4. Programs at capacity at your institution
5. Lack of financial support for transfer students

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. No

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53.

Texas A&M University-Galveston

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 120
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 80%
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. Transfer students are not tracked separately to graduation
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Assignment of student mentors • Assignment of faculty/staff mentors • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 100%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)

A10.
<ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)
A11. Implemented first scholar award and first scholar living learning community for freshman in Fall 17, tracking of high impact learning practices across all incoming students (transfer and freshman), and initiated academic coaching program for all first year enrolled students. Developed a comprehensive general academics program and review for students transitioning between majors or feeling conflicted by their original choice. Broadened academic department participation for transfer admission reviews to encourage more ownership.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). (Order of selected responses does not reflect order of importance to the institution.)
A12.
<ul style="list-style-type: none"> • Student Mentors • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13.
http://www.tamug.edu/admissions/transfer/
Q14. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)
A14.
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.5
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 24 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 36 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 5%
Q20. What percentage of transfer students received financial aid?

A20. 57%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$2500
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 12%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. <i>a. number (enrollment)</i> This area is currently in development. We do have individualized program advising sheets lined up to the Texas Common Course Number System. We recently hosted a counselor luncheon for all Galveston College and TAMUG advisors to get acquainted and build relationships. At that meeting, we developed a set of action items to strengthen the partnership. <i>b. persistence (retention)</i> Specific New Student Conferences geared towards transfer students where they connect one on one with academic advisors. Students participate in a myriad of activities to facilitate both social and academic integration. Students have small group dinners with faculty members, play mixer games to form peer relationships, and career workshops to clarify professional goals. <i>c. success (completion)</i> Regular one on one departmental advising by faculty in each academic department and the rigorous training provided for those faculty. Faculty do regular referrals to tutoring services (including math, writing and multimedia labs).
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. No
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26.
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. No
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 17
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 17
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 1
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 17
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Very small staff has limited the development of new programs. TAMUG is highly-specialized in the marine and maritime industry which requires very specific pathways. the pool of students in those pathways is very small. Some majors which include the Texas A&M Maritime Academy licensing programs may require three years on our campus due to federal training requirements.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 2

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34. 2

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35. 0

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36. 0

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37. 0

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. No

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum			X	
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 2

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. As a branch campus of Texas A&M University, we follow all curricular policies of the main campus including the same core curriculum, transfer credit review, and degree requirements.		
Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?		
A45. Yes		
Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)		
A46. This was determined at the main campus. The occasion was related to a math course no longer including statistics. The common number was removed however a new course was established to mirror the TCCN course.		
Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.		
A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)		
University core curriculum		
Degree program major requirements		
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • with catalog degree requirements (TCCNS course equivalents) • in Degree/curriculum guides (TCCNS course equivalents) • on Transfer Admissions webpages (TCCNS course equivalents) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Lack of course and program alignment with community colleges 2. Insufficient staff at your institution to facilitate transfer of students from community colleges 3. Students transferring with excessive hours 4. Lack of financial support for transfer students 5. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 6. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50. Highly specific and regulated curriculum.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. No		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. The hiring freeze and budget reductions have slowed forward progress. We are still committed to community college transfers and are making significant efforts to build stronger relationships with Galveston College, San Jacinto, and College of the Mainland.		

Texas A&M University-Central Texas

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 610
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 525
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 583
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 77%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Assignment of student mentors • Meetings specific to academic program majors • Career Services presentation • Housing information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 86%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. Video shorts interventions for new undergraduate transfer students entering with less than 2.5 transfer-in GPAs (based in Academic Support Blackboard/CANVAS community). Subject matter includes, time-management, transition, coping, and study skills.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Student Mentors • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Academic Early Alerts for struggling students • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. https://www.tamuct.edu/departments/admissions/
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 30 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 68 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 100%
Q20. What percentage of transfer students received financial aid?
A20. 63%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$9586
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 2%

Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> Hobson's CRM is being implemented to maximize our recruiting efforts by identifying and recording prospective students at our partnering community colleges.
b. <i>persistence (retention)</i> Starfish, form Hobson's is being implemented to identify students who are newly transferred from our partnering community colleges and showing signs of academic distress in their first semesters at our University. The tool uses signature assignments, classes, and benchmarks to predict students who are likely to be at risk of either not passing or not returning in the following semester. This early alert system, replaces a program we currently use that is doing a less robust job at retaining students. The current program has been very successful at keeping our retention rates (% of newly admitted students at all undergraduate levels enrolling the following year) above 70%.
c. <i>success (completion)</i> Degree Works, implemented with the adoption of the Ellucian Banner student information system, provides students with a clear map to graduation. The program includes a feature that allows students to develop plans needed to complete their degree enabling staff and faculty to better advise students on completing with the least number of hours and semesters to degree. This saves transfer students thousands of dollars in tuition and lost wages.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. No
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26.
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 32
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 29
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 3
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 4
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Human resources to devote to such an effort; Inability to align programs while abiding by the Coordinating Board's requirements (i.e., keeping programs to 120 SCH); Misalignment of academic program goals/mission (e.g., CTC's IT program is technical in nature—an AAS; ours is academic— a BS); Lack of awareness of opportunities to partner to create articulation agreements
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 0
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34.
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35.

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.


Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative				
	Not Aware	2	3	Very Aware
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum		X		
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative				
	Not Useful	2	3	Very Useful
	1	2	3	4
ACGM Learning Outcomes Project				X
Field of Study Curriculum		X		
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 13

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- No match category; no equivalent course. These "no match" courses do not align with existing TCCNS or institutional courses, therefore they are not given a direct match prefix and number. These courses appear with the discipline prefix and the first half of a TCCNS-like number (e.g., ENGL 13--); when the discipline is not in our inventory the course receives a TRAN (general transfer) prefix.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Transcript analysts within the Undergraduate Admissions office evaluate all recorded transfer credit on a course-by-course basis and identify equivalents. All prefix/number combinations correspond to the course descriptions listed in the ACGM, published by the THECB. Unmatched coursework (no direct equivalent) is articulated with the academic discipline, level, and credit (e.g. ENGL 13—would be a 3-credit hour, freshman-level English course). International

applicants must provide official transcripts and submit a transcript evaluation from a recognized evaluation service that adheres to the standards of the AACRAO and includes items recommended by the National Council on Evaluation of Foreign Educational Credentials. Evaluation of Transfer Credit for Continuously Enrolled Students.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	320	0
University core curriculum	315	0
Degree program major requirements	40	

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)
- with catalog degree requirements (TCCNS course equivalents)
- in Degree/curriculum guides (TCCNS course equivalents)
- on all departmental webpages (TCCNS course equivalents)
- Degree Works, Transfer Equivalency Self-Service

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Insufficient staff at your institution to facilitate transfer of students from community colleges
2. Students transferring with excessive hours
3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
4. Insufficient financial resources at your institution to facilitate transfer of students from community colleges
5. Lack of course and program alignment with community colleges
6. Lack of available academic programs to meet transfer students' needs
7. Program admission requirements that are different from your institution's admission requirements
8. Programs at capacity at your institution
9. Inaccurate and/or inadequate advising at the community college
10. Insufficient training for your institution's recruiters
11. Lack of financial support for transfer students
12. Lack of timely and/or accurate transcript evaluation

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. Yes

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52. Program alignment with Community Colleges; Establish Gen Ed Core.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. Changes to the general education, particularly the more restrictive interpretations of 040 and 050, may limit the application of some transfer credit (especially for out-of-state transfers). The emergence of CBE at community colleges may also present a challenge, as our institution will need to determine if and how such coursework should be accepted in transfer. As our university expands its partnership with more community colleges it will also become more difficult to build connections with our counterparts at those institutions.

Texas A&M University-San Antonio

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 1268
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 989
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 996
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 86%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Registration • Student organizations' presentations • Meetings specific to academic program majors • Career Services presentation • Housing information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 90%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Academic Advising • Financial Aid Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. The Arise: The Arise dinner celebrates new transfer student's transition to A&M San Antonio prior to the start of the school year. Academic Success Coaches: Academic Success Coaching challenges students to think about their personal/professional goals in order to relate them to their academic goals. Education Advisory Board-Student Success Collaborative: This initiative combines technology, research, process improvement, and predictive analytics to help A&M-SA improve student success. GROWL Series: This series is a series of academic enhancement workshops for students.

Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). *(Order of selected responses does not reflect order of importance to the institution.)*

A12.

- Discipline/Major specific tutorial services
- Writing Lab
- Academic Early Alerts for struggling students

Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.

A13.

<http://www.tamusa.edu/transfer-tools/>

Q14. List the items included on the institutional website for transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

A14.

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Scholarship and financial aid information specific to community college transfer students

Q15. What is the minimum GPA for transfer admissions?

A15. 2.0

Q16. What are the minimum semester credit hours for transfer admissions?

A16. 30 SCH

Q17. What is the academic residency in semester credit hours required for graduation?

A17. 30 SCH

Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?

A18. 60 SCH

Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?

A19. 80%

Q20. What percentage of transfer students received financial aid?

A20. 85%

Q21. What was the average amount of financial aid awarded per transfer student?

A21. \$7420

Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?

A22. Yes

Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?

A23. 0%

Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)

A24.

a. number (enrollment)

A&M-San Antonio has found that having advising and recruiting staff available to prospective students at the community college campuses is very effective. The university anticipates placing permanent staff positions at key community college campuses over the next several years.

b. persistence (retention)

The analytics software package, EAB (Educational Advisory Board-Student Success Collaborative) will be one of our most effective tool for retention because it will centralize key information related to student success and allow staff members to direct students to resources in a timely manner. It will also allow us to see patterns and trends in student achievement, which at this point are very useful since the team is so new. Since this platform receives information from Banner and information directly from students and faculty we have an enhanced view of the student's experience. EAB allows us to intervene with students, while also providing us with information to support institutional research findings and make large scale changes.

c. success (completion)

There is no single program that contributes to transfer student success in isolation, but the use of coaches and academic advisors will have a strong impact on completion. The collaboration of these two departments will ensure that student's immediate needs are being met (in response to alerts, progress reports, etc.) and that they are following the correct course sequence to ensure timely graduation.

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?

A25. No

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26.

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. No

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 12

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 6

Q30. How many *workforce* (AAS) articulation agreements are currently in effect?

A30. 6

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 7

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 0

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34.

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35.

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum	X			
Texas Core Curriculum			X	
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum			X	
Texas Core Curriculum			X	
Texas Tuning Project			X	
Voluntary Transfer Compacts			X	

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 2

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Not distinguished

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. If the proposed course has a TCCN equivalent, we automatically use that number. Courses without a TCCN equivalent are assigned a university-created course number.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. n/a

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	58	12
University core curriculum	47	7
Degree program major requirements	0	0
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Students transferring with excessive hours 2. Lack of course and program alignment with community colleges 3. Inaccurate and/or inadequate advising at the community college 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. Yes		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52. During the 2016-017 academic year, A&M-San Antonio expanded to offer instruction at the lower-division (freshman and sophomore level courses). This facilitates transfer in two primary ways: 1) the expansion of student services (advising, tutoring, success coaching, library resources, etc) and staffing to benefit new freshmen also increases support to new and existing transfer students; 2) offering lower division courses allows transfer students to complete any missing core or lower-division courses to complete those courses at our campus without concurrent enrollment at another institution.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53.		

Texas A&M University-Texarkana

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. No
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. Transfer students are not tracked separately to graduation
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Registration • Student organizations' presentations • Meetings specific to academic program majors • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 100%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. A&M-Texarkana joined CollegeFish to create an additional transfer communication plan that specifically targeted this group of students. A Transfer First Year Experience Coach position was created to assist first-year transfer students in making a smooth transition. An advisory board developed with our main feeder school allowed us to enhance the partnership. Transfer Workshops provided opportunities to meet with deans, faculty, advising, and financial aid. All the programs mentioned work together to ensure that our transfer students have an easy transition and the assistance that they need.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Student Mentors • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://tamut.edu/Admissions/Apply/Undergraduate-Admissions/Transfer-Admissions/index.html
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 30 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 70%
Q20. What percentage of transfer students received financial aid?
A20. 77%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$9263.31
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. No
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. %

<p>Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)</p>
<p>A24.</p> <p><i>a. number (enrollment)</i></p> <p>Forty-two first-year transfer students requested a Transfer FYE Coach in the fall. Seven first-year transfer students requested a Transfer FYE Coach in the spring. However, approximately 10 students actively responded to their coach's communication efforts. Half of the active participants completed the FYE feedback survey. Forty percent strongly agreed that their Transfer FYE Coach enhanced their first-year experience. Sixty percent neither agreed nor disagreed.</p> <p><i>b. persistence (retention)</i></p> <p>In addition to the coaching program, the Office of First Year Experience incentivizes social and scholarly involvement through the FYE Passport Program. Students earn points by attending curricular and co-curricular events and activities. At the end of each semester they can use their "passport points" to bid on prizes. This program was created to provide an integrated academic and social experience that engages students in the learning process inside the classroom and out, fosters persistence, graduation, and lifelong learning.</p> <p><i>c. success (completion)</i></p> <p>Twenty-five first-year transfer students completed the spring FYE feedback survey. Sixty-eight percent agreed or strongly agreed that the Passport Program encouraged them to be involved in activities that were social and/or educational. Eighty percent agreed or strongly agreed that their overall experiences with FYE have been positive and rewarding. Eighty percent agreed or strongly agreed that they felt supported by the Office of First Year Experience in their transition to A&M –Texarkana.</p>
<p>Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?</p>
<p>A25. Yes</p>
<p>Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?</p>
<p>A26. 2</p>
<p>Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?</p>
<p>A27. Yes</p>
<p>Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?</p>
<p>A28. 4</p>
<p>Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?</p>
<p>A29. 2</p>
<p>Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</p>
<p>A30. 2</p>
<p>Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?</p>
<p>A31. 4</p>
<p>Q32. What are the barriers to developing degree program articulation agreements with community colleges?</p>
<p>A32.</p>
<p>Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?</p>
<p>A33. 0</p>
<p>Q34. What is the number of dual admission agreements which defer enrollment at the university?</p>
<p>A34.</p>
<p>Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?</p>
<p>A35.</p>

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.


Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative				
	Not Aware			Very Aware
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative				
	Not Useful			Very Useful
	1	2	3	4
ACGM Learning Outcomes Project				X
Field of Study Curriculum				X
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41.

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Not distinguished

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. The Registrar's office reviews the TCCNS website to see if there is a similar course, and if so match it to the common course number.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.		
Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.		
A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	88	64
University core curriculum	51	9
Degree program major requirements	82	23
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> Catalog http://catalog.tamut.edu/academic-information/transfer-credit-policy/ 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> Insufficient financial resources at your institution to facilitate transfer of students from community colleges Lack of financial support for transfer students Students transferring with excessive hours Inaccurate and/or inadequate advising at the community college Lack of course and program alignment with community colleges Lack of timely and/or accurate transcript evaluation 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. Yes		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52. A&M-Texarkana overcame an obstacle in 2016-2017 by reviewing and agreeing to exchange student data with our primary feeder school. Items exchanged included the 45+ hour list, program walking, completer's list, transfer list, reverse articulation, suspension, admissions standards not met. The 2+2 Articulation Agreement documents were simplified and streamlined to facilitate better communication between partnering institutions and students. Additionally, A&M-Texarkana expanded partnerships with community colleges.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53.		

