

Texas General Academic Institutions: Increasing Successful Community College Transfer

Appendices

**A Report to the Texas Legislature per House Bill 1,
86th Texas Legislature**

Fall 2020 Report

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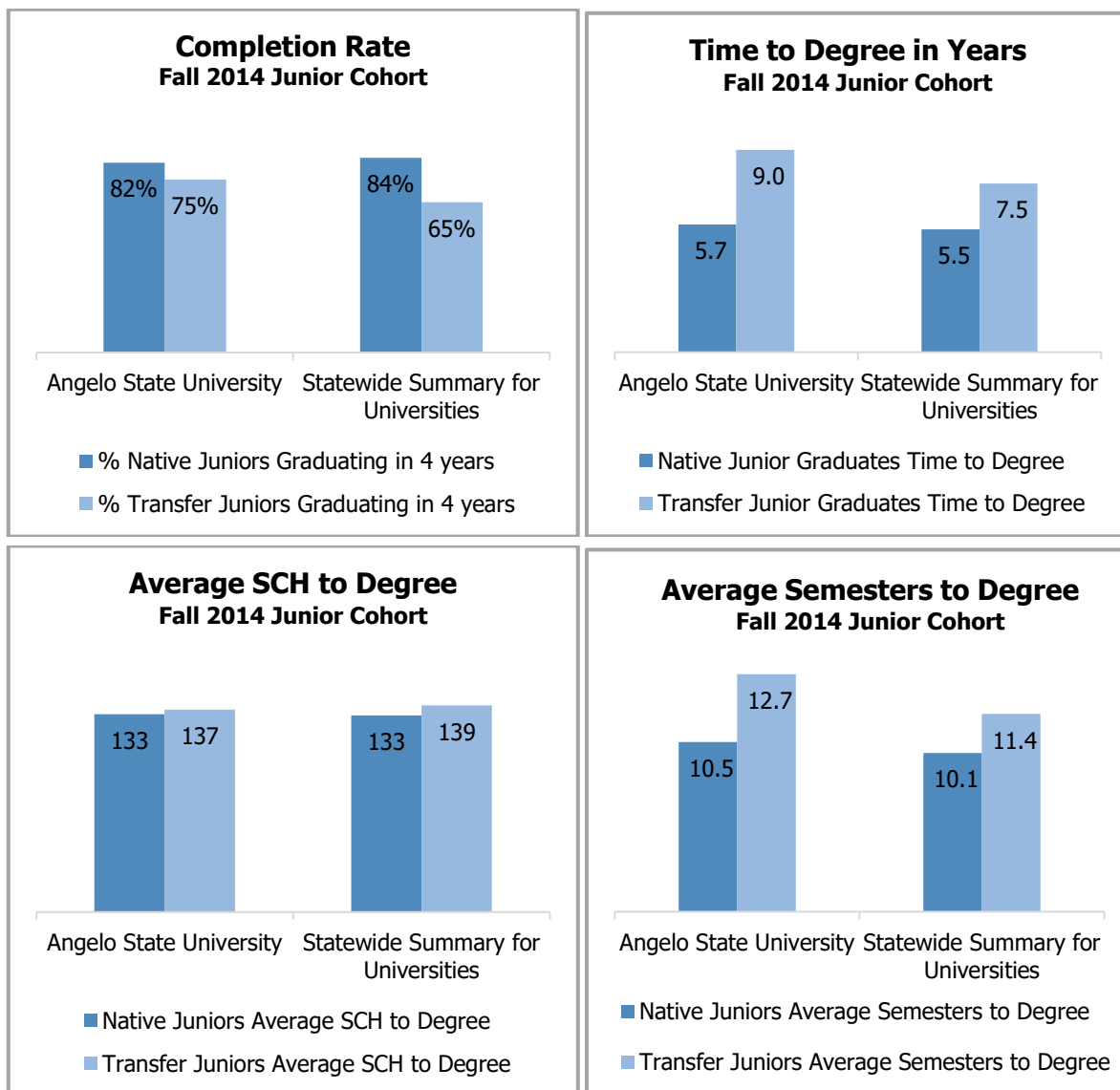
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Appendix A: Institutional Profiles

Master's Institutions Peer Group

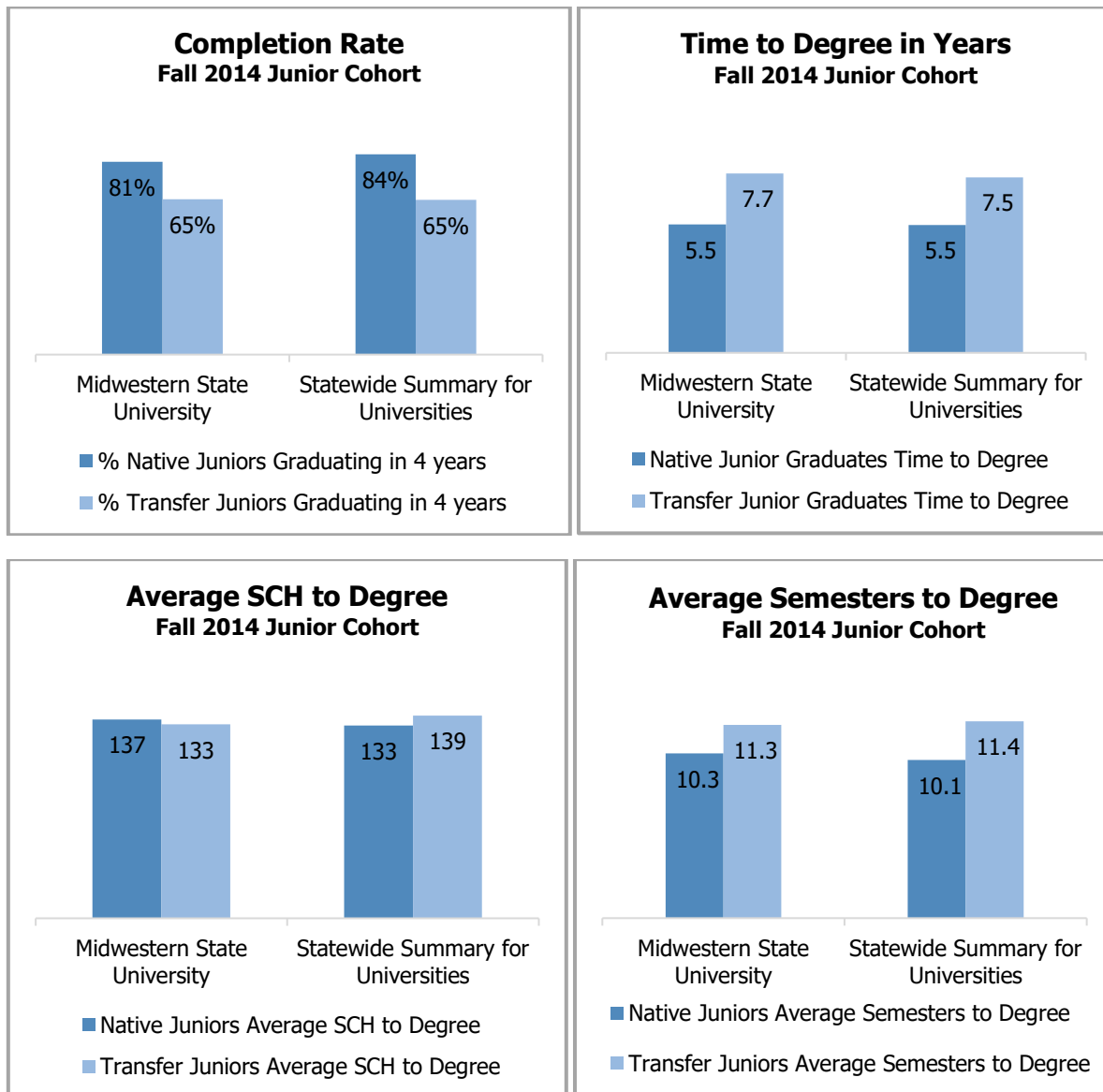
Angelo State University



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. Due to location and proximity, Angelo's community college transfer students come primarily from Howard College.

Angelo consistently cites its distance from a large community college student population as its primary barrier to transfer. It also indicates advising provided at community colleges as a top barrier, and this year, Angelo identified challenges related to services for online transfer students and students' preparedness for the rigor of the curriculum as barriers. Angelo reported making changes to the core curriculum courses and eliminating required minors in all degree programs. The modifications are strategies to reduce excess hours and benefit transfer students.

Midwestern State University

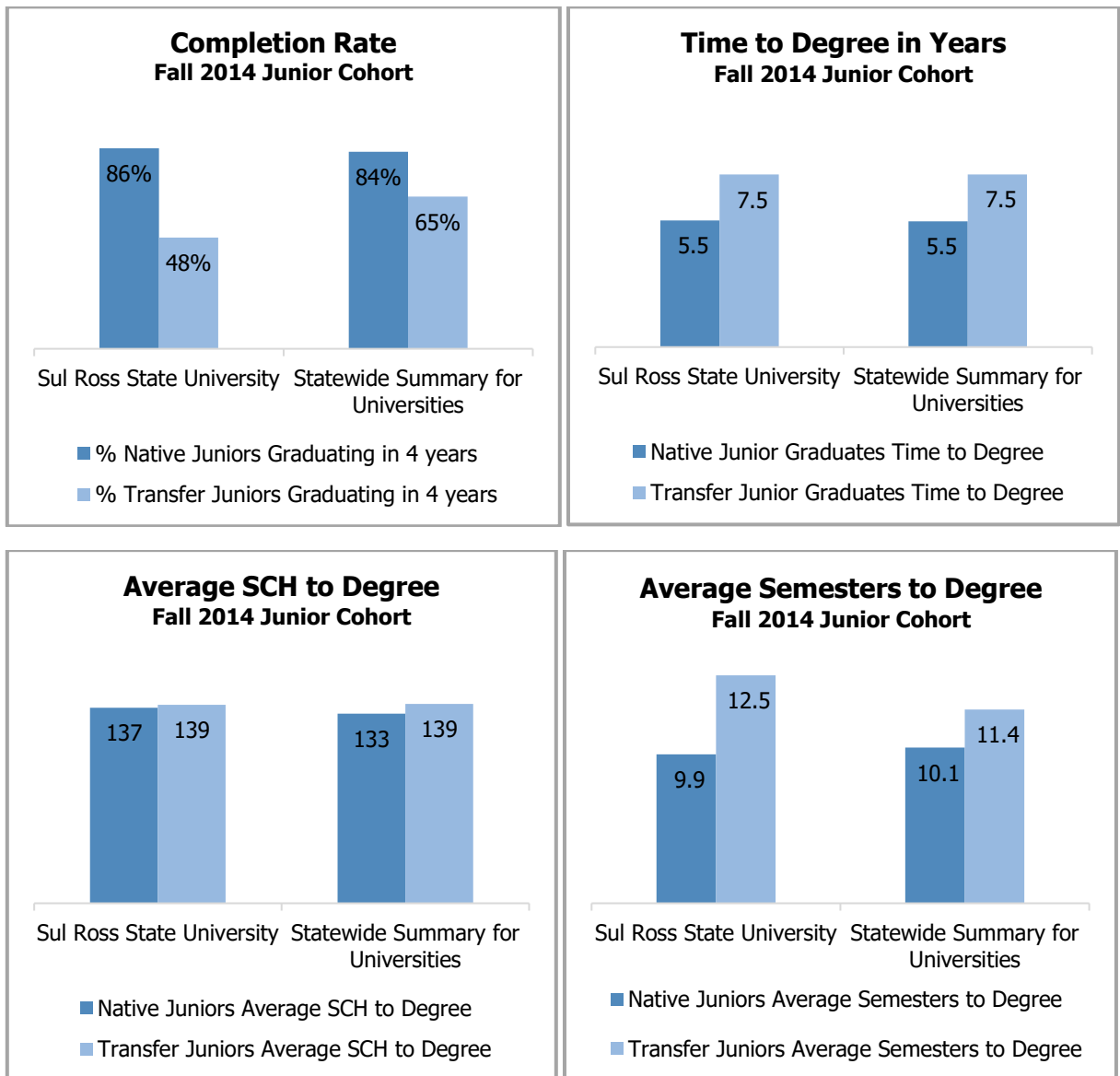


Midwestern State University (MSU Texas) accepts some transfer students from community colleges in the Metroplex area of Dallas-Fort Worth. However, the main feeder institution for the university is Vernon College, which is located approximately 50 miles west of Wichita Falls.