The University of Texas at Tyler

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. No
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 1241
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 85%
Q5. Does your institution require academic advising for new transfer students?
A5. No
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Financial aid advising • Student organizations' presentations • Career Services presentation • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 19%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)
A11. Effective Fall 2016, all transfer students are now required to meet with an academic advisor at least once a year to help ensure transfer students stay on track for graduation. In addition, UT Tyler also launched the Education Advisory Board's Student Success Collaborative which allows us to monitor the transfer population, paying close attention to those who are considered at-risk based on historical university data.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). (Order of selected responses does not reflect order of importance to the institution.)

A12.
<ul style="list-style-type: none"> • Student Mentors • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://www.utt Tyler.edu/admissions/transfer/index.php
Q14. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)
A14.
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 30 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 78 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 26%
Q20. What percentage of transfer students received financial aid?
A20. 55%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$12800
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. No
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. %
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24.
<p>a. <i>number (enrollment)</i> The most effective recruitment initiatives for community college transfers continue to be recruitment on the community college campus through college and career centers and student clubs/organizations, application drives that waive the application fee, and scholarship programs for transfer students (transfer scholarships are not limited to community college transfer students only). The competitive scholarship waiver assists with out of state recruitment.</p> <p>b. <i>persistence (retention)</i> Effective Fall 2016, all transfer students are now required to meet with an academic advisor at least once a year to help ensure transfer students stay on track for graduation. In addition, UT Tyler also launched the Education Advisory</p>

Board's Student Success Collaborative which allows us to monitor the transfer population, paying close attention to those who are considered at-risk based on historical university data.

c. *success (completion)*

Effective Fall 2016, all transfer students are now required to meet with an academic advisor at least once a year to help ensure transfer students stay on track for graduation. In addition, UT Tyler also launched the Education Advisory Board's Student Success Collaborative which allows us to monitor the transfer population, paying close attention to those who are considered at-risk based on historical university data.

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?

A25. Yes

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26. 1

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. Yes

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 4

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 38

Q30. How many workforce (AAS) articulation agreements are currently in effect?

A30. 147

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 5

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. We have experienced no barriers from our Community College partners.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 0

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34.

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35.

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.



		1	2	3	4
	ACGM Learning Outcomes Project			X	
	Field of Study Curriculum			X	
	Texas Core Curriculum			X	
	Texas Tuning Project		X		
	Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	<div style="display: flex; align-items: center; justify-content: space-between;"> Not Useful ↔ Very Useful </div>			
	1	2	3	4
ACGM Learning Outcomes Project				X
Field of Study Curriculum				X
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts		X		

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 1

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Not distinguished

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Courses at the 1000/2000-level are reviewed by the relevant Department Chairs, using the ACGM as a reference, to determine if any of our courses are aligned with an existing TCCNS as defined by the ACGM. All Chair-identified courses are sent to Academic Affairs for secondary review. If the Chair and Academic Affairs agree a course has a TCCNS equivalency, institutional records (e.g. Catalog) are updated by Academic Affairs and the TCCNS website databases are updated by the Office of the Registrar.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	140	134
University core curriculum	73	25
Degree program major requirements	86	37

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)
- with catalog degree requirements (TCCNS course equivalents)
- On Transfer Admissions webpages- link to official TCCNS website and Office of the Registrar Core Curriculum Page (TCCNS course equivalents)

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Students transferring with excessive hours
2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
3. Inaccurate and/or inadequate advising at the community college
4. Insufficient staff at your institution to facilitate transfer of students from community colleges
5. Lack of financial support for transfer students

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50. Lack of vertical teaming and therefore lack of 2+2 articulation agreements with community colleges.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. Yes

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52. The Office of Degree Completion has worked with the North Texas Community College Consortium to develop over 170 pathways with regional Community College AAS programs to aid in the increased number of AAS graduates who pursue a Bachelor's degree.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. One possible barrier is that students are taking an increased number of dual credit courses, and with the lack of proper dual credit advising and vertical pathways from the high school to the community college to the university, the percentage of courses that can be applied to the student's degree program is limited.

The University of Texas of the Permian Basin

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. No
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 346
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 45%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Assignment of student mentors • Assignment of faculty/staff mentors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 41%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. Education Advisory Board's Student Success Collaborative
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Childcare services on campus
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://www.utpb.edu/admissions/apply-now/transfer
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 24 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 66 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 51%
Q20. What percentage of transfer students received financial aid?
A20. 60%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$4120
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 2%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24.

- a. *number (enrollment)*
Falcon Days (New Student Orientation)
- b. *persistence (retention)*
Academic Advising
- c. *success (completion)*
EAB Student Success Collaborative

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?

A25. No

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26.

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. Yes

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 7

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 0

Q30. How many *workforce* (AAS) articulation agreements are currently in effect?

A30. 0

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 7

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. none

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 0

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34.

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35.

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative				
	1	2	3	4

	ACGM Learning Outcomes Project	X			
	Field of Study Curriculum	X			
	Texas Core Curriculum			X	
	Texas Tuning Project	X			
	Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	<div style="display: flex; align-items: center; justify-content: space-between;"> Not Useful ↔ Very Useful </div>			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum		X		
Texas Core Curriculum			X	
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 0

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. When developing a new course the ACGM is reviewed to see if a TCCN course number is available

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	66	70
University core curriculum	43	7
Degree program major requirements	18	5

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)
- on Transfer Admissions webpages (TCCNS course equivalents)
- on all departmental webpages (explanation and significance of the common course numbering system)
- General Education requirements page in the catalog

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Lack of timely and/or accurate transcript evaluation
2. Insufficient staff at your institution to facilitate transfer of students from community colleges
3. Lack of course and program alignment with community colleges

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. No

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. no

University of Houston-Clear Lake

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 1350
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 1148
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 426
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 98%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Student organizations' presentations • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 93%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. Initiated in Spring 2017, the Gen One Academy is an involvement and engagement academy intended to help students network with other students on campus, explore on-campus resources, and connect students with an on-campus mentor. The Academy will help students develop in the following areas: Career Exploration and Preparation, Diversity Competency, Leadership and Critical Thinking, and Team Work. Students active in this program will participate in six (6) educational activities such as workshops, seminars, etc, complete one collaborative project, and attend a mandatory group discussion.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Commuting/Transportation Assistance • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. https://www.uhcl.edu/admissions/apply/transfer/
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 30 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 75 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 89%
Q20. What percentage of transfer students received financial aid?
A20. 67%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$7635
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?

A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 22%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. <i>a. number (enrollment)</i> Transfer Student Orientation (TSO) is a 5-hour program that includes academic honesty information, a hot topic (6 choices and students select 1) a resource fair, presentations on Title IX and mental health/suicide prevention and an advising session by academic college. Additionally, police, financial aid, student business services and parking information are provided to new students and a campus tour is offered at least twice during the session. Student success is the focus of TSO and provides first-semester students with access to resources and services that will support their success throughout their time at UHCL. 93% of incoming transfers complete orientation and have a strong base for their future success. The program is evaluated each year and student feedback is taken into consideration for changes made to the program. Student success remains at the core of TSO and will continue to be its' driving force. <i>b. persistence (retention)</i> The Math Center provides drop-in tutoring, one on one tutoring, and supplemental instruction for students enrolled in mathematics and physics courses. The tutoring is provided by student and professional tutors. Most of the students at the Math Center are transfer students needing to finish their math requirements, or first and second year students beginning their studies. For the 2016-2017 academic year, the Math Center has made a significant contribution to student retention and success. Our center provides support primarily for the Calculus sequence, College Algebra, and Finite Math. For most first and second year courses in 2016-2017, students enrolled in those courses that make use of our services have a strong correlation to an overall reduction in the rate of failure or withdrawal, in addition to a higher course grade than their peers. <i>c. success (completion)</i> Success Through Education Partnerships The Success Through Education Programs (STEP) is a collaborative partnership between the University of Houston-Clear Lake (UHCL), four area school districts, and four community colleges to create opportunities for students as they explore teaching as a profession. The program supports transfer student completion as it features a highly structured cohort model that offers students the following services: Scholarship opportunities and financial support, Personalized academic advising, Academic success development, tutoring, and mentoring, Training for job fairs and interviews, Increased likelihood of employment in home district.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. No
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26.
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. No
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 9
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 9
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 9

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. Unwillingness to be flexible on degree requirements, ie. Insisting that some courses can only be taken at their institution. Academic advisors have no voice in the process and decisions are made by faculty and administrators who are not involved in the day-to-day impact of decisions in the agreements. Lack of understanding of the process and requirements of the agreements.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 0

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34.

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35.

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.


Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware  Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project	X			
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful  Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. unknown

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes		
Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?		
A43.		
<ul style="list-style-type: none"> • Rubric (non-common prefix) • Number (non-common number with "7" in ten's place) 		
Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)		
A44. Before approving a course the department is required to refer to ACGM And determine if learning objectives for the proposed course matches learning objectives and course descriptions in ACGM.		
Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?		
A45. Yes		
Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)		
A46. Only when courses are scheduled to be deleted from ACGM. We do not change the rubric or number, only references to TCCN equivalencies are removed from all registration or institutional reporting.		
Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.		
A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	122	43
University core curriculum	71	2
Degree program major requirements	51	41
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • On all degree plans published on our website and in print. On core curriculum pages on our website and online catalog 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Lack of timely and/or accurate transcript evaluation 2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 3. Inaccurate and/or inadequate advising at the community college 4. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. No		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53.		

University of Houston-Downtown

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 2000
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 1860
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 1886
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 68%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Registration • Student organizations' presentations • Career Services presentation • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 68%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)
A11.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). (Order of selected responses does not reflect order of importance to the institution.)

A12.
<ul style="list-style-type: none"> • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Childcare services on campus • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. https://www.uhd.edu/admissions/transfer/Pages/transfer-index.aspx
Q14. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)
A14.
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 15 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 90 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 68%
Q20. What percentage of transfer students received financial aid?
A20. 64%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$8736
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 2%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24.
<p>a. <i>number (enrollment)</i></p> <p>Articulation agreements with Community Colleges allows for the following: (1) students to be jointly admitted to both the 2-year and 4-year institution and take advantage of resources at both institutions; (2) develop 2+2 degree maps for both AA and AAS at community colleges to BA, BS and BAAS at UHD to reduce wasted credit hours, student debt and time to degree completion; and (3) provide an opportunity to embed advisors into community colleges for students to seamlessly transition to UHD.</p>

b. persistence (retention)

UHD provides students with high impact experiences such as undergraduate research, service learning, study abroad, internships, and capstone project. Courses that offer these experiences are specifically designated that appear on the student transcript. This not only allows for students to apply knowledge to practice and provide them the hands on experience but differentiate them in a pool of job applicants.

c. success (completion)

UHD offers 45 undergraduate degree completion programs in various modalities- online, hybrid and face to face. Classes are offered at varying times. This allows for the flexibility in class schedule that they desire and require to complete their degree on time.

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?

A25. No

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26.

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. Yes

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 225

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 205

Q30. How many workforce (AAS) articulation agreements are currently in effect?

A30. 20

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 5

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. Workload with so many partner institutions and degree programs makes it difficult to update existing and develop new agreements. Limited staffing dedicated to this effort.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 3

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34. 0

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35. 3

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36. 0

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37. 555

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum				X
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 14

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Compare course description and learning outcomes to UHD course to determine equivalency. Department chair/Associate Dean approves.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. Yes

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. The equivalency is removed when a course is removed from ACGM. The equivalency is also removed if the UHD course description changes which results in the course no longer being equivalent to the common course number equivalent. These situations are rare.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	150	147
University core curriculum	59	34
Degree program major requirements	130	121

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)
- Undergraduate Catalog

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Students transferring with excessive hours
2. Lack of financial support for transfer students
3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges
4. Insufficient staff at your institution to facilitate transfer of students from community colleges
5. Program admission requirements that are different from your institution's admission requirements
6. Insufficient training for your institution's recruiters
7. Lack of course and program alignment with community colleges
8. Inaccurate and/or inadequate advising at the community college
9. Lack of available academic programs to meet transfer students' needs

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. Yes

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52. UHD joined a consortium called Houston Guided Pathways to Success (GPS), where UH System schools meet with four area community colleges to work together to better serve the needs of students and remove barriers to their success. The group includes faculty, staff, and administrators and focuses on several different areas to help student succeed, including academic courses, advising, course scheduling, and technology. This ongoing dialogue and work will enable us to help students succeed throughout the region.


Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. Recent authorization of community colleges offering bachelor's degrees also offered in UHD's inventory. Increase in community college students in workforce programs that desire an academic bachelor's degree as opposed to an applied bachelor's degree.

University of Houston-Victoria


Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 300
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. Transfer students are not tracked separately
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 490
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 86%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. No
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Student organizations' presentations • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 1%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)
A11.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). (Order of selected responses does not reflect order of importance to the institution.)

A12.
<ul style="list-style-type: none"> • Student Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Commuting/Transportation Assistance
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. https://www.uhv.edu/admissions/transfer/
Q14. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)
A14.
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 12 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 11%
Q20. What percentage of transfer students received financial aid?
A20. 50%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$2409
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. No
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. %
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24.
a. <i>number (enrollment)</i> We have an especially close working relationship with a few campuses of nearby community colleges
b. <i>persistence (retention)</i> Advising. We are an HSI, and research shows that Hispanic, first generation, and low income students benefit from close personal contacts with staff and faculty, and therefore we focus on it.
c. <i>success (completion)</i> Advising. We are an HSI, and research shows that Hispanic, first generation, and low income students benefit from close personal contacts with staff and faculty, and therefore we focus on it.

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?					
A25. Yes					
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?					
A26. 17					
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?					
A27. Yes					
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?					
A28. 85					
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?					
A29. 80					
Q30. How many workforce (AAS) articulation agreements are currently in effect?					
A30. 5					
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?					
A31. 5					
Q32. What are the barriers to developing degree program articulation agreements with community colleges?					
A32. geographic isolation					
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?					
A33. 3					
Q34. What is the number of dual admission agreements which defer enrollment at the university?					
A34. 3					
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?					
A35. 3					
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?					
A36. Dual admission students are not tracked separately					
Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?					
A37. Dual admission students are not tracked separately					
Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?					
A38. Yes					
Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.					
A39.					
	Statewide Initiative	Not Aware		Very Aware	
		1	2	3	4
	ACGM Learning Outcomes Project	X			
	Field of Study Curriculum		X		
	Texas Core Curriculum				X
	Texas Tuning Project	X			
	Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful  Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project	X			
Field of Study Curriculum		X		
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts		X		

Q41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 17

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Rubric (non-common prefix)

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution’s 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	56	40
University core curriculum	36	0
Degree program major requirements		

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- in Degree/curriculum guides (TCCNS course equivalents)
- in a conversion table in the catalog

Q49. Identify and rank barriers to transfer, with “1” being most problematic.

A49.

1. Lack of available academic programs to meet transfer students’ needs
2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. Yes

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52. We have strengthened recruitment of international students from Texas community colleges by focusing on visa support for those students. It is not a large number of students, but it makes a difference to our campus climate and it is good for those students.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. increasing competition from other online programs and online universities

University of North Texas-Dallas

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 635
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 248
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 74%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Career Services presentation • Housing information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 88%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. Planned for new programs, but did not initiate anything new this fiscal year.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Writing Lab • Math Lab • Academic Early Alerts for struggling students
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. www.untDallas.edu/undergrad/transfers
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 30 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 78 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 28%
Q20. What percentage of transfer students received financial aid?
A20. 71%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$8521
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. No
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. %
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> Transfer Information Sessions – these sessions are offered twice a month and are tailored for prospective students who wish to transfer coursework from a community college or university. These visits include information about transfer

admission requirements, financial aid and scholarship opportunities and an introduction to the academic community from faculty. Also offered off-campus at local community college campuses, they are referred to as TransferMation events.

b. persistence (retention)

Early Intervention Alert System, Faculty concerned about a student’s performance/attendance/well-being in their classes submit alerts to academic advising through the SIS. These alerts range from attendance concerns, to poor grades on exams/papers/quizzes, to mental/social well-being issues. Advisors follow up on each alert within 1 business day with a call, text message, and email to the student. When appropriate advisors also refer students to other support offices (tutoring services, counseling center, etc.).

c. success (completion)

Academic Advisor assigned to 80+ hours incoming transfers, UNT Dallas specifically identifies transfer students who are approaching maximum allowable financial aid hours (those transferring with at least 80+ credit hours). These students meet with a transfer academic counselor to sign a SAP form detailing financial aid eligibility requirements and remaining federal aid. Required coursework for graduation is discussed, and students are also advised about degree options for reaching graduation sooner in case of exhausted financial aid. The transfer academic counselor becomes the assigned academic advisor for each student approaching (or already in) excessive hours.

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?

A25. No

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26.

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. No

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 9

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 9

Q30. How many *workforce* (AAS) articulation agreements are currently in effect?

A30. 0

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 1

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. overlap in class offerings (same classes offered in degree programs at CC and U), courses taken at one level (i.e., 2000 level at CC) not being transferrable to another level (3000-level at a university), students trying to transfer excess number of hours not applicable to an academic degree, students taking workforce development classes that aren’t transferrable to an academic degree, students being misadvised, excessive number of hours lost from a CC because student changes major or requires additional classes at a university to join a program (i.e., business).

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 0

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34.

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35.

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.


Q39. Rate the awareness of your institution’s faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative				
	Not Aware			Very Aware
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum				X
Texas Core Curriculum				X
Texas Tuning Project			X	
Voluntary Transfer Compacts			X	

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative				
	Not Useful			Very Useful
	1	2	3	4
ACGM Learning Outcomes Project				X
Field of Study Curriculum				X
Texas Core Curriculum				X
Texas Tuning Project				X
Voluntary Transfer Compacts			X	

Q41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 10

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Course is proposed to common core curriculum committee or university curriculum committee with proposed accompanying TCCNS number. / Course TCCNS number is verified based on departmental information / Course is approved/rejected / If approved, course is created by Registrar’s office / Course information is updated in TCCNS matrix website, university catalog, and university website by Registrar’s office.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. Yes

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. THECB deleted TCCNS course number and prefix and required updating by Registrar's Office. This happens as THECB updates demand. We have never had to remove a TCCNS number from a course based on our own review due to our short two-year history as an independent institution.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	107	127
University core curriculum	55	68
Degree program major requirements	212	33

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)
- in Degree/curriculum guides (TCCNS course equivalents)
- on Transfer Admissions webpages (TCCNS course equivalents)
- on Transfer Admissions webpages (explanation and significance of the common course numbering system)
- tccns.org

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Students transferring with excessive hours
2. Inaccurate and/or inadequate advising at the community college
3. Lack of financial support for transfer students
4. Insufficient financial resources at your institution to facilitate transfer of students from community colleges
5. Insufficient staff at your institution to facilitate transfer of students from community colleges
6. Lack of timely and/or accurate transcript evaluation
7. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
8. Lack of course and program alignment with community colleges
9. Lack of available academic programs to meet transfer students' needs
10. Insufficient training for your institution's recruiters
11. Program admission requirements that are different from your institution's admission requirements
12. Programs at capacity at your institution

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50. none

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. Yes

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52. There have been unclear pathways at the community college and most campuses in the district have lacked strong advising systems and had high advisor to student caseloads. We have worked diligently with the Dallas County Community College District and Commit! to clarify pathways, secure clear articulation agreements and make transfer easier to navigate and succeed. We are excited about the work that has been done and continues to set up clear pathways for students to follow. We have created partnerships and programs that will launch in the 17-18 school year.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. Currently, we do not have enough academic advisors at the community college or the university to handle the caseloads per best practice standards. Both institutions are working to put in place numbers of trained professionals to successfully handle the loads and provide effective services and support to the transfer student population.

Comprehensive Institutions

Lamar University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. No
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. Transfer students are not tracked separately
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 350
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 20%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Financial aid advising • Student organizations' presentations • Assignment of student mentors Meetings specific to academic program majors <ul style="list-style-type: none"> • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 23%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. We initiated a transfer task force to identify and address transfer issues, including barriers, admission, enrollment, support, and success. We surveyed recent transfer students in order to identify areas of improvement. We began reviewing articulation agreements with two-year colleges, and established an improved, efficient process for maintaining and tracking agreements. Further success programs will be developed based upon needs identified in surveys and focus groups.

Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). *(Order of selected responses does not reflect order of importance to the institution.)*

A12.

- Student Mentors
- Faculty/Staff Mentors
- Discipline/Major specific tutorial services
- Writing Lab
- Math Lab
- Academic Early Alerts for struggling students
- Commuting/Transportation Assistance

Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.

A13.

<https://beacardinal.lamar.edu/how-to-apply/transfers.html>

Q14. List the items included on the institutional website for transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

A14.

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.
- Limit on transferable hours accepted

Q15. What is the minimum GPA for transfer admissions?

A15. 2.0

Q16. What are the minimum semester credit hours for transfer admissions?

A16. 18 SCH

Q17. What is the academic residency in semester credit hours required for graduation?

A17. 30 SCH

Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?

A18. 66 SCH

Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?

A19. 1%

Q20. What percentage of transfer students received financial aid?

A20. 2%

Q21. What was the average amount of financial aid awarded per transfer student?

A21. \$2787

Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?

A22. Yes

Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?

A23. 2%

Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> b. <i>persistence (retention)</i> c. <i>success (completion)</i>
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 1
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 66
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 106
Q30. How many workforce (AAS) articulation agreements are currently in effect?
A30. 108
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 66
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Organizational challenges and clearly articulated processes have been barriers in the past; however, recent work at LU to address transfer pathways and processes has made progress on policy and procedural oversight.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 0
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34.
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35.
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?
A36.
Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?
A37.
Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?
A38.
Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum		X		
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts			X	

Q41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 0

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- The third digit is a sequencing number, or, if it is a 7, the third digit indicates the course is not in the Texas Common Course Numbering System

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Transcript evaluators and registrar make every effort to ensure we participate fully with TCCNS - including reviewing courses referenced in 43 to see if we can re-integrate them into TCCNS.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution’s 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	119	468
University core curriculum	46	

Degree program major requirements	39	
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • on Transfer Admissions webpages (TCCNS course equivalents) • on Transfer Admissions webpages (explanation and significance of the common course numbering system) • Catalog under General Academic policies and Procedures (explaining numbering system) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Students transferring with excessive hours 2. Lack of course and program alignment with community colleges 3. Inaccurate and/or inadequate advising at the community college 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50. The above barriers are the predominant issues; more specifically, credits earned before students clearly identify their final major leads to extra, sometimes unnecessary, credits.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. Yes		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52. Our transfer task force identified communication needs to help transfer students through the admissions-enrollment funnel.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. No. We anticipate the opposite, in fact. We are actively addressing transfer barriers and expect to improve the transfer process and the success of transfer students.		

Prairie View A&M University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 501
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 370
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 178
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 15%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with faculty advisors • Financial aid advising • Registration • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 75%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)


A11. Centralized Transfer Advisement, under the direction of the Assistant Vice President for Student Success / Hired Director/Professional Advisors per college, in addition to a Transfer Advisors for undecided majors / Completion: The University has expanded its Transfer Scholarship program to include students with a 2.5 GPA and 30 hours to students who complete their Associate's Degree
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Discipline/Major specific tutorial services • Writing Lab • Math Lab
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. www.pvamu.edu
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 15 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 66 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 34%
Q20. What percentage of transfer students received financial aid?
A20. 65%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$8500/yr.
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 24%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)

A24.
<i>a. number (enrollment)</i>
The Direct Connect Program (DCP) is a transitional program designed to provide transitional services to transfer students prior to their transferring to the university. These students also have an opportunity to compete for a DCP Scholarship. The program goals are to: (a) Build relationships with students prior to transferring (b) Recruit and admit academically prepared students who are ready to begin upper division coursework, and (c) Create institutional incentives and seamless transfer processes that significantly increase transfer students enrollment, persistence, and graduation rates
<i>b. persistence (retention)</i>
Direct Connect Students are attempting and earning more semester credit hours than their Non-DCP peers. They also earn a higher cumulative grade point average. Additionally, their persistence rates are higher than Non-DCP students.
<i>c. success (completion)</i>
Direct Connect students are graduating at a rate higher than Non-DCP students. The university is exceeding the state average graduation rate for transfer students.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. No
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26.
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 6
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 7
Q30. How many workforce (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 13
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. NA
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 1
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34. 0
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35. 1
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?
A36. Dual admission students are not tracked separately
Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?
A37. 0
Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes


Q39. Rate the awareness of your institution’s faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware  Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful  Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum				X
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts				X

Q41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 10

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. All courses are reviewed by the Transfer Articulation Coordinator -A copy of the Course description is submitted and compared with the Texas Common Course Numbers System and is then forwarded to the College Department Head for further review -All appAll courses are reviewed by the Transfer Articulation Coordinator -A copy of the Course description is submitted and compared with the Texas Common Course Numbers System and is then forwarded to the College Department Head for further review -All approved courses are placed in BANNER for future articulating and a copy of recommendations is forwarded to the Office of the Registrar and Academic Affairs -Once approved in writing, the course is then entered into BANNER for Articulation -The course is also submitted to the University Registrar's Office and to Academic Affairs

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. NA

Q47. Indicate the number of lower-division courses in your institution’s 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	153	472
University core curriculum	77	12
Degree program major requirements	161	207
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>		
A48.		
<ul style="list-style-type: none"> • on Transfer Admissions webpages (TCCNS course equivalents) • University Catalog Curriculum Section 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Insufficient staff at your institution to facilitate transfer of students from community colleges 2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 3. Lack of course and program alignment with community colleges 4. Lack of available academic programs to meet transfer students' needs 5. Students transferring with excessive hours 6. Program admission requirements that are different from your institution's admission requirements 7. Lack of timely and/or accurate transcript evaluation 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50. NA		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. No		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. NA		

Stephen F. Austin State University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. Not yet approved by Board of Regents
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 640
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 31%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 10%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. A Transfer Services Coordinator was hired in the 2016-2017 year to focus on services provided to transfer students at the point of admission and matriculation.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. www.sfasu.edu/admissions/transfer
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 15 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 42 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 66 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 9%
Q20. What percentage of transfer students received financial aid?
A20. 72%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$10965.76
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 17%

Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> SFA's Community College Transfer scholarship rewards high achieving students who earn credit from a community college. These scholarships are targeted to transfer students from 2 year colleges only.
b. <i>persistence (retention)</i> The Academic Assistance and Resource Center (AARC) provides scheduled appointments with a tutor, walk-in tables where no appointment is necessary, Supplemental Instruction groups, an on-line writing tutor, and an on-line math module to assist students and support academic success in the classroom.
c. <i>success (completion)</i> Transfer students have an assigned advisor that they meet with every semester prior to registration. This consistency with the same advisor allows SFA to connect the student with the resources that the student needs at a particular moment in time. This also allows the student to build a connection with the advisor and therefore be more likely to ask for help when needed.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 7
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 117
Q29. How many <i>academic (AA, AS, AAT)</i> articulation agreements are currently in effect?
A29. 181
Q30. How many <i>workforce (AAS)</i> articulation agreements are currently in effect?
A30. 5
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 32
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Time and the human resources necessary to build relationships with community colleges are two barriers to the development of degree program articulation agreements. The demands on academic departments make it difficult to devote the time required to build relationships with community colleges that lead to program specific articulation agreements. When a department chair or faculty member is assigned the task of working with a community college, then another faculty member is needed to teach the classes of the reassigned faculty member. SFA hired a Director of University Partnerships this year to build relationships with our community colleges and to identify SFA programs and community colleges for program specific articulation agreements.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 2
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34. 1
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35. 2

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36. Dual admission students are not tracked separately

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37. Dual admission students are not tracked separately

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes


Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative				
	Not Aware 1	2	3	Very Aware 4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative				
	Not Useful 1	2	3	Very Useful 4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts	X			

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 6

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. We use the course descriptions in the Lower Level ACGM, course title, TCCN number and credit hours to determine the institutional equivalents with Common Course Numbers. The credit hours have to be exactly the same amount and the level must be lower level to have an exact equivalent. Non-TCCN equivalent courses should not be confused with whether courses are transferable or not. There are many courses that do not have TCCN course equivalents that are fully transferable. The Common course numbers simply mean that a TCCN course is fully transferable as an exact match to its TCCN equivalent at any Texas public institution. Non-TCCN courses are transferable according to the institutions Transfer of credit policy, whether or not they have a TCCN equivalent.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. Yes

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. When TCCN courses are deleted as in the case of GOVT 2301 and 2302, then the TCCN is removed from the state matrix; or if our course changes in credit hours, then the TCCN is changes or deleted to match the credit hours. For example: SFA's SPA 131 changed in credit hours from 4 hrs to 3 and so the TCCN equivalent SPAN 1411 was deleted as a TCCN for SPA 131. Also when the Core Curriculum changed to 6 hours in the Life & Physical Science category of the Core Curriculum, some of our courses changed from a four hour course (BIO 131) to a three hour course and a 1 hour lab course [BIO 131 (3hrs)-BIOL 1311] and a 1 hour lab [BIO 131L]-BIO 1111] instead of the 4 hour TCCN course BIOL 1411.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	183	349
University core curriculum	77	22
Degree program major requirements	183	348

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)
- on Transfer Admissions webpages (TCCNS course equivalents)
- TCCN equivalency chart found in Appendix of the catalog ; in Explanation of Course Offerings in 2017-2018 general bulletin page 17; also listed as TCCN (choose a college) in Course Equivalency Guide on the web; on the Planning guides for all majors on the Transfer admission web site; and all SFA TCCN equivalents are listed in the state-wide TCCN matrix at www.tccns.org by institution.

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Lack of financial support for transfer students
2. Insufficient staff at your institution to facilitate transfer of students from community colleges
3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges
4. Inaccurate and/or inadequate advising at the community college
5. Students transferring with excessive hours

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50. No additional significant barriers have been identified at this time.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. Yes

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52. An accurate on-line equivalency guides for majors was developed and implemented. Although this is a "work in progress" it is more efficient than a previous version and allows for quick corrections and changes in order to keep information relevant. A Transfer Services Coordinator was hired to assist transfer students after being admitted to the university with any problem they may experience.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. No emerging issues that will cause barriers to transfer students in the future have been identified at this time.

Tarleton State University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 1608
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. Transfer students are not tracked separately
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. Transfer students are not tracked separately to graduation
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Assignment of student mentors • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 1%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. We did not have any new student success programs implemented this year.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://www.tarleton.edu/ADMISSIONS/Transfer/
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 12 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 68 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 11%
Q20. What percentage of transfer students received financial aid?
A20. 95%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$9231
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 6%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i>

Tarleton has multiple Top Academic Partners (TAP) that we collaborate with to assist students transferring from community colleges. The majority of our transfer population comes from these TAP schools.

b. persistence (retention)

Tarleton provides a wide array of advisement opportunities on the main Stephenville campus as well as the outreach campus locations of Fort Worth, Waco, Midlothian and Online.

c. success (completion)

Tarleton uses the TCCNS format for our course selection and this helps students seamlessly transfer their courses to Tarleton to further their education in a timely manner.