Listed as its top barrier to transfer in last year's report, evaluation of transfer students' transcripts was not an explicit concern for MSU Texas this year. Instead, the two greatest barriers to successful transfer for this year's report concern advising provided at the community college.

The institution's recruitment efforts, including participating in transfer fairs and hosting transfer preview days, continue to be listed as the most effective activity for transfer student enrollment. Regarding strategies for transfer student completion, MSU Texas is drafting a comprehensive plan addressing both retention and completion that will be implemented in academic year 2020.

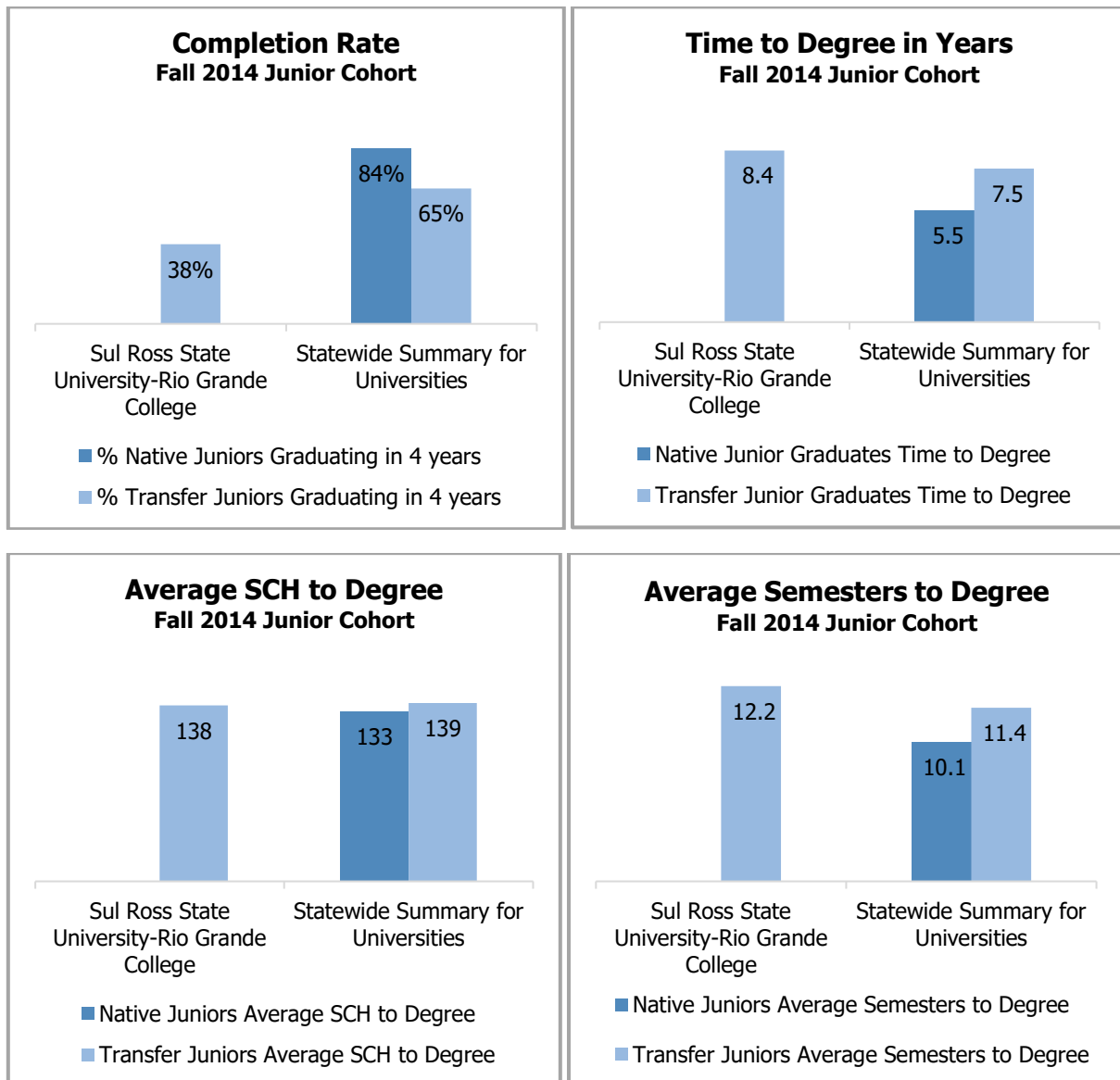
Sul Ross State University



Sul Ross State University (Sul Ross), established as a teacher's college in the early 20th 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.

Sul Ross has acknowledged its distance from areas with a large community college student population as its most significant barrier to transfer. When asked to identify the most effective programs for transfer student enrollment, retention, and completion, Sul Ross continued to name recruitment activities and the advising the institution provided on the Midland College campus.

Sul Ross State University-Rio Grande College

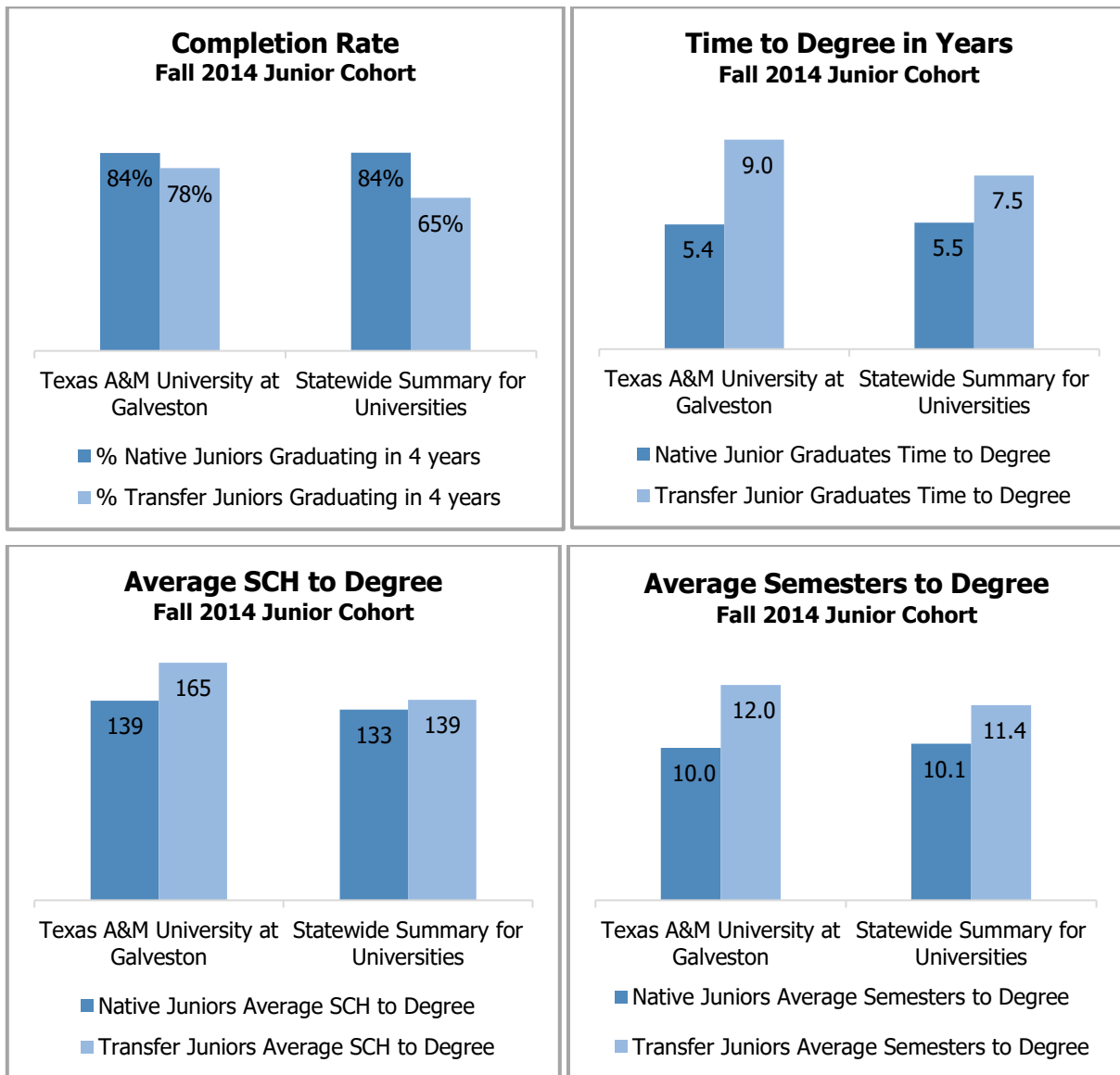


Sul Ross State University-Rio Grande College (Sul Ross-Rio Grande) is an upper-division institution that offers courses on the campuses of Southwest Texas Junior College in Del Rio, Eagle Pass, and Uvalde. It offers a limited number of master's and bachelor's degree programs and maintains an overall enrollment of around 1,000 students. Almost all Sul Ross-Rio Grande's community college transfer students are from Southwest Texas Junior College.

For its top barriers to transfer, Sul Ross-Rio Grande continued to indicate advising as problematic, listing both advising leading students to complete an associate degree with courses inapplicable to the bachelor's degree and inaccurate and/or inadequate advising provided by the community college.

Sul Ross-Rio Grande named Mongoose, a texting platform to help students connect with the institution, as effective for promoting transfer student enrollment. For retention, students' ability to access academic plans and progress reports via Degree Works fostered persistence. The availability of tutoring support increased student success at Sul Ross-Rio Grande.