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?

A25. No

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26.

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. No

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 63

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 50

Q30. How many *workforce* (AAS) articulation agreements are currently in effect?

A30. 13

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 7

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. Tarleton works very well with community colleges and the TCCNS has helped students tremendously.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 5

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34. 0

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35. 5

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36. Dual admission students are not tracked separately

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37. Dual admission students are not tracked separately

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum		X		
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum				X
Texas Core Curriculum				X
Texas Tuning Project			X	
Voluntary Transfer Compacts			X	

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 0

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Not distinguished

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. The courses are evaluated through a university curriculum review process including review by faculty, department head and deans.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	142	272
University core curriculum	53	17
Degree program major requirements	134	184

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- in Degree/curriculum guides (TCCNS course equivalents)
- on Transfer Admissions webpages (TCCNS course equivalents)

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Insufficient staff at your institution to facilitate transfer of students from community colleges
2. Lack of financial support for transfer students
3. Lack of timely and/or accurate transcript evaluation
4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
5. Insufficient financial resources at your institution to facilitate transfer of students from community colleges
6. Students transferring with excessive hours
7. Insufficient training for your institution's recruiters
8. Lack of course and program alignment with community colleges

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50. Individual evaluation necessary to evaluate credit for transfer from out-of-state, private and non-accredited institutions. Review to evaluate transfer of workforce courses for academic credit.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. Yes

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52. Developed 8-semester plans for every degree program. Each plan includes TCCNS equiv courses where appropriate and indication of core. Plans will be updated annually, added to catalog and curriculum update processes, and centrally available from Transfer page. COURSE TRANSFER 1. Improve awarding credit for transfer of ACGM courses equiv to non-direct match courses at Tarleton. 2) Importing core code data from transfer transcripts 3 Modified residence requ ADVISING/CATALOG MATERIALS AND DEGREE Intentional annual review to ensure alignment of advising materials with enforced requirements

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53.

Texas A&M International University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 600
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. Transfer students are not tracked separately to graduation
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Registration • Student organizations' presentations • Meetings specific to academic program majors • Career Services presentation • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 81%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. The university established an alternate mandatory online orientation for those transfer students that are not able to attend in person or that are only enrolled in online courses.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). (<i>Order of selected responses does not reflect order of importance to the institution.</i>)
A12. <ul style="list-style-type: none"> • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://www.tamtu.edu/prospect/transfer.shtml
Q14. List the items included on the institutional website for transfer students. (<i>Order of selected responses does not reflect order of importance to the institution.</i>)
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 30 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 6%
Q20. What percentage of transfer students received financial aid?
A20. 81%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$4394
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 9%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> Transfer Center at Laredo Community College / The services provided at this One-Stop Office are by far the most effective for enrollment. Laredo Community College continues to be our largest feeder of transfer students. Students can obtain information on admissions, advising, financial aid, testing, housing, orientation, etc. b. <i>persistence (retention)</i>

FOSS Program / Our Focus on Student Success program has demonstrated to be an effective retention program. Since the Fall 2013 semester, students participating in this program have an average retention rate of 83%.

c. success (completion)

FOSS Program / Our Focus on Student Success program has demonstrated to be an effective program for completion purposes. Since the Fall 2013 semester, students participating in this program have a graduation rate of 52%.

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?

A25. No

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26.

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. Yes

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 3

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 0

Q30. How many workforce (AAS) articulation agreements are currently in effect?

A30. 0

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 3

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. Collaboration from the academic departments and faculty.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 1

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34. 1

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35. 1

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36. Dual admission students are not tracked separately

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37. Dual admission students are not tracked separately

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	<div style="display: flex; justify-content: space-between; align-items: center;"> Not Aware ←————→ Very Aware </div>			
	1	2	3	4
ACGM Learning Outcomes Project	X			

	Field of Study Curriculum		X		
	Texas Core Curriculum			X	
	Texas Tuning Project	X			
	Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum			X	
Texas Tuning Project	X			
Voluntary Transfer Compacts				X

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 2

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Not distinguished

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Each course is evaluated based on the course descriptions from transfer institution catalogs.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	169	122
University core curriculum	76	2
Degree program major requirements		

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Insufficient staff at your institution to facilitate transfer of students from community colleges

2. Inaccurate and/or inadequate advising at the community college
3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
4. Lack of timely and/or accurate transcript evaluation
5. Lack of available academic programs to meet transfer students' needs
6. Program admission requirements that are different from your institution's admission requirements
7. Students transferring with excessive hours
8. Lack of financial support for transfer students

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50. Lack of involvement from Academic Departments and Faculty.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. Yes

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52. New transfer admission requirements were approved for the 2017-2018 academic year. New approach towards transferability of courses. New Transfer Scholarship Program

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. Lack of STEM and full online degrees available. Few online courses available. Need of more evening courses.

West Texas A&M University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 1000
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 770
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 791
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 47%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Meetings specific to academic program majors • Campus Safety/Security information session • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 24%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)
A11. While several programs were edited and updated in 2016-2017, no new programs were initiated. Several programs are in the works for 2017-2018, including a faculty advocate for transfer students and Transfer Ambassador (students) led social and student engagement activities.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A12.
<ul style="list-style-type: none"> • Student Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Childcare services on campus • Commuting/Transportation Assistance • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://wtamu.edu/transfer
Q14. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)
A14.
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 12 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 39 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 81 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 43%
Q20. What percentage of transfer students received financial aid?
A20. 65%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$8809
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 1%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24.
a. <i>number (enrollment)</i>

WTAMU accepts most college-level credit from all regionally accredited institutions, including coursework categorized as technical/vocational. While not all transferred coursework applies to all degrees, students can then work with the Office of Admissions and Advising Services to determine which academic program best fits both their academic/career goals, and their previously earned credit.

b. persistence (retention)

All transfer students are required to see an adviser each semester before they can enroll in courses for the following semester. This ensures that students are making progress towards their degree and taking courses that will apply to graduation, be eligible for financial aid, and contribute to excessive undergraduate hours as much as possible. Transfer students receive multiple forms of communication (email, phone call, social media) encouraging them to be advised early, so that they are eligible for registration early while course availability is still plentiful.

c. success (completion)

Advising is required each semester for transfer students at WTAMU before they can enroll in the next semester's courses. Transfer students begin their advising career with Advising Services/Transfer Services (professional advisers), who discuss core curriculum, state legislation, WTAMU policies, and assist in major selection as appropriate for a student's preferred career path and previous coursework. Students are then transitioned to a faculty adviser who they work with until graduation; they will work together on major specific coursework, internship opportunities, plans after graduation, etc. Students are also able to work with Transfer Services throughout their college career on any issues or questions that arise, especially as it pertains to transfer course credit and legislation they may be affected by.

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?

A25. No

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26.

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. Yes

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 23

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 19

Q30. How many workforce (AAS) articulation agreements are currently in effect?

A30. 9

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 23

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. No staff designated for this particular task; time involved to create and maintain agreements to ensure information provided is accurate and acceptable to both institutions.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 0

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34.

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35.

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.


Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware				Very Aware
	1	2	3	4	
ACGM Learning Outcomes Project	X				
Field of Study Curriculum		X			
Texas Core Curriculum				X	
Texas Tuning Project	X				
Voluntary Transfer Compacts	X				

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful				Very Useful
	1	2	3	4	
ACGM Learning Outcomes Project	X				
Field of Study Curriculum		X			
Texas Core Curriculum				X	
Texas Tuning Project	X				
Voluntary Transfer Compacts	X				

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 10

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Rubric (non-common prefix)
- Courses that do not equate to an existing WTAMU course are evaluated as an elective credit (1000 for freshman level, 2000 for sophomore level, 3000 for junior level course, and 4000 for senior level course); for example, a student may have a BIOL 1000 course and a HIST 2000 course upon transfer to WTAMU.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Curriculum committee process in place. When a new course is proposed, the TCCNS is checked to determine if there is a common course number. If not, ACGM is used to determine appropriate course number.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.		
Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.		
A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	136	204
University core curriculum	64	18
Degree program major requirements	126	201
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • with catalog degree requirements (TCCNS course equivalents) • in Degree/curriculum guides (TCCNS course equivalents) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Students transferring with excessive hours 2. Lack of timely and/or accurate transcript evaluation 3. Programs at capacity at your institution 4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 5. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 6. Insufficient staff at your institution to facilitate transfer of students from community colleges 7. Lack of course and program alignment with community colleges 8. Inaccurate and/or inadequate advising at the community college 9. Insufficient training for your institution's recruiters 10. Lack of financial support for transfer students 11. Program admission requirements that are different from your institution's admission requirements 12. Lack of available academic programs to meet transfer students' needs 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50. WTAMU has seen a large increase in the number of online students (primarily transfer students) over the last several years, and we expect this trend to continue. Online learners create new challenges as most aspects of their education must be tailored differently: all communication and advising is handled via email or phone, tutoring resources may be different, their connection to and engagement with the university looks completely different than that of a "traditional" student.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. Yes		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52. For students beginning Summer 2017, WTAMU now has an online, transfer student orientation. All new transfer students are now required to complete orientation (either in person or online) prior to enrollment in courses their first semester at WTAMU. Although only approximately 600 students have completed the online orientation thus far, anecdotally advisers are seeing a marked improvement in students' understanding of policies and procedures, as well as creating a much improved advising environment.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. WTAMU is making a concerted effort to increase the number of transfer students in the coming years. With this projected increase, additional staff and resources will be necessary to ensure transfer student success at WTAMU. With		

continued budget cuts at the state level and the current formula funding model in place, locating the financial resources needed to address this additional growth in personnel, programs, and resources will be difficult.

Doctoral Institutions

Sam Houston State University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. No
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 2020
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 1523
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 43%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none">• Advising with professional advisors• Advising with faculty advisors• Financial aid advising• Registration• Student organizations' presentations• Meetings specific to academic program majors• Career Services presentation• Health Services information session• Mental Health/Counseling Services presentation• Campus tour• Meal• Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 14%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none">• Regular recruitment visits• Academic Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. No new initiatives were implemented during the academic year.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://www.shsu.edu/admissions/transfer/
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 18 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 70 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 15%
Q20. What percentage of transfer students received financial aid?
A20. 63%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$11000
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 28%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> Articulation agreements with Community Colleges

b. persistence (retention)

Targeted advisement coupled with academic support in the form of writing, math-stem, reading, and course-specific tutoring and supplemental instruction for all levels of classes, including upper-level classes

c. success (completion)

Targeted advisement coupled with academic support in the form of writing, math-stem, reading, and course-specific tutoring and supplemental instruction for all levels of classes, including upper-level classes.

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?

A25. No

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26.

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. Yes

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 48

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 48

Q30. How many *workforce* (AAS) articulation agreements are currently in effect?

A30. 48

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 48

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 48

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34. 0

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35. 48

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36. 0

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37. Dual admission students are not tracked separately

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative				
	1	2	3	4

	ACGM Learning Outcomes Project			X	
	Field of Study Curriculum			X	
	Texas Core Curriculum				X
	Texas Tuning Project		X		
	Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	<div style="display: flex; align-items: center; justify-content: space-between;"> Not Useful ↔ Very Useful </div>			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts	X			

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 5

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Review of course titles, descriptions, and course syllabi along with review of the TCCN descriptor. The academic department is responsible for making the determination for each course within their area.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. Yes

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. If a course is altered so that it no longer aligns closely enough with the description for the designated TCCN, the academic department will request removal of the TCCN. This is a rare occurrence.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	50	657
University core curriculum	50	87
Degree program major requirements	Not Available	Not Available

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- in Degree/curriculum guides (TCCNS course equivalents)
- on Transfer Admissions webpages (TCCNS course equivalents)
- on Transfer Admissions webpages (explanation and significance of the common course numbering system)

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Inaccurate and/or inadequate advising at the community college

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50. None

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. No

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. It would be helpful to be able to track course work for Dual Credit and Early College separately to determine if either or both of these programs need additional attention when students transfer. Currently we are unable to identify college work not completed in the traditional manner.

Texas A&M University-Commerce

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 1300
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 910
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 621
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 38%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. No
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Assignment of student mentors • Assignment of faculty/staff mentors • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 73%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)

A10.
<ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)
A11. Implemented use of EAB-Student Success Collaborative for all professional advising offices. Used to drive comprehensive progress report effort for all undergraduate students, Spring 2017.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). (Order of selected responses does not reflect order of importance to the institution.)
A12.
<ul style="list-style-type: none"> • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Childcare services on campus
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13.
http://www.tamuc.edu/admissions/oneStopShop/undergraduateAdmissions/transferAdmissions/default.aspx
Q14. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)
A14.
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 12 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 35 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 66 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 36%
Q20. What percentage of transfer students received financial aid?
A20. 74%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$10362

Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 0%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. <i>a. number (enrollment)</i> General and Phi Theta Kappa multi-tiered scholarships is probably our most effective recruitment program for transfer students. Ability to offer different level of scholarship awards based on hours, GPA, and membership to the community college honor society. MOU and Articulation agreements with direct course transferability agreements by major is another effective program. <i>b. persistence (retention)</i> Child care services on campus. It is low-cost and high quality. Many of our transfers are commuters who benefit from having easily accessible and affordable day-care. <i>c. success (completion)</i>
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. No
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26.
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 36
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 30
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 6
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 8
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Making good use of hours earned towards associates degrees outside the core curriculum.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 4
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34. 0
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35. 4
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36. Dual admission students are not tracked separately

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37. Dual admission students are not tracked separately

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes

Q39. Rate the awareness of your institution’s faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	<div style="display: flex; justify-content: space-between; align-items: center;"> Not Aware ←————→ Very Aware </div>			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum		X		
Texas Core Curriculum			X	
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	<div style="display: flex; justify-content: space-between; align-items: center;"> Not Useful ←————→ Very Useful </div>			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum		X		
Texas Core Curriculum			X	
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 31

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Courses were originally built using a 100,200, etc., scenario.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. We used TCCNS numbers only for common core but are changing more courses in the Fall

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution’s 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	43	68
University core curriculum	43	0
Degree program major requirements	42	0
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>		
A48.		
<ul style="list-style-type: none"> on Transfer Admissions webpages (explanation and significance of the common course numbering system) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> Students transferring with excessive hours Lack of course and program alignment with community colleges Lack of financial support for transfer students Inadequate course scheduling and/or course rotations to meet the needs of new transfer students Inaccurate and/or inadequate advising at the community college Insufficient financial resources at your institution to facilitate transfer of students from community colleges 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. Yes		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52. A&M-Commerce conducted a department review of Straighterline online courses to establish direct equivalent courses. CORE syllabi were reviewed by Dept Head and Faculty staff.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. Insufficient scholarship funds for transfer and Phi Theta Kappa students.		

Texas A&M University-Corpus Christi

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 1060
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 70%
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. Transfer students are not tracked separately to graduation
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Student organizations' presentations • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 30%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. Offered Transfer Admit Days on Fridays Spring 2017. Students bring official paperwork for processing plus receive a tour, transfer information and financial assistance.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Commuting/Transportation Assistance
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://admissions.tamucc.edu/transfer ; http://admissions.tamucc.edu/transfer/requirements.html ; https://transferguides.tamucc.edu ; http://osfa.tamucc.edu ; http://catalog.tamucc.edu ; http://scholarships.tamucc.edu/current.html ; https://orientation.tamucc.edu/transfer
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 24 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 36 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 0 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 9%
Q20. What percentage of transfer students received financial aid?
A20. 65%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$11053
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. No
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. %


Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> Providing a TAMU-CC representative at the local community college one day per week, as well as, outreach counselors in target areas to assist with transfer questions. The representatives provide guidance using the transfer guides on courses to take toward degree, admission, deadlines, campus resources, student organizations, financial assistance, tour/visit days, next steps etc. which begins the transfer relationship and provides information so students feel acquainted with the university early in their educational career.
b. <i>persistence (retention)</i> Providing Academic Advisors in the majors to give direction toward the students' educational goals using degree works program along with faculty mentors in the student's major to support research, internship, career, and future goals.
c. <i>success (completion)</i> Faculty mentors provide research opportunities, career direction, and recommendations toward the students' goals whether it be entrance to professional schools and/or careers.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 1
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 15
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 17
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 6
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. N/A
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 2
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34. 0
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35. 2
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?
A36. 0
Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?
A37. Dual admission students are not tracked separately

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes


Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative						
	Not Aware	1	2	3	4	Very Aware
ACGM Learning Outcomes Project						X
Field of Study Curriculum						X
Texas Core Curriculum						X
Texas Tuning Project						X
Voluntary Transfer Compacts						X

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative						
	Not Useful	1	2	3	4	Very Useful
ACGM Learning Outcomes Project						X
Field of Study Curriculum						X
Texas Core Curriculum						X
Texas Tuning Project						X
Voluntary Transfer Compacts						X

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 8

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- TCCN is indicated in catalog and the non-TCCN is not marked

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. All new courses go through review process such as: College committee(s), undergraduate committee(s), faculty senate, registrar's office to determine curriculum content and whether the lower division course is equivalent to objectives in ACGM. TCCN is indicated in the catalog with the course description and in appendices.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	130	166
University core curriculum	48	0
Degree program major requirements	82	166
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48. <ul style="list-style-type: none"> with individual catalog course descriptions (TCCNS course equivalents) with catalog degree requirements (TCCNS course equivalents) in Degree/curriculum guides (TCCNS course equivalents) on all departmental webpages (TCCNS course equivalents) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49. <ol style="list-style-type: none"> Programs at capacity at your institution Lack of financial support for transfer students Inadequate course scheduling and/or course rotations to meet the needs of new transfer students Students transferring with excessive hours 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50. Students must seek guidance in course selection early in their academic career in order to take specific courses toward their degree plan. They must also plan early to transfer in order to be processed and be able to early register. Additionally, career counseling at the Community College is essential so students decide on their major and work toward that goal. Students need to be educated on work force vs academic and, in most instances, do not need multiple degrees.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. No		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. None		

Texas A&M University-Kingsville

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 500
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 456
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 44%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. No
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 74%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. None
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Discipline/Major specific tutorial services • Writing Lab • Academic Early Alerts for struggling students • Childcare services on campus • Commuting/Transportation Assistance • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://www.tamuk.edu/admission/transfers/index.html
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 12 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 99 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 5%
Q20. What percentage of transfer students received financial aid?
A20. 81%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$10149.35
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. No
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. %
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i>

The Office of Admission established on-the-spot admission visits on and off-campus, allowing students to apply and be reviewed for admission on the spot. \$250 book vouchers were also presented to one student during a drawing.

b. *persistence (retention)*

We consistently encourage transfer students to become involved in student organizations/ clubs. They are also required to attend new student orientation and meet with their advisor prior to enrolling in courses.

c. *success (completion)*

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?

A25. Yes

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26. 8

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. No

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 10

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 23

Q30. How many workforce (AAS) articulation agreements are currently in effect?

A30. 6

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 10

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. Getting both schools on the same page and trying to bring in classes from community college to TAMUK especially if student has AAS degree

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 0

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34.

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35.

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum			X	
Texas Tuning Project			X	
Voluntary Transfer Compacts			X	

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum			X	
Texas Tuning Project			X	
Voluntary Transfer Compacts			X	

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41.

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- we use the WECM (technical) course

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Determination of course equivalency is made at the time of application during the initial review of credentials.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	146	
University core curriculum	42	
Degree program major requirements	120-128	

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- on Transfer Admissions webpages (TCCNS course equivalents)
- on Transfer Admissions webpages (explanation and significance of the common course numbering system)

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Lack of financial support for transfer students
2. Insufficient financial resources at your institution to facilitate transfer of students from community colleges
3. Inaccurate and/or inadequate advising at the community college
4. Insufficient staff at your institution to facilitate transfer of students from community colleges
5. Lack of available academic programs to meet transfer students' needs
6. Lack of timely and/or accurate transcript evaluation
7. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
8. Lack of course and program alignment with community colleges
9. Students transferring with excessive hours
10. Insufficient training for your institution's recruiters
11. Program admission requirements that are different from your institution's admission requirements
12. Programs at capacity at your institution

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50. Campus involvement can include direct faculty/staff participation in recruitment activities and college/department program specific giveaway/promotional items.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. No

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. Barriers will continue to exist, such as cost of attendance. Providing the proper resources will be a major concern when assisting transfer students transitioning from community college to the university level.

Texas Southern University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 340
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 284
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 30%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 65%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. During 2016-2017, the Office of Transfer Admissions hosted one additional Transfer Day for admitted transfer students to offer registration and student services. Prior to this year, the office only hosted one Transfer Day.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Student Mentors • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Childcare services on campus
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. www.tsu.edu/transfer
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 15 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 90 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 7%
Q20. What percentage of transfer students received financial aid?
A20. 42%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$11625
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 1%

Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> Transfer Days hosted at the local community colleges. These events provide an opportunity for the enrollment and advisement services to visit the campuses to meet with prospective and admitted transfer students.
b. <i>persistence (retention)</i> Although the University does not have specific programs designed solely for transfer student such university wide initiatives designed fir all undergraduates are: increased online course offerings / Implementation of DegreeWorks advising tool / Development of dashboards to monitor student success
c. <i>success (completion)</i> Although the University does not have specific programs designed solely for transfer student such university wide initiatives designed fir all undergraduates are: / increased online course offerings / Implementation of DegreeWorks advising tool / Development of dashboards to monitor student success
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 1
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 5
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 7
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 4
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Creating opportunities for the academic departments between the two institutions to meet and review degree plans to determine pathways for transfer credit.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 4
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34. 3
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35. 4
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?
A36. Dual admission students are not tracked separately
Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?
A37. Dual admission students are not tracked separately

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project				X
Field of Study Curriculum				X
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41.

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Our institution uses the TCCNS website to determine which courses have a common course number equivalent.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
----------------------	---	--

2016-2017 undergraduate catalog (core, degree major requirements, electives)	122	373
University core curriculum	57	0
Degree program major requirements	122	373
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • with catalog degree requirements (TCCNS course equivalents) • in Degree/curriculum guides (TCCNS course equivalents) • on Transfer Admissions webpages (TCCNS course equivalents) • on Transfer Admissions webpages (explanation and significance of the common course numbering system) • http://em.tsu.edu/catalog/2016_2018_Undergraduate_Catalog.pdf; • http://em.tsu.edu/admissions/equivalencyguides.php 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Insufficient staff at your institution to facilitate transfer of students from community colleges 2. Inaccurate and/or inadequate advising at the community college 3. Lack of financial support for transfer students 4. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 5. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 6. Lack of course and program alignment with community colleges 7. Students transferring with excessive hours 8. Insufficient training for your institution's recruiters 9. Lack of timely and/or accurate transcript evaluation 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50. Working with faculty to assist with creating articulation agreements.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. Yes		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52. Updated all degree plans on the transfer website to show updated degree plans by community college system with current TCCNS course numbers.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. More students are applying for admission with applied associate's degrees with technical or work-credit courses that are not transferable to a bachelor's degree.		

Texas Woman's University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 1200
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 80%
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 1380
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 64%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Assignment of faculty/staff mentors • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 34%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. Created and hired four new coordinators for academic advising. Added TCCNs to program sequences in online catalogs. Created BAAS degree to attract and satisfy the needs of transfer students. Created new articulation agreement to promote ease of transfer.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Childcare services on campus • Commuting/Transportation Assistance • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://www.twu.edu/undergraduate-studies/transfer-resources/ and http://www.twu.edu/admissions/transfer/
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 12 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 90 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 57%
Q20. What percentage of transfer students received financial aid?
A20. 54%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$10208.40
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 21%

Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> Credit hour transparency. Accessibility of program information. Increasing community college partnerships. b. <i>persistence (retention)</i> Implementation of new online student planner. Gives students a visual goal and increases communication between student and academic advisor. c. <i>success (completion)</i> Created new position specifically addressing the needs of transfer students: Director, Transfer & Compliance.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 53
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 255
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 207
Q30. How many workforce (AAS) articulation agreements are currently in effect?
A30. 47
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 28
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Multitude and complexity of the region. Difficult to address the special issues of "swirling" students. Increase in dual credit courses and non-applicable coursework.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 11
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34. 7
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35. 4
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?
A36. Dual admission students are not tracked separately
Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?
A37. Dual admission students are not tracked separately
Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?
A38. Yes

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts				X

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts				X

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 4

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Not distinguished

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. TCCNs equivalencies are applied as applicable when new courses are submitted through the university's curriculum committee.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. Yes

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. TCCNs are reviewed yearly. Equivalencies may be added/removed due to discontinuance of course in ACGM or during realignment of curriucur learning outcomes.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
----------------------	---	--

2016-2017 undergraduate catalog (core, degree major requirements, electives)	189	260
University core curriculum	58	44
Degree program major requirements	varies by program	varies by program
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • with catalog degree requirements (TCCNS course equivalents) • in Degree/curriculum guides (TCCNS course equivalents) • on Transfer Admissions webpages (TCCNS course equivalents) • on Transfer Admissions webpages (explanation and significance of the common course numbering system) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Inaccurate and/or inadequate advising at the community college 2. Students transferring with excessive hours 3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 4. Program admission requirements that are different from your institution's admission requirements 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. Yes		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52. TCCNs were added to online catalog course sequences in an effort to promote ease of transfer.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53.		

The University of Texas Rio Grande Valley

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 1757
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. Transfer students are not tracked separately
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. Transfer students are not tracked separately to graduation
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. No
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered, but not required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Registration • Student organizations' presentations • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 38%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. Have collaborated with Texas Southmost College (TSC) for office space for Transfer recruiter on their campus. We have also set up process with South Texas College and TSC to request and receive college transcripts for applicants.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Childcare services on campus • Commuting/Transportation Assistance
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. How to apply: http://www.utrgv.edu/transfer ; Orientation information: http://www.utrgv.edu/orientation/transfer/index.htm ; Advising information: http://www.utrgv.edu/advising/advising-guides/new-transfer-student-advising-guide/index.htm ; Transfer course equivalency guide: https://mywebsis.utrgv.edu/PROD/WS_CRSE_EQUIV.P_DISPLAY_CEQ_FORM
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 24 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 9%
Q20. What percentage of transfer students received financial aid?
A20. 70%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$8265
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 10%

Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. a. <i>number (enrollment)</i> Transfer admissions/advisement resources are available on or adjacent to the campuses of our two primary community college transfer partners (South Texas College and Texas Southmost College). The convenience of these resources supports transfer student matriculation.
b. <i>persistence (retention)</i> Financial assistance is broadly available for transfer students with 70% of transfer students receiving aid in the last year including both grants and scholarships. We recognize that financial assistance is critical for our transfer students to be able to persist year to year.
c. <i>success (completion)</i> Professional advisement from staff who are both trained in transfer student issues and take a developmental approach to student advisement supports transfers students to follow and complete their educational pathways. Though advisement is not required, it is available to all transfer students for free at any time.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 26
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. No
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 28
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 28
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 3
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. No significant barriers.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 0
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34.
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35.
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?
A36.
Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?
A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.

Q39. Rate the awareness of your institution’s faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum		X		
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum		X		
Texas Core Curriculum			X	
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 42

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Not distinguished

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Review of alignment of course learning outcomes with ACGM.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution’s 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
----------------------	---	--

2016-2017 undergraduate catalog (core, degree major requirements, electives)	255	417
University core curriculum	74	35
Degree program major requirements	NA	NA
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> with individual catalog course descriptions (TCCNS course equivalents) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> Inadequate course scheduling and/or course rotations to meet the needs of new transfer students Inaccurate and/or inadequate advising at the community college Programs at capacity at your institution Insufficient financial resources at your institution to facilitate transfer of students from community colleges Insufficient staff at your institution to facilitate transfer of students from community colleges Lack of timely and/or accurate transcript evaluation Program admission requirements that are different from your institution's admission requirements Students transferring with excessive hours 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50. No additional barriers.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. Yes		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52. Developed program-level articulations for the majority of aligned academic Associates and Bachelors program for our largest transfer partner. Also negotiated an on-campus recruitment and advisement presence at our two largest transfer partners.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. No.		

Emerging Research Institutions

Texas State University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 3,800
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 3400
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 3462
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 51%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none">• Advising with professional advisors• Advising with faculty advisors• Financial aid advising• Registration• Assignment of student mentors• Meetings specific to academic program majors• Career Services presentation• Housing information session• Health Services information session• Mental Health/Counseling Services presentation• Campus Safety/Security information session• Campus tour• Meal• Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 100%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none">• Regular recruitment visits• Transfer Fairs• Academic Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. Transfer Student Success Week – Various programs were designed to introduce the transfer students to the numerous resources available on campus to help them be successful personally and professionally. Transfer Students’ Path to Academic Achievement – the program was designed for transfer students to engage with faculty from different disciplines to discuss how to talk with faculty. Transfer Students Balling with the Bobcats – Designed to provide transfer students an opportunity gather for a social prior to the first women’s home basketball game.

Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). *(Order of selected responses does not reflect order of importance to the institution.)*

A12.

- Student Mentors
- Faculty/Staff Mentors
- Discipline/Major specific tutorial services
- Writing Lab
- Math Lab
- Academic Early Alerts for struggling students
- Commuting/Transportation Assistance
- Learning Communities

Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.

A13.

<http://www.admissions.txstate.edu/future/transfer.html>

Q14. List the items included on the institutional website for transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

A14.

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Degree program guides that include Texas Common Courses Numbers (TCCNS)
- A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.
- Scholarship and financial aid information specific to community college transfer students
- Limit on transferable hours accepted

Q15. What is the minimum GPA for transfer admissions?

A15. 2.25

Q16. What are the minimum semester credit hours for transfer admissions?

A16. 30 SCH

Q17. What is the academic residency in semester credit hours required for graduation?

A17. 30 SCH

Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?

A18. 66 SCH

Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?

A19. 38%

Q20. What percentage of transfer students received financial aid?

A20. 64%

Q21. What was the average amount of financial aid awarded per transfer student?

A21. \$12151

Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?