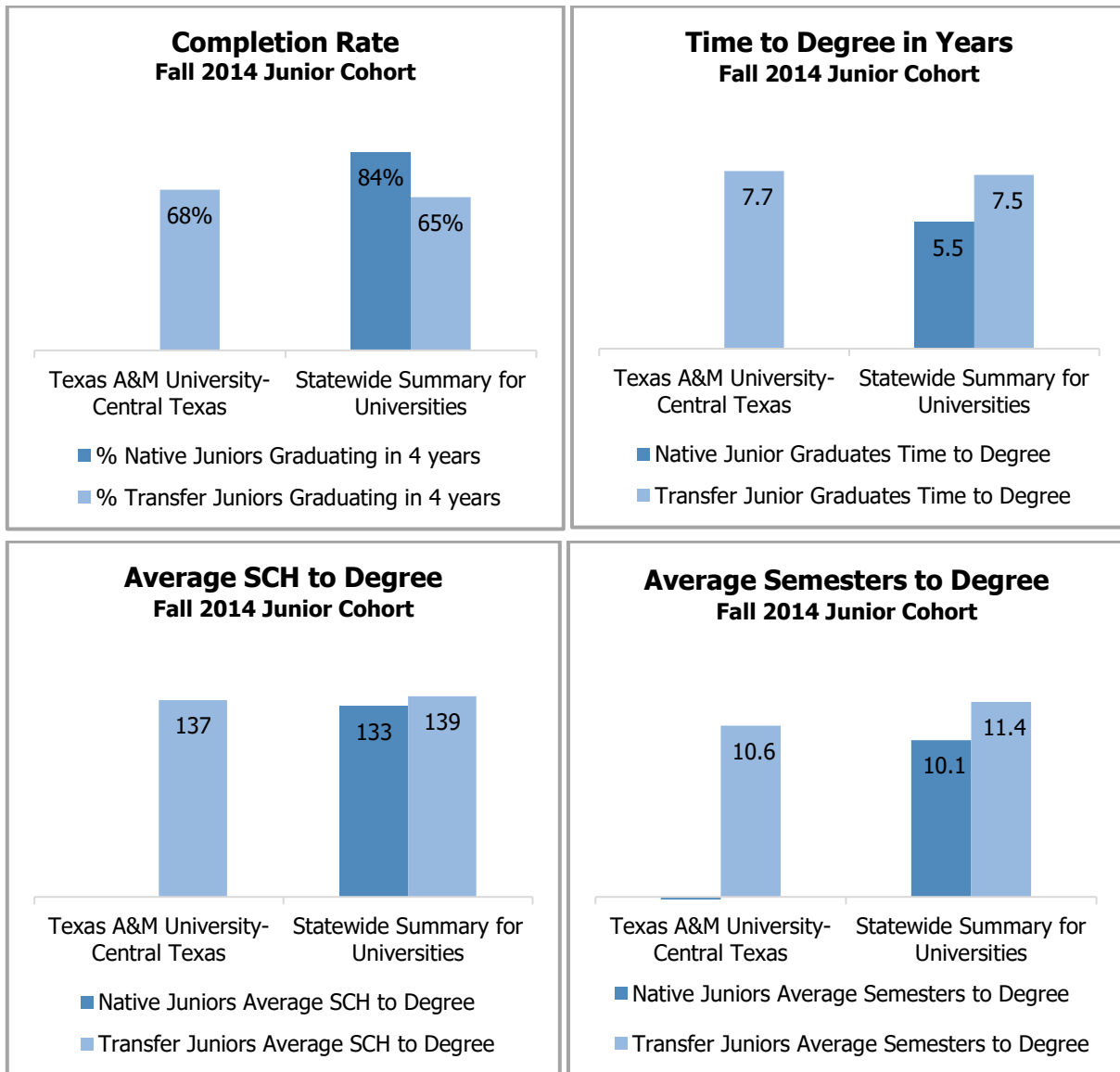
Texas A&M University at Galveston



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 University System, with degrees offered under the name and authority of Texas A&M University at College Station. The specific degree requirements that students must take for maritime license programs are sequential and highly specialized and not usually available at community colleges. The highly specialized nature of these course requirements adds time to degree.

For this year's report, the institution continued to identify as its top barriers to transfer a lack of resources at TAMU-Galveston to facilitate the process for community college students and a lack of available degree programs corresponding to transfer students' interest. In addition, TAMU-Galveston survey responses indicated that some transfer students were unprepared to step into the demands of the specialized programs' curricula.

Texas A&M University-Central Texas

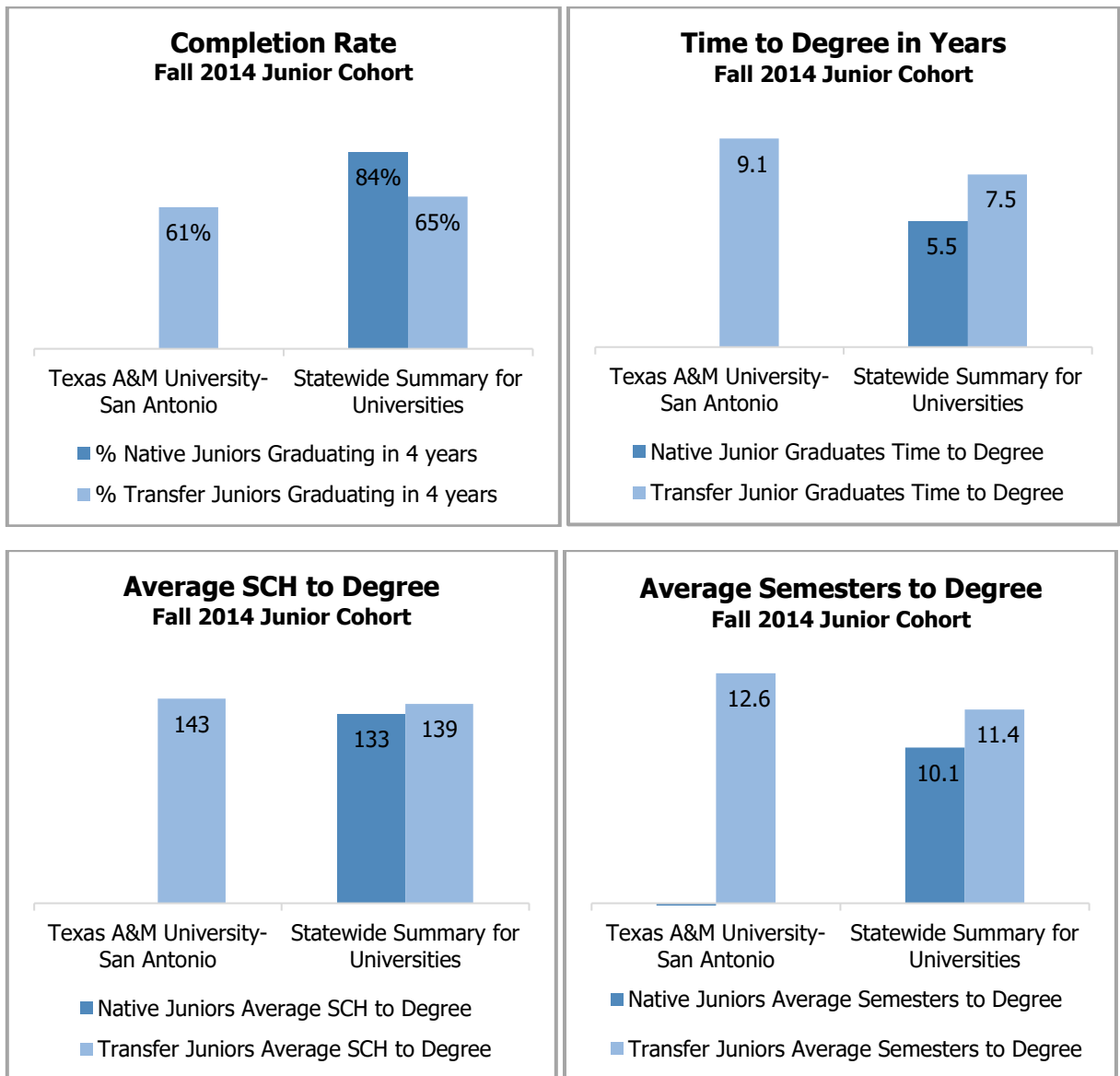


Texas A&M University-Central Texas (TAMU-Central Texas) is an upper-division only institution with approximately 2,500 students. In addition to its campus in Killeen, TAMU-Central Texas offers courses at area community colleges and Fort Hood. As such, most transfer students come from nearby Central Texas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

A consistent primary barrier to community college transfer for TAMU-Central Texas has been insufficient resources at the institution to facilitate the process for students. In this year's report, the university continued to cite relationship management as effective in enhancing transfer enrollment. Other than assisting with building relationships, the web tool enabled strategic and personalized communications with prospective transfer students.

With a combination of risk factors, performance monitoring, academic support, and customized guidance, TAMU-Central Texas has decreased academic underperformance rates. *Degree Works*, a software package that facilitates monitoring of course-taking and progress toward degree attainment, has continued to serve students well by providing a customized map to timely graduation and triggering targeted advising.

Texas A&M University-San Antonio

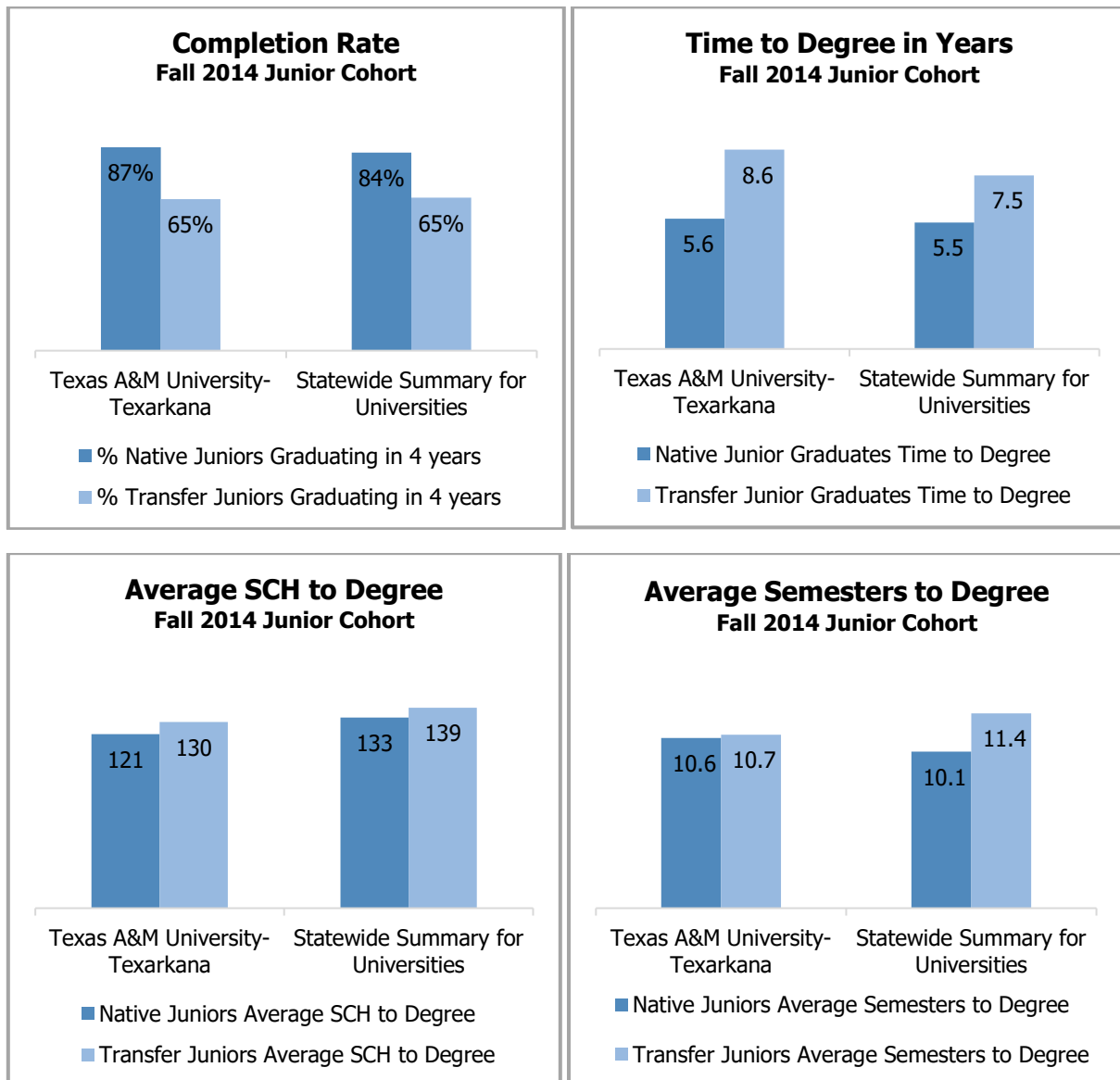


Texas A&M University-San Antonio (TAMU-San Antonio) was established as a standalone institution in 2009. Until fall 2016, TAMU-San Antonio was an upper-division institution and served an undergraduate student population comprised of only transfer students. Most of the community college transfer students at TAMU-San Antonio come from the Alamo Colleges.

One of the primary barriers to transfer for TAMU-San Antonio has been excess hours accumulated by students before transfer. This year, as the top barrier, the institution named advising that students received before transfer leading to completion of an associate degree with courses not applicable to the baccalaureate degree. The institution reported that since fall 2016, students have been able to transfer earlier, and the number of excess hours seems to be decreasing.

Outreach conducted by counselors stationed at community colleges was identified by the institution as an effective strategy for improving transfer student enrollment. Advising, coaching, mapping to graduation, and monitoring performance have been essential for student retention and completion.

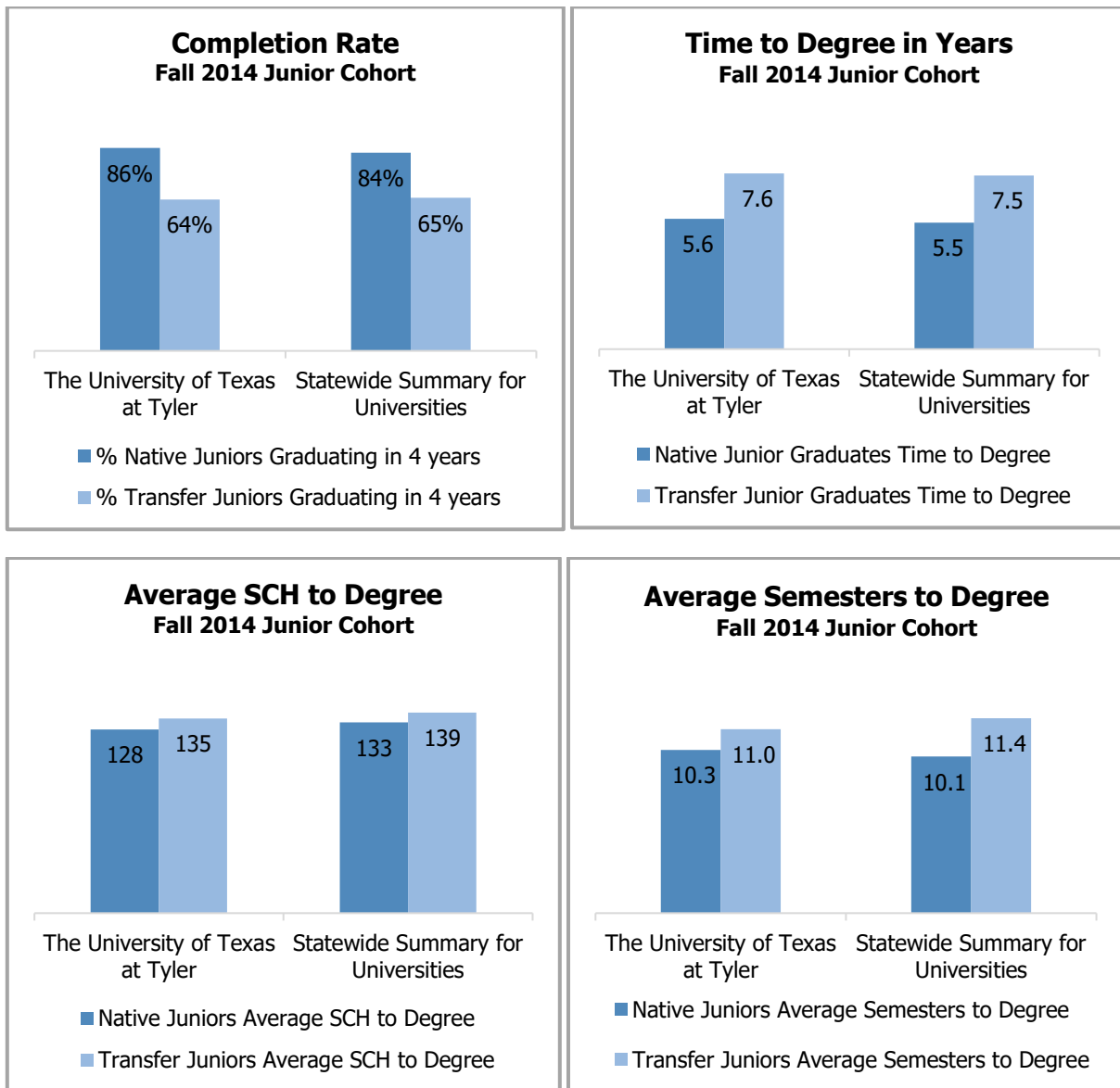
Texas A&M University-Texarkana



Texas A&M University-Texarkana (TAMU-Texarkana) was originally an upper-division institution and 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.

TAMU-Texarkana continued to rank a lack of financial support for transfer students as its top barrier to transfer. As an effective strategy for enhancing student retention and completion, TAMU-Texarkana named the I-CARE program that was implemented in fall 2018. The program includes intrusive advising, readily available tutoring, and completion coaching.

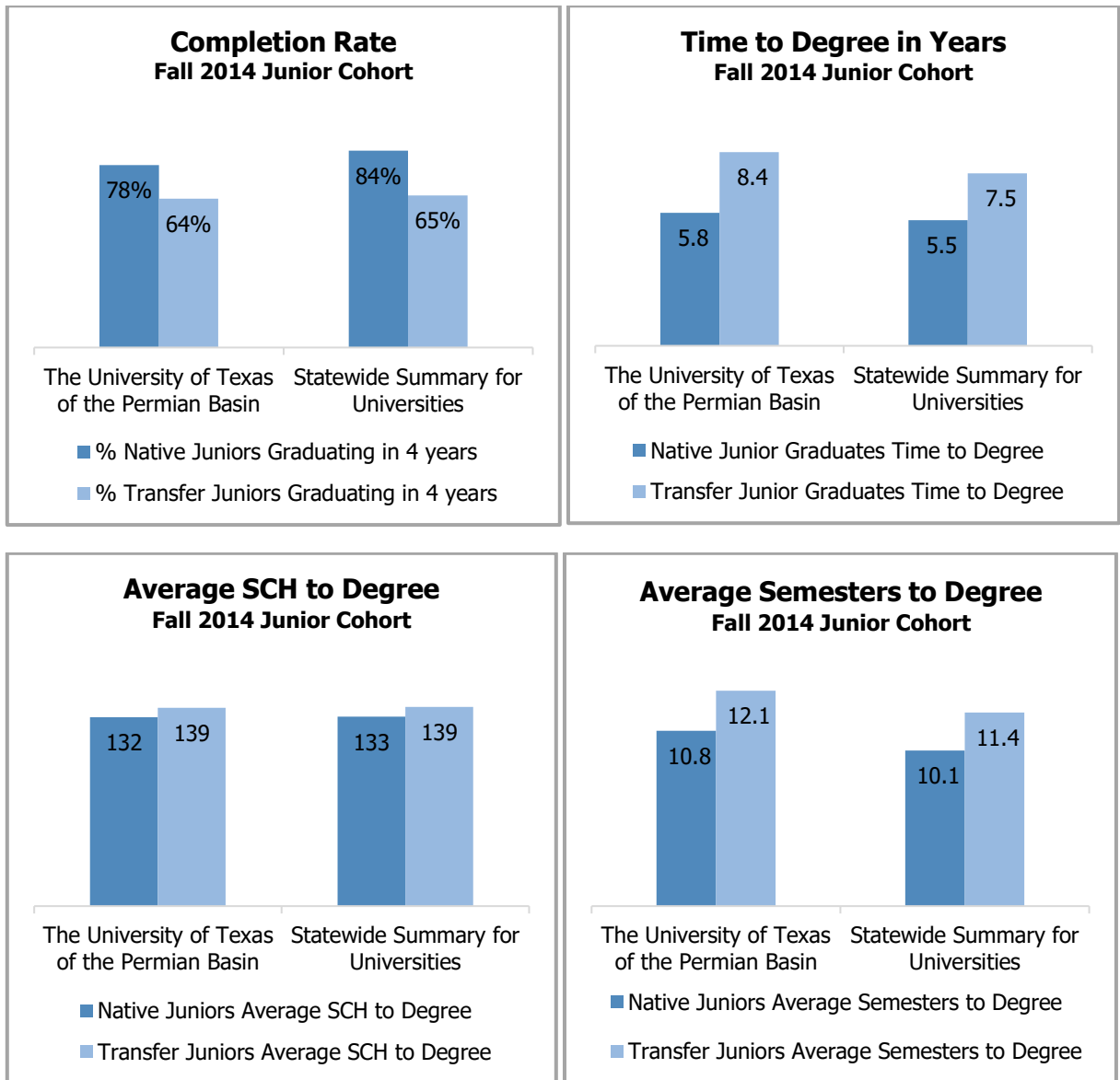
The University of Texas at Tyler



Most 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 most of UT-Tyler's transfer population.

The institution has consistently identified excess hours accumulated before transfer as its primary barrier to smooth transfer for community college students. Aligning with the institution's strategic plan, UT-Tyler reported targeted recruitment as effective for transfer student enrollment. In addition to efforts to raise awareness among industry and community college partners, UT-Tyler advisors promote resources that foster affordability, such as open educational resources. The institution reported positive retention outcomes from newly implemented student success and retention efforts that included monitoring performance, providing abundant academic support, fostering a sense of belonging, and prompting students to register for courses.

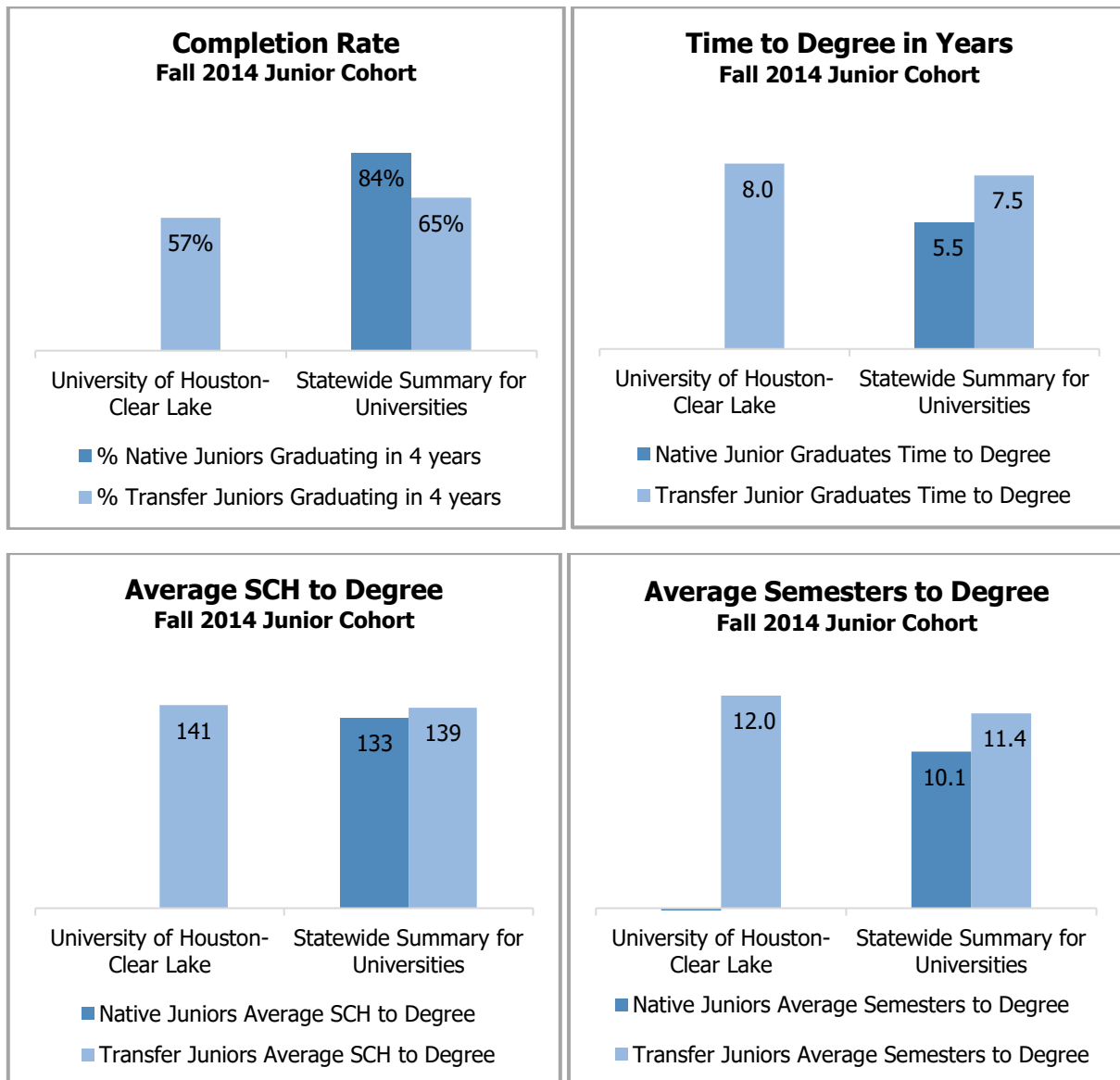
The University of Texas of the Permian Basin