A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 2%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. <i>a. number (enrollment)</i> Comprehensive program - Community College recruitment visits and Transfer Pathway Guides with Common core numbers for easy crosswalks for credit transfer. Transfer recruitment publications and orientation designed for transfers. <i>b. persistence (retention)</i> Academic Advising, degree audit system, early warning system and class selection. <i>c. success (completion)</i> Academic advisors and faculty engagement are the key
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 1
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 8
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 0
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 8
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Transfer planning guides are replacing MOUs / Slow reply from community colleges after getting draft MOU agreements / Community Colleges offering bachelors degrees
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 1
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34. 0
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35. 1
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?
A36. 130
Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37. 130

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. No


Q39. Rate the awareness of your institution’s faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware				Very Aware
	1	2	3	4	
ACGM Learning Outcomes Project		X			
Field of Study Curriculum		X			
Texas Core Curriculum			X		
Texas Tuning Project		X			
Voluntary Transfer Compacts	X				

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful				Very Useful
	1	2	3	4	
ACGM Learning Outcomes Project		X			
Field of Study Curriculum	X				
Texas Core Curriculum				X	
Texas Tuning Project		X			
Voluntary Transfer Compacts		X			

Q41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 1

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Rubric (non-common prefix)
- Note of explanation

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Each academic department reviews the Lower Division Academic Course Manual to determine if there is an equivalent course to one at TXST. This is done when a new course is created at TXST or in an annual review of courses.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. Yes

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. This happens occasionally but not regularly when a Chair or Dean of a department reviews a TXST course against the syllabus of courses from other schools and deems them not equivalent to a TXST course.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	100%	0
University core curriculum	100%	0
Degree program major requirements	100%	0

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)
- with catalog degree requirements (TCCNS course equivalents)
- in Degree/curriculum guides (TCCNS course equivalents)
- on Transfer Admissions webpages (TCCNS course equivalents)
- on Transfer Admissions webpages (explanation and significance of the common course numbering system)
- Recruitment materials

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Lack of timely and/or accurate transcript evaluation
2. Lack of financial support for transfer students
3. Insufficient staff at your institution to facilitate transfer of students from community colleges
4. Inaccurate and/or inadequate advising at the community college
5. Lack of available academic programs to meet transfer students' needs
6. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
7. Program admission requirements that are different from your institution's admission requirements
8. Lack of course and program alignment with community colleges
9. Programs at capacity at your institution
10. Insufficient training for your institution's recruiters
11. Insufficient financial resources at your institution to facilitate transfer of students from community colleges
12. Students transferring with excessive hours

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50. N/A

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. No

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. No

Texas Tech University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 3100
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. Transfer students are not tracked separately to graduation
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Meetings specific to academic program majors • Housing information session • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 100%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. Advising Academy, Committee on Academic Advising and Retention transfer student subcommittee, first responder network for at-risk students, Retention and Success task Force, Supplemental Instruction, academic standing policy, visual schedule builder, GradesFirst early alert student management system, calling campaign, Peer mentoring, Transfer Plans Collaborative Workgroup to create a website and promote transfer plans to more accurately guide students in their course choices and associate degree options for those students intending to transfer to a four-year institution to complete a degree.

Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). *(Order of selected responses does not reflect order of importance to the institution.)*

A12.

- Student Mentors
- Discipline/Major specific tutorial services
- Writing Lab
- Math Lab
- Academic Early Alerts for struggling students

Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.

A13.

www.depts.ttu.edu/admissions/apply/status/transfer

Q14. List the items included on the institutional website for transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

A14.

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Degree program guides that include Texas Common Courses Numbers (TCCNS)
- Scholarship and financial aid information specific to community college transfer students
- Limit on transferable hours accepted

Q15. What is the minimum GPA for transfer admissions?

A15. 2.5

Q16. What are the minimum semester credit hours for transfer admissions?

A16. 12 SCH

Q17. What is the academic residency in semester credit hours required for graduation?

A17. 30 SCH

Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?

A18. 80 SCH

Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?

A19. 14%

Q20. What percentage of transfer students received financial aid?

A20. 14%

Q21. What was the average amount of financial aid awarded per transfer student?

A21. \$12024.78

Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?

A22. Yes

Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?

A23. 21%

Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. <i>a. number (enrollment)</i> Transfer Advising and Articulation Agreements are our most effective programs for attracting community college transfer students. We have multiple advising resources devoted to our transfer population; in person advice assists prospective students who are visiting campus or attending a community college at or near which we have a TTU staff advisor. A dedicated website for transfer students allows them to preview how their accrued credit will transfer to TTU. Additionally, articulation agreements substantially streamline the process of transfer and assist with ensuring maximum transferability of completed courses. <i>b. persistence (retention)</i> Articulation Agreements. When students come in on a very defined path knowing that all (or most) of their accrued community college credits have applied toward their degrees, they persist. <i>c. success (completion)</i> Advising plays a major role here.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 6
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 23
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 21
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 2
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 16
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Community Colleges have been focused primarily on general articulation agreements in the past (Memorandum of Understanding) for the transfer of core curriculum. Texas Tech University has established strong partnerships with 38 community colleges in the state and two institutions in New Mexico. The focus of agreements recently changed to what the community college partners are calling a General Articulation Agreement document with multiple program crosswalks. This change is not specifically a barrier, but does necessitate a focus to update all program agreements to a new structure. This will technically reduce the actual number of agreements in place with community college partners and change the terminology/definitions the university has previously established. The University is working to approve a new agreement format to align with program specific articulation agreements and update documents with all of its partner institutions as well as expand the total number of institutions with who we have a partnership. Texas Tech University has joined in the North Texas Community College Consortium Transfer Plans Collaborative Workgroup to increase the number of transfer pathways developed to assist in promoting transfer guides to students looking to transfer to the University.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 0

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34.

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35.

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	<div style="display: flex; justify-content: space-between; align-items: center;"> Not Aware ←————→ Very Aware </div>			
	1	2	3	4
ACGM Learning Outcomes Project	X			
Field of Study Curriculum	X			
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	<div style="display: flex; justify-content: space-between; align-items: center;"> Not Useful ←————→ Very Useful </div>			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum				X
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 0

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Departmental review by the academic program housing the course in question is required. We defer to the departments to make the first recommendation concerning TCCNS equivalence. We ask departments to review these decisions regularly.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?		
A45. Yes		
Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)		
A46. When a course is deleted from our inventory, the TCCNS is removed. When a course substantively changes, the TCCNS may be removed pending departmental and academic committee review.		
Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.		
A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	0	0
University core curriculum	0	0
Degree program major requirements	0	0
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • with catalog degree requirements (TCCNS course equivalents) • on Transfer Admissions webpages (TCCNS course equivalents) • on Transfer Admissions webpages (explanation and significance of the common course numbering system) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Inaccurate and/or inadequate advising at the community college 2. Program admission requirements that are different from your institution's admission requirements 3. Lack of timely and/or accurate transcript evaluation 4. Students transferring with excessive hours 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. Yes		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52. Our institution substantially decreased our average turnaround time for transfer syllabi review. We also designed and implemented guidelines for review of transfer syllabi, added language to prospective student materials describing what items the student is responsible for providing in order to ensure timely review of credit, and implemented a syllabi review protocol that automatically reviews any lower division course for potential core curriculum credit.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53.		

The University of Texas at Arlington

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 2850
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 2708
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 4350
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 64%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Registration • Student organizations' presentations • Assignment of student mentors • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 100%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. New Maverick Orientation created an overnight experience for transfer students in summer 2016. Students were given the opportunity to stay in a residence hall the night before orientation and participate in activities to help them connect with other new students and to support their transition. Additionally, Transfer Success U was offered during Welcome Week to help new transfer students understand the academic rigor of UTA classes and provide them with tools to be academically successful.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Student Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Childcare services on campus • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://www.uta.edu/transferuta/
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.25
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 24 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 84 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 62%
Q20. What percentage of transfer students received financial aid?
A20. 55%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$5481.37
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes

Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 16%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. <i>a. number (enrollment)</i> 1) UTA places dedicated transfer counselors on site at many community colleges. 2) UTA x TCC is a program allowing for data exchange between UTA and Tarrant County College. UTA is able to create applications for students and notify them of their acceptance without them having to apply. This also allows for earlier advising of these transfer students. 3) TransferUTA is an initiative designed to make all resources readily available in one place on the web for transfer students. 4) New Maverick Orientation provides students with an overview of the institution's academic and student success resources and services. The program helps new transfer students build their support network by providing them with opportunities to connect with the University community and gives them knowledge of important policies, practices, traditions, and history to support their integration into UTA and infuse pride for their new institution. <i>b. persistence (retention)</i> 1) The Finish programming in the Success Series at UTA is a series of seminars designed specifically to education and assist transfer students on the most common challenges that they face. 2) The Maverick Transition and Success Center provides dedicated staff to meet with transfer students for any questions and guidance that they need. The staff is available to transfer distance education students as well via the Maverick Transfer Connection on Blackboard online. 3) Activities Fair is an annual event that helps new transfer students connect with organizations associated with their interests. The feedback from transfer students on orientation evaluations is that they feel most connected to their university when they are able to build relationships with other students, staff, and faculty. The Activities Fair provides them with the best opportunity to find organizations related to their major, career interests, and passions for their life outside the classroom. <i>c. success (completion)</i> 1) The I.D.E.A.S. (Innovation, Diversity, Excellence, Access and Success) Center is housed in the Central Library. This space is staffed with trained peer mentors and is dedicated to assisting transfer students in their journey toward degree completion. The Center emphasized after hours services to accommodate the complex schedules of transfer students and addresses items from tutoring to career guidance to advising. 2) Transfer Appreciation Day is a one-day event dedicated to holistically support transfer student success. The event provides programming that connects transfer students to valuable services and resources, including career development, study abroad, the Tau Sigma transfer honor society, and more.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 1
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 62
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 55
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 6
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 43

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. Because so many degree and curriculum linkages are already in effect, such as core curricula, TES, ACGM, Texas Tuning, transfer compacts, fields of study, TCCNS and curriculum alignment plans, developing specialized articulation agreements has a return on investment that is questionable.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 1

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34. 0

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35. 1

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36. Dual admission students are not tracked separately

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37. Dual admission students are not tracked separately

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes


Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware  Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project			X	
Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful  Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum			X	
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 27

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No		
Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?		
A43.		
Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)		
A44. University of Texas at Arlington has a designated full-time employee (FTE) in the Admissions, Records and Registration Department who has the primary responsibility to compare UTA's lower division course offerings with the TCCN database, and coordinates with the academic organizations for recommendations for the inclusion of UTA courses for equivalent credit to specific TCCN courses. Upon receiving approval of the lower division equivalencies, the FTE updates the TCCN database, and coordinates updating of the University Catalog, webpages and student information system.		
Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?		
A45. No		
Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)		
A46.		
Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.		
A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	183	521
University core curriculum	59	32
Degree program major requirements	148	158
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • in Degree/curriculum guides (TCCNS course equivalents) • on Transfer Admissions webpages (TCCNS course equivalents) • on Transfer Admissions webpages (explanation and significance of the common course numbering system) • The TCCN equivalent course notations are designated in the Class Search module of the Class Schedule within UTA's student information system. The TCCN designations are listed with all UTA courses that have a TCCN equivalent TCCN, along with a link that explains the TCCN process. 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Students transferring with excessive hours 2. Inaccurate and/or inadequate advising at the community college 3. Lack of financial support for transfer students 4. Lack of timely and/or accurate transcript evaluation 5. Program admission requirements that are different from your institution's admission requirements 6. Lack of course and program alignment with community colleges 7. Insufficient staff at your institution to facilitate transfer of students from community colleges 8. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 9. Insufficient training for your institution's recruiters 10. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 11. Programs at capacity at your institution 12. Lack of available academic programs to meet transfer students' needs 		

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50. Life planning resources and abilities of students is a fundamental challenge and barrier to transfer. Many community college students have complicated life situations, relatively low financial resources and limited insight into the choices they can/should make to ensure successful course taking and transfer.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. Yes

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52. Implemented an early identification process by which feeder community college students are connected directly with the university at the time of initial community college enrollment.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. 1) Over-regulation. For example, transfer students often change majors, but doing so is a very costly decision for a student due to restrictions on length of degree programs and financial penalties. 2) The very strong job market lures students away. 3) Transfer students are not always ready for the rigors of the curriculum at our university. 4) Transfer students are identifying flexible and affordable childcare as a challenge. 5) Repeat courses, excess hours and change of majors conditions mean that transfer students will increasingly face financial burdens.

The University of Texas at Dallas

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. No
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 1,544
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 45%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Student organizations' presentations • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 90%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)
A11. No new programs in 16-17 but an expansion of the Student Success Center.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). (Order of selected responses does not reflect order of importance to the institution.)

A12.
<ul style="list-style-type: none"> • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Childcare services on campus
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://www.utdallas.edu/enroll/transfer/
Q14. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)
A14.
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.5
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 1 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 45 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 75 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 38%
Q20. What percentage of transfer students received financial aid?
A20. 68%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$12235
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 34%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24.
a. <i>number (enrollment)</i> Articulation agreements and relationships with neighboring community colleges.
b. <i>persistence (retention)</i> Preparation of the community college students--the articulation of the curriculum between institutions
c. <i>success (completion)</i> See above. Students who come prepared and have an idea about their majors are most successful.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. No

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26.

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. Yes

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 54

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 54

Q30. How many workforce (AAS) articulation agreements are currently in effect?

A30. 0

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 3

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. There are no barriers. There are challenges – resource time to develop, annual updates to curriculum, communication between the experts, and distance. These challenges are overcome frequently to ensure our students have information to make appropriate decisions and be successful students.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 0

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34.

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35.

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	<div style="display: flex; align-items: center; justify-content: space-between;"> Not Aware ←————→ Very Aware </div>			
	1	2	3	4
ACGM Learning Outcomes Project				X
Field of Study Curriculum				X
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.	Statewide Initiative	Not Useful Very Useful			
		1	2	3	4
	ACGM Learning Outcomes Project			X	
	Field of Study Curriculum			X	
	Texas Core Curriculum			X	
	Texas Tuning Project			X	
Voluntary Transfer Compacts			X		

Q41. How many degree programs had faculty who participated in “vertical teaming” meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 2

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. Yes

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

- Rubric (non-common prefix)

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Faculty governance and review

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. No

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46.

Q47. Indicate the number of lower-division courses in your institution’s 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)		
University core curriculum		
Degree program major requirements	0	0

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)
- with catalog degree requirements (TCCNS course equivalents)

Q49. Identify and rank barriers to transfer, with “1” being most problematic.

A49.