The University of Texas of the Permian Basin (UT-Permian Basin) receives transfer students from several community colleges across the state. Most of its transfer students come from Midland College and Odessa College.

For this year's report, UT-Permian Basin continued to identify a lack of course and program alignment with community colleges and inadequate course scheduling and/or rotations as its main barriers to transfer. Regular visits to Midland College and Odessa College by admission counselors and advisors continued to be named as effective strategies for transfer student enrollment. UT-Permian Basin continued to name required academic advising and available support services as effective for promoting both retention and completion among transfer students. The early alert system and tracking through the EAB Student Success Collaborative were also reported as effective strategies.

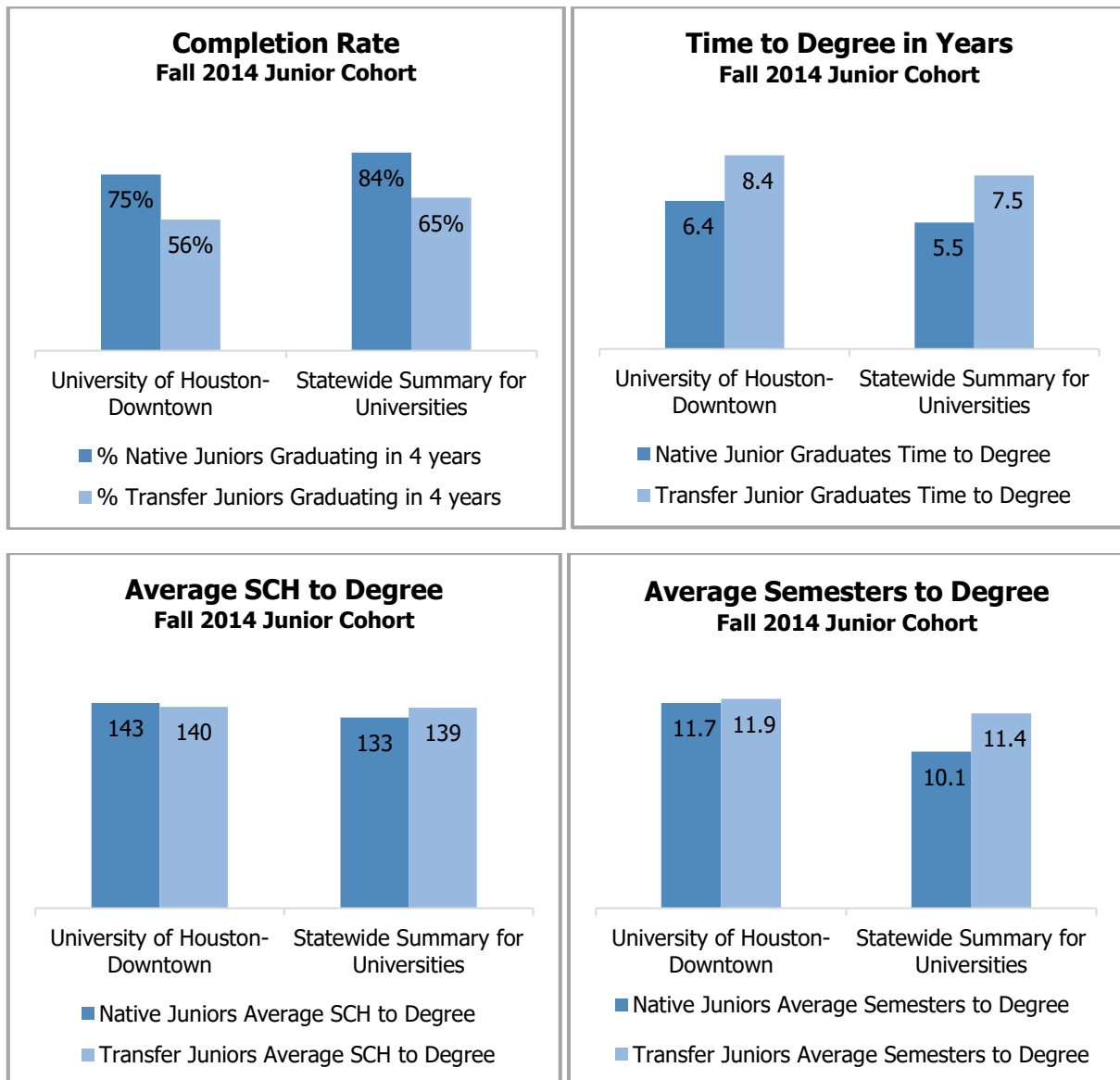
University of Houston-Clear Lake



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.

Consistent with last year's report, UH-Clear Lake indicated inaccurate and/or inadequate advising at community colleges as its main barrier to transfer. UH-Clear Lake reported that a transfer scholarship program for eligible students, which is automatically renewed based on continuous enrollment and academic performance, was effective. In addition, for enrollment and completion, the institution named Hawk Connection as an effective initiative that helps community college students prepare for attending UH-Clear Lake. It allows the institution to track participants both before and after enrollment at UH-Clear Lake. The Hawk Connection program includes assigned advisors communicating with community college students each semester and access to resources for transfer students, such as application fee waivers, transfer advising, and events.

University of Houston-Downtown

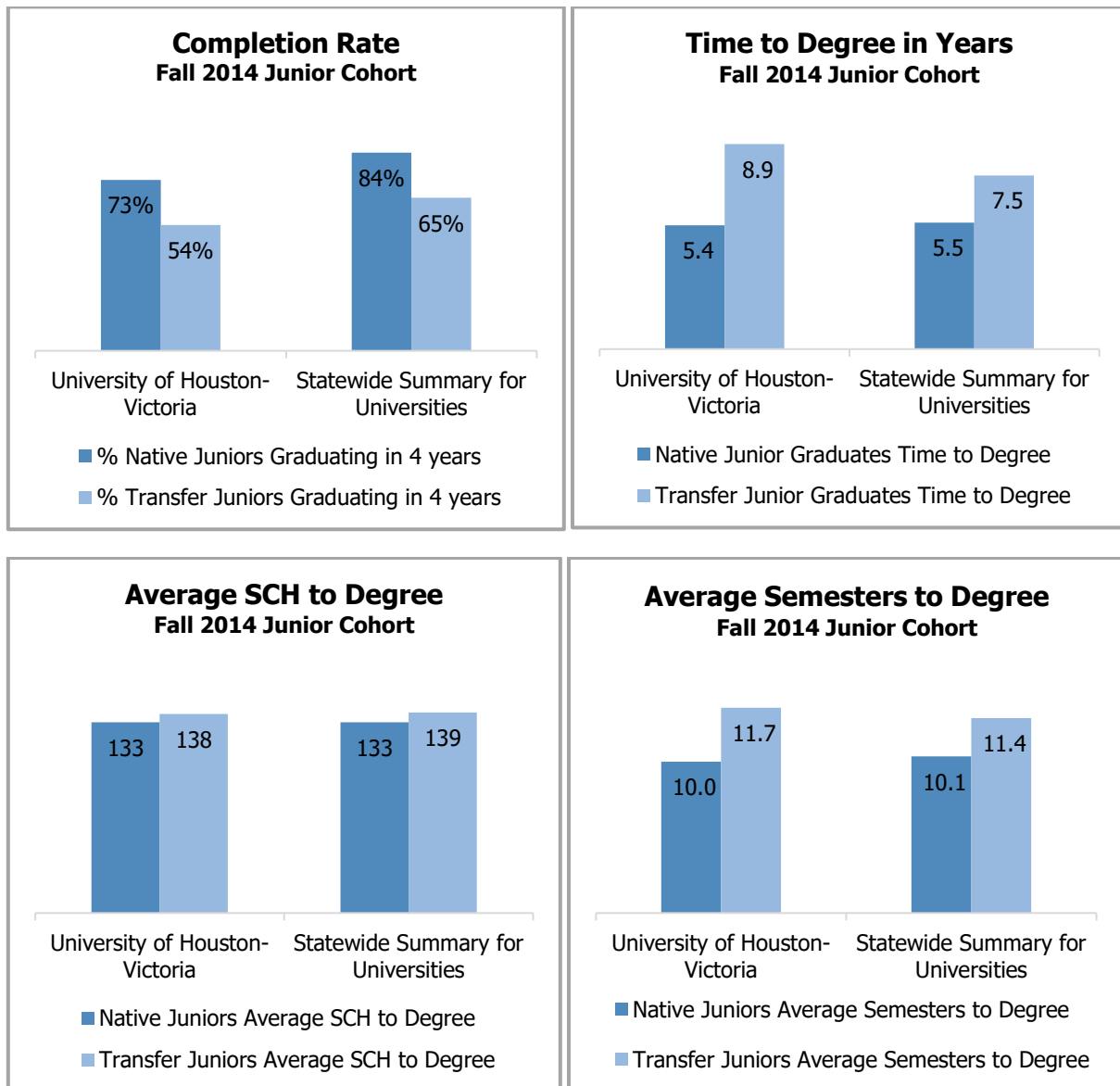


The University of Houston-Downtown (UH-Downtown) was founded in 1974 as a four-year institution to serve the city's workforce. Most of UH-Downtown's transfer students come from the Houston metropolitan area community colleges.

Unlike previous years, when UH-Downtown identified students with excess hours as a top barrier to smooth transfer, this year the institution did not identify excess hours as problematic. Instead, lack of financial support for transfer students was UH-Downtown's top barrier to transfer. Other barriers for UH-Downtown were a lack of degree program offerings that correspond to student interest/demand, underprepared transfer students for the rigor in curriculum, transcript evaluation issues, and inaccurate/inadequate advising at community colleges.

Articulation agreements with degree maps that provide for concurrent enrollment, as well as advisors on community college campuses, enhanced transfer student enrollment at UH-Downtown. The institution named scheduling flexibility, variety in instructional modes, and experiences such as undergraduate research and service learning as strategies that encourage retention and completion.

University of Houston-Victoria

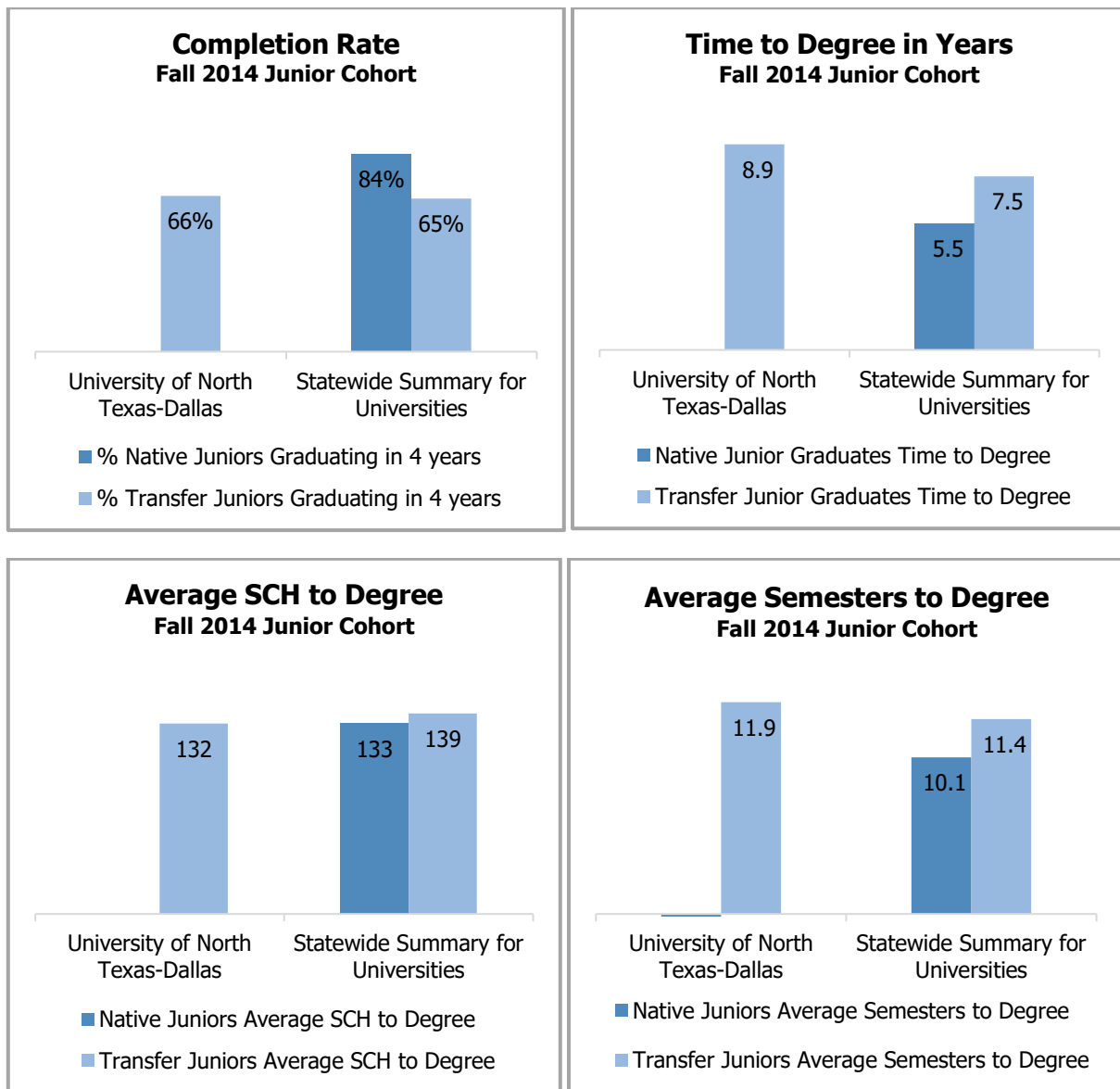


The University of Houston-Victoria (UH-Victoria) admitted its first freshman cohort in 2010. Transfer students to UH-Victoria come primarily from Houston Community College, Victoria College, and Wharton County Junior College. UH-Victoria is designated as a Hispanic-Serving Institution by the U.S. Department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

UH-Victoria has consistently named the lack of academic programs to meet students' needs as one of its barriers to transfer. For this year's report, UH-Victoria identified inadequate course scheduling/course rotations as its top barrier to smooth transfer. Based on actual enrollment numbers, the institution described recruitment efforts and articulation agreements with area community colleges as effective for increasing transfer student enrollment.

Student support services were named by the institution as fostering retention among transfer students, and UH-Victoria reported that degree audits for transfer students with more than 100 semester credit hours were important for degree completion.

University of North Texas-Dallas

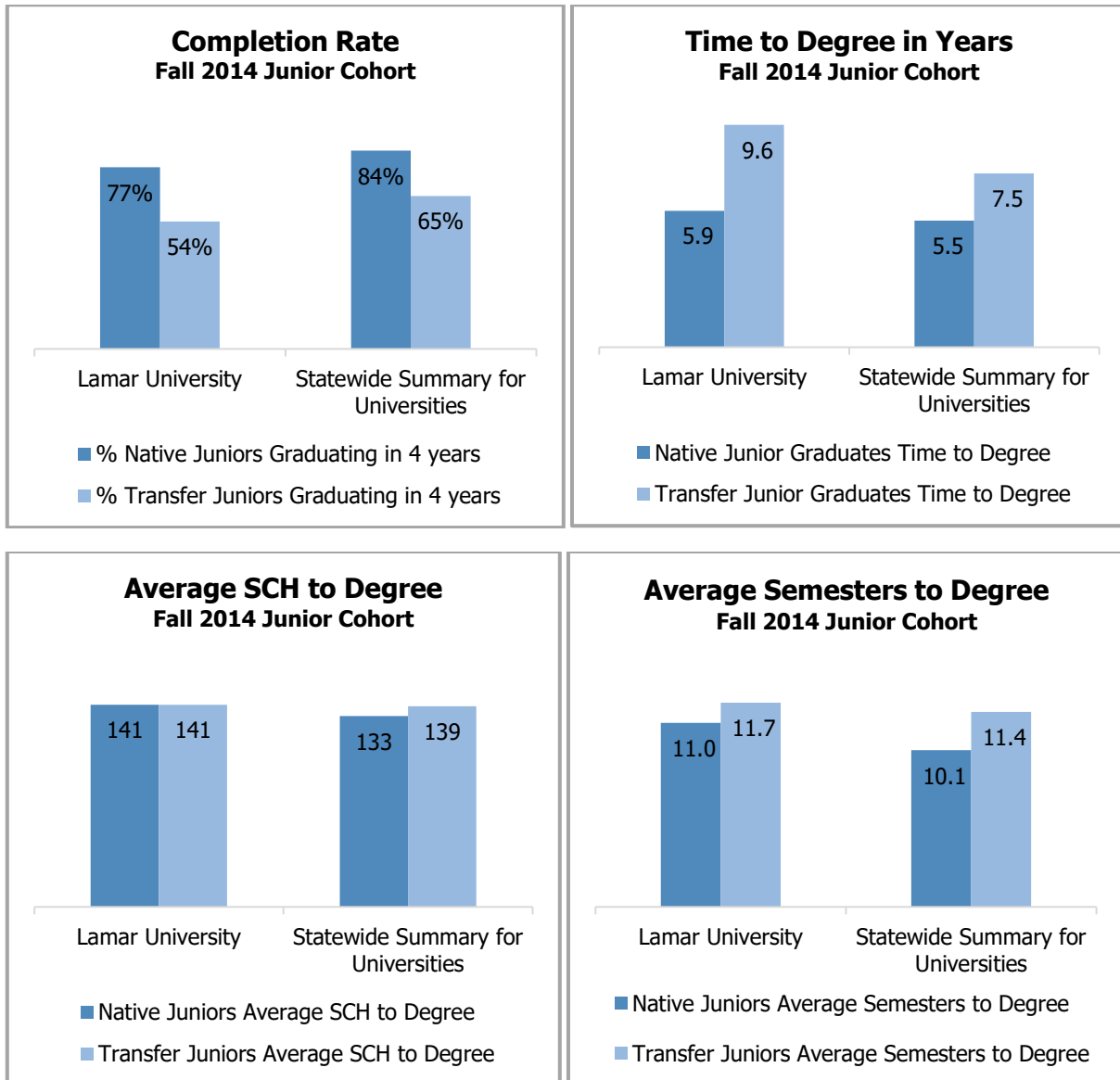


University of North Texas-Dallas (North Texas-Dallas) receives transfers from several community colleges. Most of its transfer students come from Dallas County Community College District campuses.

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

Comprehensive Institutions

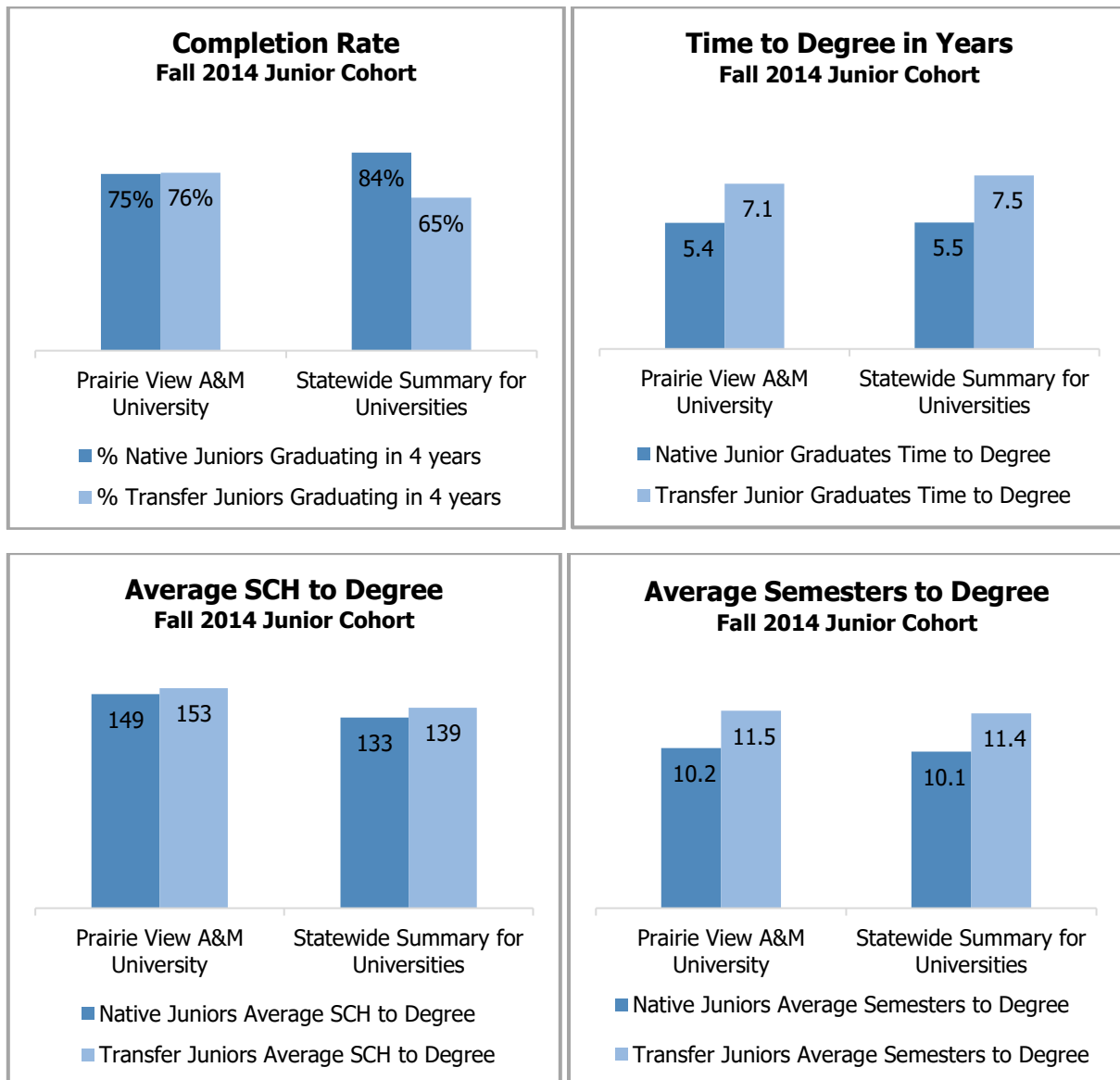
Lamar University



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.