1. Students transferring with excessive hours
2. Inaccurate and/or inadequate advising at the community college

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50. none noted

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. No

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53. Eventually, capacity of institution to handle enrollment increases with available funding

The University of Texas at El Paso

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. No
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 1,481
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. No
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Financial aid advising • Registration • Student organizations' presentations • Meetings specific to academic program majors • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 85%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. In 2016-2017, Transfer Fairs were expanded and are now held at all El Paso Community College Campuses. Prior to this school year, the Transfer Fair was only held at EPCC's most populous campus – Valle Verde. The Transfer Fair offers on-site admission, an introduction to the student's academic advisor, transfer articulation information, financial aid information (including military-affiliated benefits), on-campus housing information, and student engagement opportunities. The fairs are designed to help support a more seamless transition to UTEP, which may also improve persistence and success.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Writing Lab • Math Lab • Childcare services on campus
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://academics.utep.edu/Default.aspx?tabid=69625
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 12 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 66 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 35%
Q20. What percentage of transfer students received financial aid?
A20. 66%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$7827
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 1%

Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)

A24.

a. number (enrollment)

El Paso Community College (EPCC) Recruitment Transfer Fairs serve as an extremely effective program in promoting enrollment. The fairs are held at all EPCC campuses and serve as one-stop events that include onsite admission, transcript printing and preliminary evaluation, preliminary advising and communication with colleges, financial aid and scholarship information, military benefit information, and orientation registration. The fairs have helped to promote a seamless transition from EPCC to UTEP by taking key resources to the EPCC campuses. We have noted admission and orientation increases in the weeks following the fairs, which have in turn generated increased enrollment.

b. persistence (retention)

Funding remains one of the top factors affecting retention of transfer students. Students who transfer from El Paso Community College (EPCC) to UTEP are able to take advantage of consortium agreements, concurrent enrollment, Pell Grants, Texas Grants, and the UTEP Promise (an institutionally-funded program that helps cover tuition and mandatory fees for up to 15 credit hours each semester). However, the cost of tuition at UTEP is still considerably higher than EPCC's tuition, and there is still a notable number of students who find it difficult to manage the increased tuition rate. We are mindful that students who are unable to pay for the increased tuition may stop-out, work for a semester or two, save money, and then return to UTEP, delaying their graduation. Others who stop-out do not return. It is important for UTEP to continue to identify funding sources and financial aid programs to help increase retention and persistence among our transfer students.

c. success (completion)

Articulation Agreements play a vital role in completion of the bachelor's degree. We are mindful of concerns from transfer students regarding the applicability of their transfer credits to the bachelor's degree. UTEP has well-structured 2+2 agreements in engineering, business, and nursing, as well as clear articulation information for students majoring in science. However in other disciplines, there is less alignment. Our degree plans do not guarantee junior standing upon transfer and there are often loosely structured plans to complete the baccalaureate within two years. Further, upper-division courses are often scheduled between 8:00 am and 3:00 pm, making it difficult for transfer students with family and work obligations to complete their degrees. UTEP is committed to revisiting articulation agreements in the coming year in order to address this barrier to completion and to reviewing course scheduling to ensure that we are accommodating needs of our transfer students.

Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?

A25. No

Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?

A26.

Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?

A27. No

Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?

A28. 17

Q29. How many *academic* (AA, AS, AAT) articulation agreements are currently in effect?

A29. 17

Q30. How many *workforce* (AAS) articulation agreements are currently in effect?

A30. 0

Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?

A31. 1

Q32. What are the barriers to developing degree program articulation agreements with community colleges?

A32. Articulation agreements often require working with faculty members from both institutions, to identify individual courses or series of courses that may meet degree requirements at the four-year school. This may include reviewing learning objectives, accreditation requirements, textbooks, assessment measures, etc. The process itself requires considerable investment of time and collaboration, which may pose a barrier to the establishment of new agreements. Further, as degree programs at the four-year institution change, it is often necessary to revisit this process all over again. Texas Fields of Study help alleviate some of this by providing required sets of courses that schools must utilize.

Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?

A33. 1

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34. 0

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35. 1

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36. na

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37. Dual admission students are not tracked separately

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project	X			
Field of Study Curriculum		X		
Texas Core Curriculum			X	
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum		X		
Texas Core Curriculum			X	
Texas Tuning Project			X	
Voluntary Transfer Compacts			X	

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 4

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No		
Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?		
A43.		
Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)		
A44. New courses are compared to TCCN list, if appropriate TCCN will be assigned.		
Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?		
A45. Yes		
Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)		
A46. THECB conducted review of core curriculum (2017) and requested TCCN be removed from some courses.		
Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.		
A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	72	400
University core curriculum	41	68
Degree program major requirements	72	88
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • with catalog degree requirements (TCCNS course equivalents) • on Transfer Admissions webpages (explanation and significance of the common course numbering system) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Lack of course and program alignment with community colleges 2. Lack of financial support for transfer students 3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 5. Insufficient staff at your institution to facilitate transfer of students from community colleges 6. Programs at capacity at your institution 7. Students transferring with excessive hours 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50. Not applicable – all significant barriers are captured in our response to item 49		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. No		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. No – all factors affecting transfer are addressed in our response to item 49.		

The University of Texas at San Antonio

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 2,450
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 92%
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 1,790
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 38%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Registration • Meetings specific to academic program majors • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 100%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Permanent transfer advisor on community college campus
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. UTSA developed the CLASS (Coordinated and Linked Approaches to Student Success) Initiative in 2016. Key stakeholders from across all divisions of the University were invited to identify critical areas of intervention and coordinate efforts to create evidence-based strategies to improve the success of our students. Throughout 2016-17 , UTSA has been developing strategies to improve its: academic advising services, first-year experience program, focused academic support programs, onboarding practices, financial assistance, and leadership and professional development opportunities.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Childcare services on campus
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://www.utsa.edu/admissions/undergrad/requirements/transfers.html
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.25
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 30 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 66 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 33%
Q20. What percentage of transfer students received financial aid?
A20. 81%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$10268
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. No
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?

A23. %
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. <i>a. number (enrollment)</i> Transfer Specialists who are available to prospective transfer students on-site, and targeted events developed by our Special Programs & Events team. <i>b. persistence (retention)</i> The mandatory academic advising appointment before the student registers for their first term at UTSA. During this time the student develops a rapport with the academic advisor, has their questions answered with regards to what transferred and applicable to their degree as well as learning of the requirements left to complete the degree. They are also introduced to resources such as DegreeWorks and informed of other resources relevant to the student. <i>c. success (completion)</i> The Review and Connect Initiative where academic advisors monitor their assigned student caseload to ensure students are on track towards completion of their program. Academic advisors connect with their students via email or through campaigns, in which specific population of students are invited to attend an academic advising appointment. Specific populations included students who are in academic jeopardy or at-risk.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 2
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 16
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 15
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 24
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Review processes vary by discipline.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 0
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34.
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35.
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?
A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.


Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware				Very Aware
	1	2	3	4	
ACGM Learning Outcomes Project		X			
Field of Study Curriculum		X			
Texas Core Curriculum				X	
Texas Tuning Project			X		
Voluntary Transfer Compacts		X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful				Very Useful
	1	2	3	4	
ACGM Learning Outcomes Project	X				
Field of Study Curriculum		X			
Texas Core Curriculum				X	
Texas Tuning Project		X			
Voluntary Transfer Compacts	X				

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41.

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Academic departments determine equivalencies when reviewing/creating degree programs and/or developing Core Curriculum courses.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. Yes

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. TCCNs are removed from courses when it is determined that the equivalency is no longer a good fit. This happens when academic departments review and revise their degree programs and the catalog for the next AY. This has been an annual process, however, we will be transitioning to a two-year catalog cycle in 2018-20. At that time, it will become a two year review process.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	233	237
University core curriculum	99	34
Degree program major requirements	195	149

Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)

A48.

- with individual catalog course descriptions (TCCNS course equivalents)
- with catalog degree requirements (TCCNS course equivalents)
- in Degree/curriculum guides (TCCNS course equivalents)
- on Transfer Admissions webpages (TCCNS course equivalents)

Q49. Identify and rank barriers to transfer, with "1" being most problematic.

A49.

1. Students transferring with excessive hours
2. Program admission requirements that are different from your institution's admission requirements
3. Lack of timely and/or accurate transcript evaluation
4. Inaccurate and/or inadequate advising at the community college

Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)

A50.

Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

A51. No

Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)

A52.

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53.

University of Houston

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. No
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. Transfer students are not tracked separately to graduation
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Registration • Student organizations' presentations • Assignment of student mentors • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 100%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Academic Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. Education Advisory Board's "Guide" product was initiated to help keep students on track for timely completion. Guide is a student app that provides reminders about upcoming tasks and deadlines, connects students to campus resources and events, and helps with major and career exploration. MyMajors was launched to help prospective as well as current students select majors that best fit their interests and abilities. This tool is a self-assessment focused on providing recommendations for customized areas of study based on students' responses and specific majors available at UH.

Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). *(Order of selected responses does not reflect order of importance to the institution.)*

A12.

- Discipline/Major specific tutorial services
- Writing Lab
- Math Lab
- Academic Early Alerts for struggling students
- Childcare services on campus
- Commuting/Transportation Assistance
- Learning Communities

Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.

A13.

<http://www.uh.edu/admissions/apply/apply-transfer/>, <http://uh.edu/transfer-advising-program/>

Q14. List the items included on the institutional website for transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

A14.

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Degree program guides that include Texas Common Courses Numbers (TCCNS)
- A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.
- Scholarship and financial aid information specific to community college transfer students
- Limit on transferable hours accepted

Q15. What is the minimum GPA for transfer admissions?

A15. 2.0

Q16. What are the minimum semester credit hours for transfer admissions?

A16. 15 SCH

Q17. What is the academic residency in semester credit hours required for graduation?

A17. 24 SCH

Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?

A18. 66 SCH

Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?

A19. 47%

Q20. What percentage of transfer students received financial aid?

A20. 51%

Q21. What was the average amount of financial aid awarded per transfer student?

A21. \$3666

Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?

A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 11%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. <i>a. number (enrollment)</i> Community college visits allow us to reach as many students as are interested. We go to the students so they can easily gain information at a place and time convenient to them. We obtain their contact information to allow for purposeful and strategic follow-up. <i>b. persistence (retention)</i> Houston Guided Pathways to Success is a regional consortium led by UH that focuses on seamless transfer pathways through meta-majors, academic maps, proactive advising, informed choice, structured schedules, math alignment to majors, and corequisite remediation. Through this initiative, UH collaborates with Houston Community College, Lone Star College, San Jacinto College, and Wharton County Junior College to increase retention and completion while decreasing excess credits and time to degree for transfer students. <i>c. success (completion)</i> Houston Guided Pathways to Success is a regional consortium led by UH that focuses on seamless transfer pathways through meta-majors, academic maps, proactive advising, informed choice, structured schedules, math alignment to majors, and corequisite remediation. Through this initiative, UH collaborates with Houston Community College, Lone Star College, San Jacinto College, and Wharton County Junior College to increase retention and completion while decreasing excess credits and time to degree for transfer students.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. Yes
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26. 3
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 18
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 18
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 18
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. 1. Difficult to identify the primary person to execute the agreements 2. Difficult with follow-through, can take months to a year before final signatures 3. Community Colleges do not host the agreement on their websites so Community Colleges students cannot find the agreements making collaboration difficult 4. Training regarding the process of developing articulation agreements would be helpful.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 0

Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34.

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35.

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?

A37.

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38.

Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative	Not Aware Very Aware			
	1	2	3	4
ACGM Learning Outcomes Project	X			
Field of Study Curriculum	X			
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts			X	

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative	Not Useful Very Useful			
	1	2	3	4
ACGM Learning Outcomes Project	X			
Field of Study Curriculum	X			
Texas Core Curriculum			X	
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 6

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Departmental faculty review courses as well as ACGM updates to determine which institutional courses have a common course number equivalent.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?		
A45. No		
Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)		
A46. N/A		
Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.		
A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	115	869
University core curriculum	42	97
Degree program major requirements	n/a	n/a
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • on Transfer Admissions webpages (TCCNS course equivalents) • Transfer Equivalency Guides 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Program admission requirements that are different from your institution's admission requirements 2. Lack of financial support for transfer students 3. Lack of available academic programs to meet transfer students' needs 4. Students transferring with excessive hours 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50. There are no additional significant barriers not included in the above list.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. Yes		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52. Through Houston Guided Pathways to Success (GPS), a regional consortium that includes Houston area community colleges, UH is addressing the lack of course and program alignment with community colleges, advising, and excessive hours. Guided Pathways to success strategies including meta-majors, academic maps, proactive advising, informed choice, structured schedules, and co-requisite remediation are being put in place to create seamless transfer pathways while increasing retention and completion.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. There are currently no emerging issues likely to cause barriers to transfer in the future. Although we track graduation and establish enrollment goals for transfer students, we do so for all transfer students and do not distinguish between those from community colleges and 4-year institutions. A number of students may transfer with hours from both types of institutions. It may be helpful to revise questions in this section to capture overall transfer outcomes.		

University of North Texas

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 3030
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 89%
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 2791
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 40%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. No
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Advising with faculty advisors • Registration • Student organizations' presentations • Assignment of student mentors • Meetings specific to academic program majors • Career Services presentation • Housing information session • Health Services information session • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 90%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. No new programs
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12. <ul style="list-style-type: none"> • Student Mentors • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Commuting/Transportation Assistance
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. http://admissions.unt.edu/transfer , http://transfernow.unt.edu/ , http://registrar.unt.edu/transfer-guides
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14. <ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students
Q15. What is the minimum GPA for transfer admissions?
A15. 2.0
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 0 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 30 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. 0 SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 40%
Q20. What percentage of transfer students received financial aid?
A20. 63%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$11752.40
Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. No
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. %
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)

A24.
<i>a. number (enrollment)</i>
Personal transfer counselors - the Office of Admission has a staff of 10 transfer counselors that are available at both the community college and the main campus. The Transfer Counselors meet with students, pre-advise based on transferability or courses, help students select coursework to complete at the community college and connect them with campus services and departmental advisors. These counselors are always available to see students who walk into the main office.
<i>b. persistence (retention)</i>
Academic advising - The Academic Advisors work with students from their first semester through to graduation. The advising office are available to students at any point in their academic career on campus from orientation through to graduation.
<i>c. success (completion)</i>
Course Concierge - the advising supervisor also serves as a "course concierge" for any student that may be having difficulty in enrolling in the courses they need any one semester or that will delay graduation. Students are able to contact the "concierge" office to receive assistance with course enrollment and to keep on track for graduation.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. No
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26.
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 67
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 67
Q30. How many workforce (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 7
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. The biggest barrier is the resources needed in both time and staff to be able to plan, write, edit and agree upon articulations in order to get them executed. Without a truly common lower level curriculum, schools are allowed to select courses to fulfill their departmental core courses for a degree. This makes alignment between community college Associate's degrees and lower level course work at the university very difficult to align and articulate and requires more time and resources to work through all the challenges.
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 7
Q34. What is the number of dual admission agreements which defer enrollment at the university?
A34. 7
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?
A35. 7
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?
A36. Dual admission students are not tracked separately

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37. Dual admission students are not tracked separately

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes


Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative				
	Not Aware			Very Aware
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project		X		
Voluntary Transfer Compacts		X		

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative				
	Not Useful			Very Useful
	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project			X	
Voluntary Transfer Compacts			X	

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 1

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. Courses are reviewed based on an evaluation of the learning outcomes required and the syllabus of course objectives. In most cases the the Univeresity Curriculum Committee will conduct the review. For courses that match course objectives and outcomes, they are marked as equivalent and given the common course number from TCCNS.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. Yes

Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)

A46. When the content of the course changes and no longer aligns with the TCCNS objectives.

Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.

A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	185	650
University core curriculum	65	85
Degree program major requirements	120	396
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • with catalog degree requirements (TCCNS course equivalents) • in Degree/curriculum guides (TCCNS course equivalents) • on Transfer Admissions webpages (TCCNS course equivalents) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Inaccurate and/or inadequate advising at the community college 2. Lack of course and program alignment with community colleges 3. Insufficient staff at your institution to facilitate transfer of students from community colleges 4. Lack of financial support for transfer students 5. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 6. Students transferring with excessive hours 7. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50. Lack of a fully integrated, online, statewide degree audit system to facilitate students' preplanning for transfer and to align courses taken at the community college with those required at the university. An additional barrier is the "push" for students to complete the Associate Degree prior to transfer causing students to take additional courses not needed for their Bachelor's degree.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. No		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. The push to complete Associate degrees at the CCs are causing students to front load all of their core curriculum work to their first 4 semesters. Some programs, like STEM majors, are better served to save some coursework to take with upper level courses in order to balance their schedule between difficult major level courses and lower level courses.		

Research Institutions

Texas A&M University

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 2700
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. 91%
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. 2900
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. 27%
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none">• Advising with professional advisors• Advising with faculty advisors• Financial aid advising• Registration• Student organizations' presentations• Meetings specific to academic program majors• Career Services presentation• Housing information session• Health Services information session• Mental Health/Counseling Services presentation• Campus Safety/Security information session• Campus tour• Meal• Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 100%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)

A10.
<ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising • Financial Aid Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)
A11.
Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A12.
<ul style="list-style-type: none"> • Student Mentors • Faculty/Staff Mentors • Discipline/Major specific tutorial services • Writing Lab • Math Lab • Academic Early Alerts for struggling students • Childcare services on campus • Learning Communities
Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.
A13. admissions.tamu.edu/transfer
Q14. List the items included on the institutional website for transfer students. <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A14.
<ul style="list-style-type: none"> • Minimum grade point average (GPA) required for transfer admissions • Minimum semester credit hours a student is required to have to be considered for transfer admissions • Number of semester credit hours students are required to take in residence at your institution for graduation • Degree program guides that include Texas Common Courses Numbers (TCCNS) • A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database. • Scholarship and financial aid information specific to community college transfer students • Limit on transferable hours accepted
Q15. What is the minimum GPA for transfer admissions?
A15. 2.5
Q16. What are the minimum semester credit hours for transfer admissions?
A16. 24 SCH
Q17. What is the academic residency in semester credit hours required for graduation?
A17. 36 SCH
Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?
A18. SCH
Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?
A19. 19%
Q20. What percentage of transfer students received financial aid?
A20. 60%
Q21. What was the average amount of financial aid awarded per transfer student?
A21. \$13117

Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?
A22. Yes
Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?
A23. 0%
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24. <i>a. number (enrollment)</i> The Office of Admissions at Texas A&M University welcomes prospective transfer students to attend one of our Transfer Information Sessions. The Transfer Information Sessions will prepare prospective transfer students to be more competitive in the application process. Students who are considering Texas A&M as a transfer student are encouraged to attend one of these events. These programs are targeted towards current seniors in high school who will be attending a community college after graduation or in-progress transfer students who are looking to apply. <i>b. persistence (retention)</i> Academic Success Center; Transfer Student Program / The Academic Success Center represents a collaboration between Academic Affairs and Student Affairs. Our mission is to provide access to comprehensive resources to Aggies from all geographical, socio-economic, and ethnic backgrounds so that they can achieve their academic goals and fulfill their academic potential. Our holistic approach fosters mental and physical well being and encourages students to identify roadblocks, set realistic, attainable, and personally fulfilling academic goals, and take ownership of their learning. This office cultivates skills and attitudes that enhance academic performance and prepare students for lifelong learning. The Academic Success Center provides workshops and classes on study skills, time management, and related topics; tutoring; Supplemental Instruction; academic coaching; and peer mentoring. <i>c. success (completion)</i> Academic Success Center – Supplemental Instruction / Supplemental Instruction (also known as SI) is a free, peer-led, academic assistance program designed to improve performance. The Academic Success Center offers three 50-minute sessions per week for selected lower-level undergraduate courses. SI sessions are held outside class, on a regular schedule. SI sessions are facilitated by SI leaders, undergraduate students who have previously taken and mastered the course. If you attend an SI session, you'll experience active and collaborative learning methods that will help you achieve your course's learning objectives.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. No
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26.
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. No
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 25-30
Q29. How many <i>academic (AA, AS, AAT)</i> articulation agreements are currently in effect?
A29. 0
Q30. How many <i>workforce (AAS)</i> articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 7

Q32. What are the barriers to developing degree program articulation agreements with community colleges?				
A32. not all colleges and departments participate in articulation agreements				
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?				
A33. 5				
Q34. What is the number of dual admission agreements which defer enrollment at the university?				
A34. 0				
Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?				
A35. 5				
Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?				
A36. 0				
Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?				
A37. 1300				
Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?				
A38. Yes				
Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.				
A39.				
	Statewide Initiative	Not Aware		Very Aware
		1	2	3
		4		
	ACGM Learning Outcomes Project		X	
	Field of Study Curriculum	X		
	Texas Core Curriculum			X
	Texas Tuning Project	X		
	Voluntary Transfer Compacts	X		
Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.				
A40.				
	Statewide Initiative	Not Useful		Very Useful
		1	2	3
		4		
	ACGM Learning Outcomes Project		X	
	Field of Study Curriculum	X		
	Texas Core Curriculum			X
	Texas Tuning Project	X		
	Voluntary Transfer Compacts	X		
Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?				
A41. 2				
Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?				
A42. No				
Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?				

A43.		
Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)		
A44. We compare the ACGM course description with the course descriptions of TAMU courses looking for similar content and rigor and course outcomes. We also pay attention to the department in which the course is taught, i.e. a STAT course will not transfer as a MATH course at TAMU.		
Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?		
A45. Yes		
Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)		
A46. When the content of the common course changes such as the content of MATH 1324 then we will re-evaluate equivalencies. We evaluate courses every year as part of our catalog updates and TCCNS online updates. It is not often that equivalencies change because the content of the basic lower level courses do not change significantly. We rely on the information in the ACGM concerning course changes, additions and deletions for knowing which courses to re-evaluate. In the case of Math 1324, the statistics portion of the course was removed and that was a critical component of the equivalent course, Math 141. Our Math department evaluated the course and deemed it 'not equivalent' any longer.		
Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.		
A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	197	729
University core curriculum	100	185
Degree program major requirements		
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • on Transfer Admissions webpages (TCCNS course equivalents) • on Transfer Admissions webpages (explanation and significance of the common course numbering system) 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Inaccurate and/or inadequate advising at the community college 2. Lack of financial support for transfer students 3. Program admission requirements that are different from your institution's admission requirements 4. Programs at capacity at your institution 5. Students transferring with excessive hours 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51.		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52.		

Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)

A53.

The University of Texas at Austin

Q1. Does your institution have a goal for the number of new community college transfer students for fall 2017?
A1. 755
Q2. Does your institution have a goal for the number of new community college transfer students to be retained from fall 2017 to spring 2018?
A2. No
Q3. Provide your institution's projected number of community college transfer students to graduate in 2016-2017 academic year.
A3. Transfer students are not tracked separately to graduation
Q4. The projected number of community college transfer students to graduate in 2016-2017 academic year represents what percentage of total bachelor degree graduates?
A4. %
Q5. Does your institution require academic advising for new transfer students?
A5. Yes
Q6. Do your institution's academic advisors receive training specific to transfer students?
A6. Yes
Q7. Does your institution offer an orientation program specifically tailored for transfer students?
A7. Offered and required
Q8. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)
A8. <ul style="list-style-type: none"> • Advising with professional advisors • Financial aid advising • Registration • Student organizations' presentations • Meetings specific to academic program majors • Career Services presentation • Health Services information session • Mental Health/Counseling Services presentation • Campus Safety/Security information session • Campus tour • Meal • Parent/family participation and sessions
Q9. What percentage of your institution's transfer students participated in an orientation program for the 2016-2017 school year?
A9. 98%
Q10. What student outreach efforts did your institution conduct on the community college campuses in the 2016-2017 school year? (Order of selected responses does not reflect order of importance to the institution.)
A10. <ul style="list-style-type: none"> • Regular recruitment visits • Transfer Fairs • Academic Advising
Q11. List and briefly describe any new student success programs to improve persistence (retention) and success (completion) initiated for the first time in 2016-2017. (Please limit your response to 600 characters.)

A11. UT Austin continued its DCTT committee to coordinate services and experiences for Transfer students. Committee accomplishments include enhancing the availability of degree audits for transfer students at orientation, enhancing the transfer student social experience by expanding services offered in the transfer lounge and providing training for staff on transfer student experience. New this year, a separate committee on campus worked to streamline the communication about internal transfer for transfer students, refining the messaging about the availability of major changes.

Q12. List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion). *(Order of selected responses does not reflect order of importance to the institution.)*

A12.

- Student Mentors
- Faculty/Staff Mentors
- Discipline/Major specific tutorial services
- Writing Lab
- Math Lab
- Academic Early Alerts for struggling students
- Childcare services on campus
- Learning Communities

Q13. Provide the URL on your institutional website for information tailored to the needs of transfer students.

A13.

<http://admissions.utexas.edu/apply/transfer-admission>

Q14. List the items included on the institutional website for transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

A14.

- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Degree program guides that include Texas Common Courses Numbers (TCCNS)
- A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.

Q15. What is the minimum GPA for transfer admissions?

A15.

Q16. What are the minimum semester credit hours for transfer admissions?

A16. 30 SCH

Q17. What is the academic residency in semester credit hours required for graduation?

A17. 60 SCH

Q18. What is the institutional limit on semester credit hours transferring from a community college which may be applied to a degree?

A18. SCH

Q19. What percentage of total undergraduate financial aid went to transfer students during the 2016-2017 school year?

A19. 2%

Q20. What percentage of transfer students received financial aid?

A20. 61%

Q21. What was the average amount of financial aid awarded per transfer student?

A21. \$13482

Q22. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?

A22. No

Q23. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2016-2017 school year?

A23. %
Q24. For each of the following areas, name and briefly describe the single most effective program provided by the institution. Explain why the program is effective for community college transfer students. (Please limit your response to 1000 characters for each area.)
A24.
<i>a. number (enrollment)</i> The most effective program for increasing community college transfer students has been our relationship with Austin Community College through the UT-ACC advising network. Every semester, advisors and admissions counselors from UT-Austin go to the campuses of ACC to provide information and counsel on courses, degree programs and transferability. This network also reinforces the relationships between advisors on both campuses and helps students navigate between the two more effectively.
<i>b. persistence (retention)</i> The Transfer-Year Experience Program connects transfer students to experienced mentors, creates transfer-specific academic spaces, and builds avenues for transfer students to establish peer networks. This program supports students in their first year at UT by providing seats in transfer-only signature courses, the TRIG (Transfer Interest Group) learning community and by supporting the Texas Transfer student organization. The results of these efforts has improved transfer student retention and increased the sense of belonging felt by transfer students.
<i>c. success (completion)</i> Student Success Initiatives was founded in 2013 and since its inception has implemented a range of forward-thinking programs to foster timely graduation. Using predictive analytics to ensure students receive the support they need, UT Austin's four-year graduation rate climbed to 61 percent in 2016 — the highest on record and an increase of 10 percentage points since 2011. Those same efforts have improved the transfer three-year graduation rate as well. Specifically, transfer student advising focuses on progress-toward-degree by using data analytics to help students understand their completion path. Additionally, a Graduation Help Desk was established to help students who run into an institutional barrier to timely graduation. For many transfer students, the Help Desk has been a source of support in filing petitions, reviewing course transferability and for assistance with degree planning.
Q25. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2016-2017 school year?
A25. No
Q26. How many new degree program articulation agreements were executed during the 2016-2017 school year?
A26.
Q27. Were any existing degree program articulation agreements with Texas community colleges updated during the 2016-2017 school year?
A27. Yes
Q28. How many degree program articulation agreements does your institution currently have in effect with Texas community colleges?
A28. 1
Q29. How many <i>academic</i> (AA, AS, AAT) articulation agreements are currently in effect?
A29. 1
Q30. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?
A30. 0
Q31. What is the number of Texas community colleges with which your institution has at least one degree program articulation agreement?
A31. 1
Q32. What are the barriers to developing degree program articulation agreements with community colleges?
A32. Degree Program capacity at The University of Texas at Austin
Q33. What is the number of Texas community colleges with which your institution has at least one dual admission program?
A33. 1
Q34. What is the number of dual admission agreements which defer enrollment at the university?

A34. 0

Q35. What is the number of dual admission agreements which provide concurrent enrollment at both institutions?

A35. 1

Q36. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which defers enrollment?

A36.

Q37. How many students enrolled in courses at your institution in 2016-2017 participated in a formal dual admission agreement which provides for concurrent enrollment at both institutions?


A37. 108

Q38. Are students admitted and enrolled under a Dual Admission Agreement program required to meet the admission requirements for regularly admitted transfer students?

A38. Yes


Q39. Rate the awareness of your institution's faculty in regard to the following statewide initiatives intended to improve transfer outcomes from Not Aware at 1 to Very Aware at 4.

A39.

Statewide Initiative				
	Not Aware	2	3	Very Aware
	1	2	3	4
ACGM Learning Outcomes Project				X
Field of Study Curriculum			X	
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q40. Rate the usefulness to your institution of the following statewide initiatives intended to improve transfer outcomes from Not Useful at 1 to Very Useful at 4.

A40.

Statewide Initiative				
	Not Useful	2	3	Very Useful
	1	2	3	4
ACGM Learning Outcomes Project		X		
Field of Study Curriculum		X		
Texas Core Curriculum				X
Texas Tuning Project	X			
Voluntary Transfer Compacts	X			

Q41. How many degree programs had faculty who participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2016-2017 school year?

A41. 5

Q42. Does your institution use the Texas Common Course Numbering System (TCCNS) as the institutional numbering system for lower-division (freshman and sophomore) courses?

A42. No

Q43. If your institution uses the TCCNS as the institutional numbering system for lower-division courses, how are courses which are not part of the TCCNS and ACGM distinguished?

A43.

Q44. Describe the process at your institution for determining which institutional courses have a common course number equivalent. (Please limit your response to 1000 characters.)

A44. The process involves evaluations of course content, combined with collaborations with pertinent departmental/college leadership.

Q45. Has there ever been an occasion when a common course number equivalent was removed from an institutional course?

A45. Yes		
Q46. Describe why, how, and how often the common course number removal happens. (Please limit your response to 1000 characters.)		
A46. Common course number equivalents are removed when changes are detected in courses at UT Austin, as well as changes in the ACGM definitions. This removal process is infrequent.		
Q47. Indicate the number of lower-division courses in your institution's 2016-2017 undergraduate catalog that fall into each of the categories below.		
A47.		
Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2016-2017 undergraduate catalog (core, degree major requirements, electives)	207	1,467
University core curriculum	59	116
Degree program major requirements	140	Unknown [requires manual comparison of lower-division course inventory to each undergraduate degree plan]
Q48. List the locations where information about the TCCNS and common course number equivalents are provided. (Order of selected responses does not reflect order of importance to the institution.)		
A48.		
<ul style="list-style-type: none"> • with individual catalog course descriptions (TCCNS course equivalents) • on Transfer Admissions webpages (TCCNS course equivalents) • 1) See http://admissions.utexas.edu/apply/transfer-resources/tccn-transfer-guides/. Community college Transfer Guides with lower-division transfer credit recommendations for all UT Austin undergraduate degrees (excluding honors programs). 2) See http://admissions.utexas.edu/apply/transfer-resources/ate/. ATE System – Online transfer credit database. 		
Q49. Identify and rank barriers to transfer, with "1" being most problematic.		
A49.		
<ol style="list-style-type: none"> 1. Programs at capacity at your institution 2. Lack of available academic programs to meet transfer students' needs 3. Lack of financial support for transfer students 4. Inaccurate and/or inadequate advising at the community college 5. Lack of course and program alignment with community colleges 6. Students transferring with excessive hours 		
Q50. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)		
A50.		
Q51. During the 2016-2017 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?		
A51. Yes		
Q52. Please describe the systemic barriers to transfer which were addressed during the 2016-2017 school year and explain the resolution. (Please limit your response to 600 characters.)		
A52. The institution improved communication with prospective and admitted transfer students about the challenges with program capacity. By increasing transparency with students about the limitations, we were able to help students make informed decisions about transfer.		
Q53. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)		
A53. Continued lack of availability in programs.		