For this year's report, Lamar identified problematic transcript evaluation as its most significant barrier to transfer. The second concern related to smooth transfer was advising provided by community colleges. Lamar reported that direct communication with both students and community college staff encouraged transfer enrollment. In addition, the creation of a transfer liaison has helped students between admissions and enrollment. Services that encouraged persistence and completion among transfer students, according to the institution, included a focus on assisting students in accomplishing their academic, personal, and professional goals.

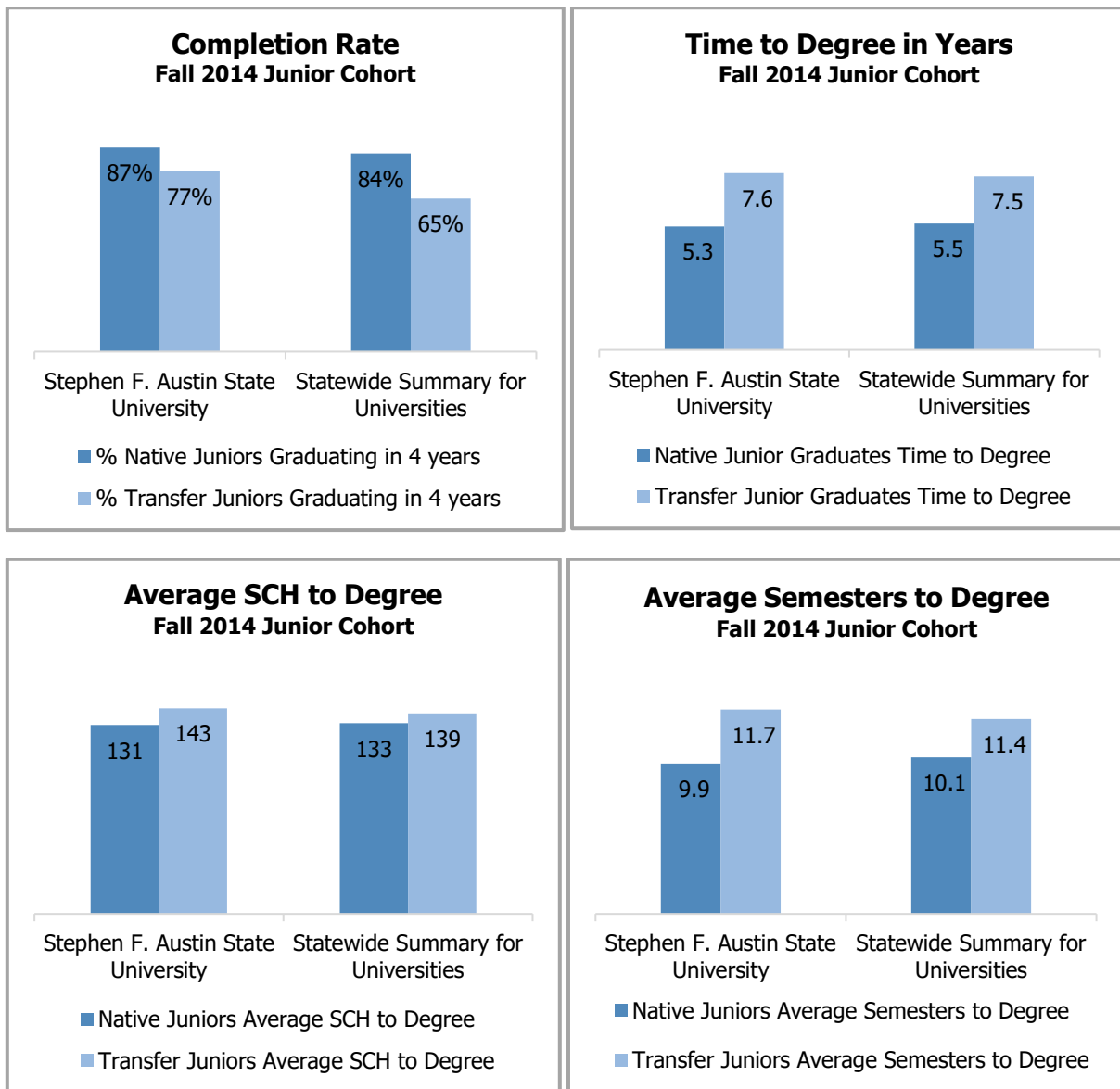
Prairie View A&M University



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 the large districts of Houston Community College and Lone Star College.

The university continued to identify as its top barrier to transfer insufficient institutional resources to facilitate the transfer process for students from community colleges. The most effective program for transfer student enrollment and completion named by Prairie View continued to be the transitional program, Direct Connect. Direct Connect fosters relationships with community college students, advisors, and administrators to recruit academically prepared students and to create a seamless transfer process for them. The most effective strategy for transfer student retention has been making advisors available in each college/school to advocate for students and meet their needs.

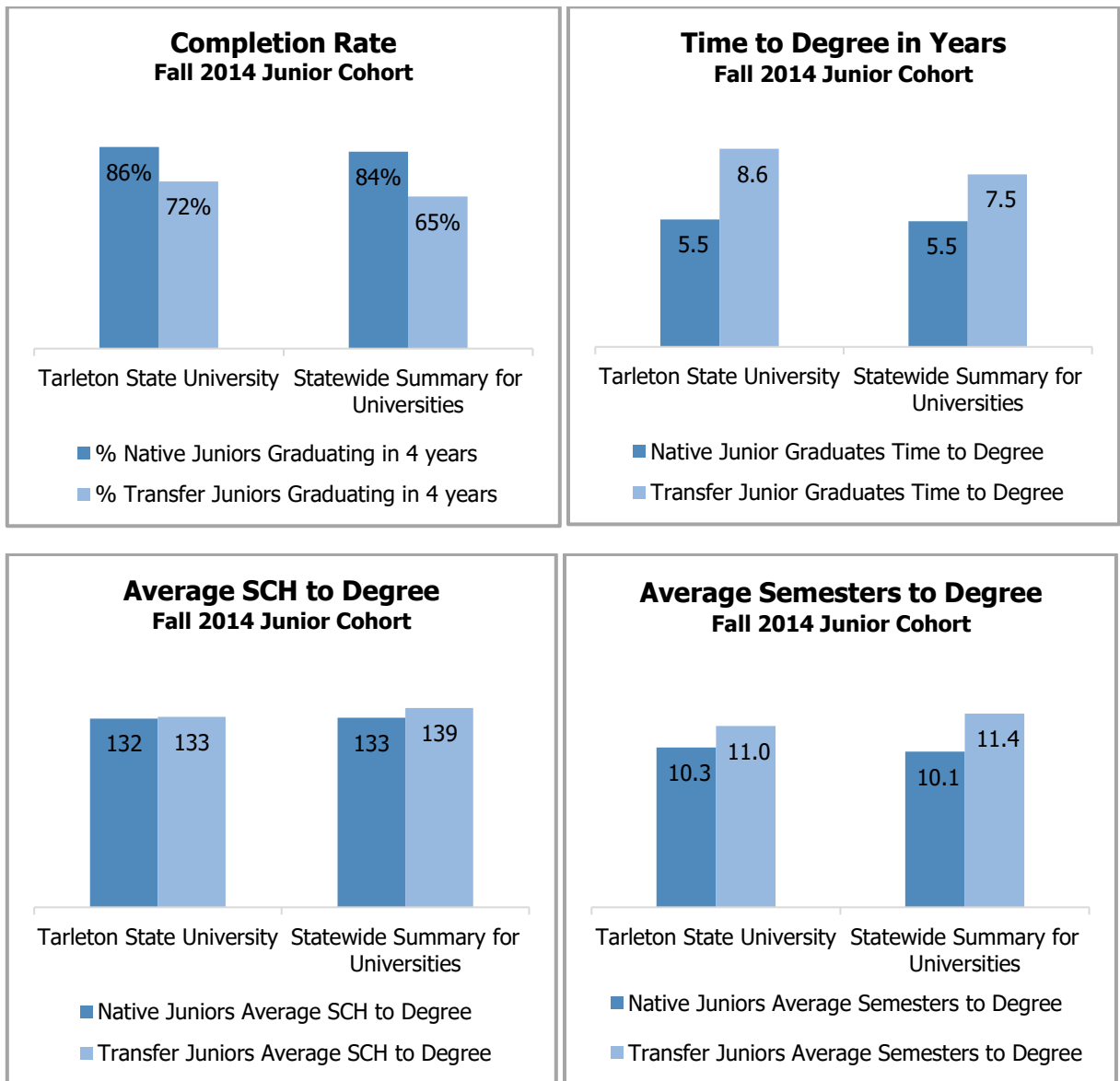
Stephen F. Austin State University



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 several community colleges, most of its community college transfer students come from nearby Angelina College. Kilgore College, Panola College, and Tyler Junior College also have many students transferring to SFA.

For the past five years, SFA has identified a lack of financial support for transfer students as its main barrier to transfer. To encourage transfer student enrollment, the institution offered a scholarship to high-achieving students with earned credit hours from community colleges. An orientation session tailored for transfer students fosters connection with the university community and retention. The Bachelor of Applied Arts and Sciences B.A.A.S. program at SFA allows application of credits earned through workforce education and military training toward a baccalaureate degree, and the institution is assessing its effectiveness in student completion by tracking the number of graduates.

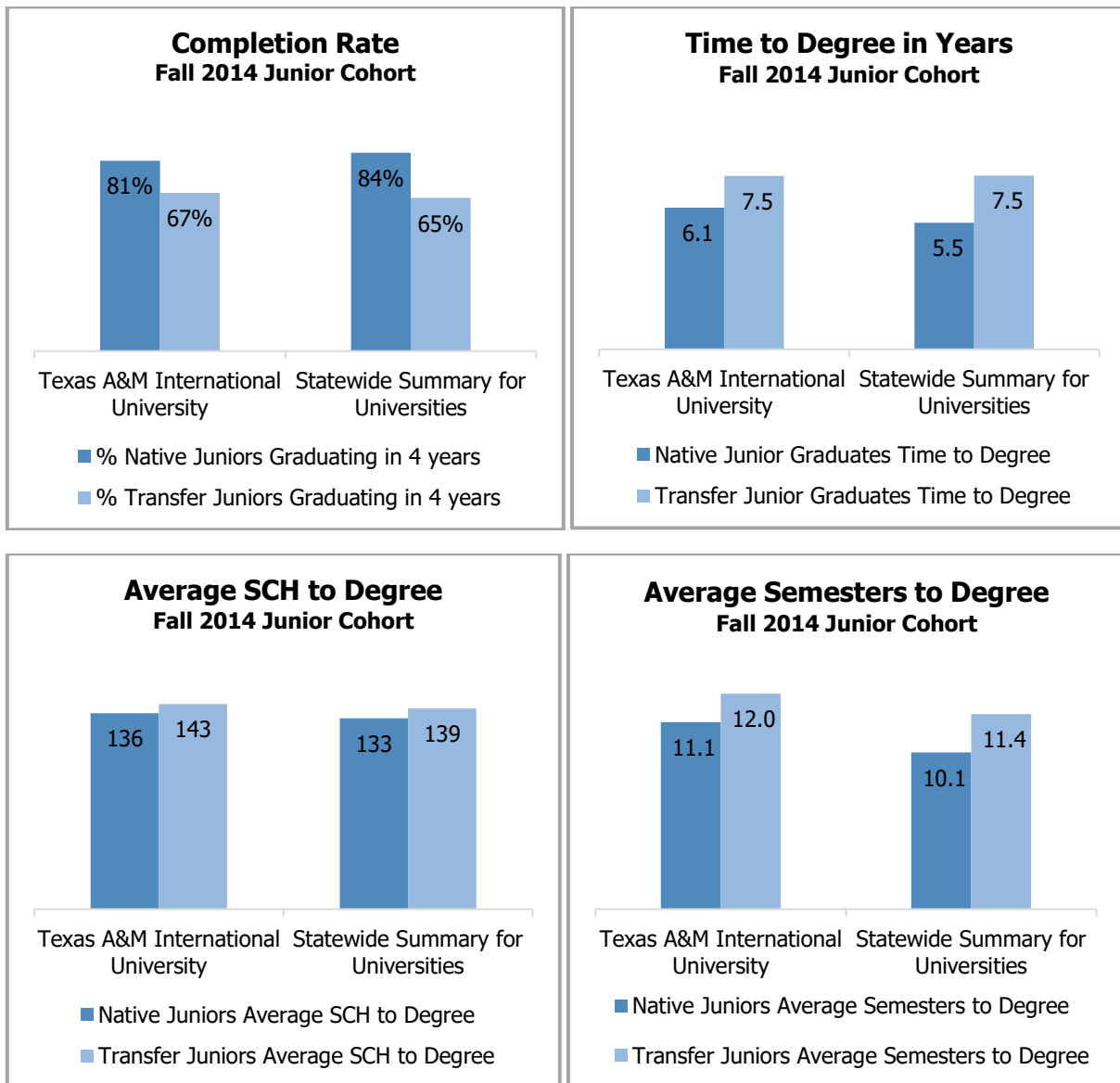
Tarleton State University



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 continued to indicate that inadequate institutional resources 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 online and at the various campus locations 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

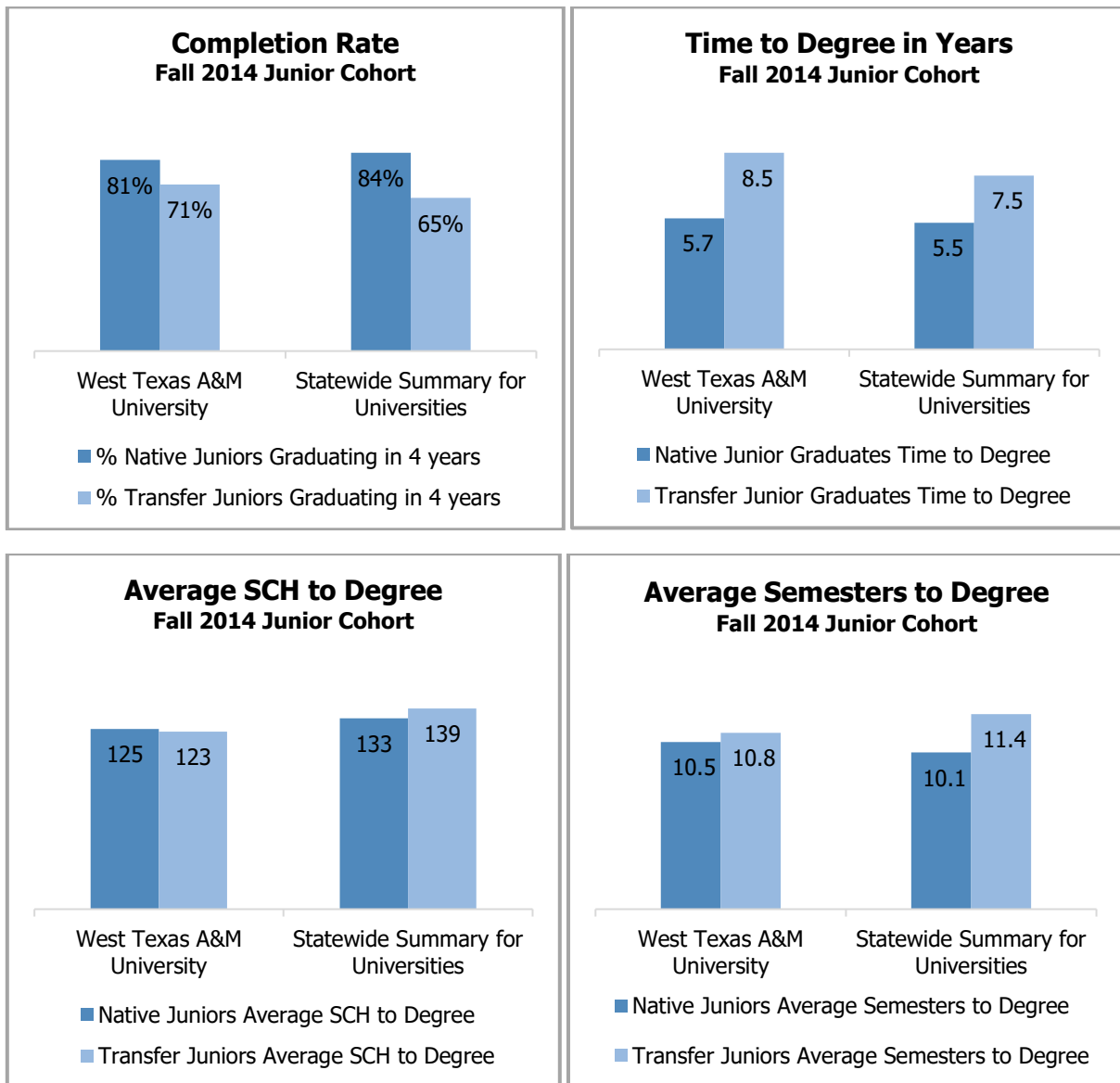


Texas A&M International University (TAM-International) enrolls a majority of its community college transfers from Laredo Community College. Most of the students attending TAM-International are Hispanic, and there are more first-time-in-college students than community college transfer students enrolling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

TAM-International continued to name the lack of financial support for transfer students as its main barrier to transfer. The most effective program for transfer student enrollment was the transfer office at Laredo Community College staffed with TAM-International employees providing enrollment management services.

The institution reported mandatory one-to-one advising with incoming transfer students as effective for student retention. The advising includes review of course transferability and applicability, in addition to graduation and program requirements. Advising also was named as an effective strategy for ensuring timely completion, with advisors from each college at the institution monitoring transfer students' progress.

West Texas A&M University

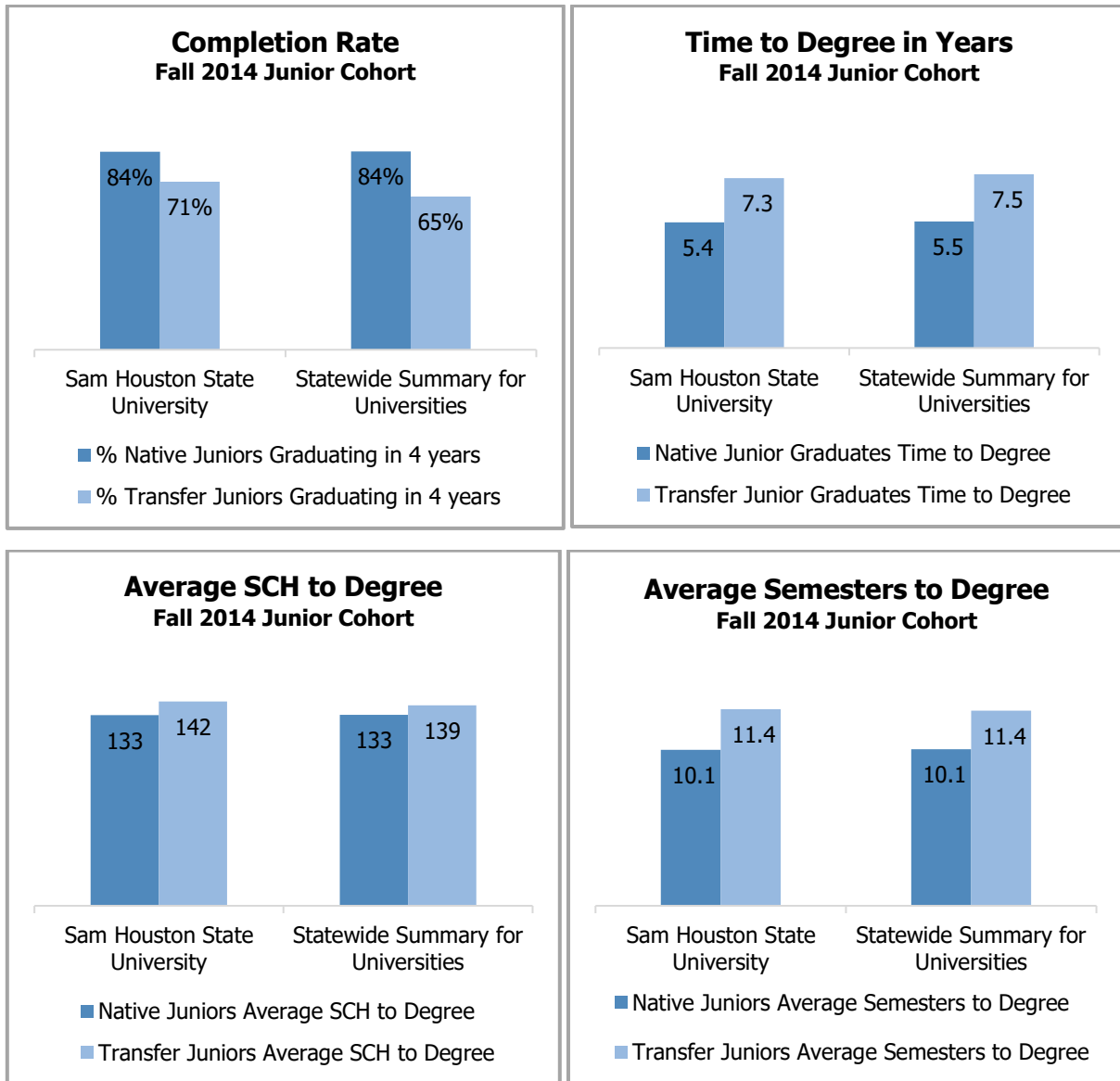


West Texas A&M University (West Texas) in Canyon, Texas, accepts a large number of community college transfer students from its closest feeder institution, Amarillo College. The main campuses of these two institutions are about 20 miles apart. Frank Philips College, which is about 70 miles from Canyon,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

While students transferring with excess hours continues to be problematic, West Texas ranked inadequate course scheduling/course rotations as its most significant obstacle in this year's report. The institution cited as an effective strategy for promoting transfer enrollment its practice of accepting a large amount of transferred coursework and assisting each transfer student in determining the appropriate academic program based on goals and previously completed courses. For transfer student retention and completion, West Texas has established goals to increase first-year persistence and completion rates. According to the institution, required advising helps ensure retention and completion among transfer students.

Doctoral Institutions

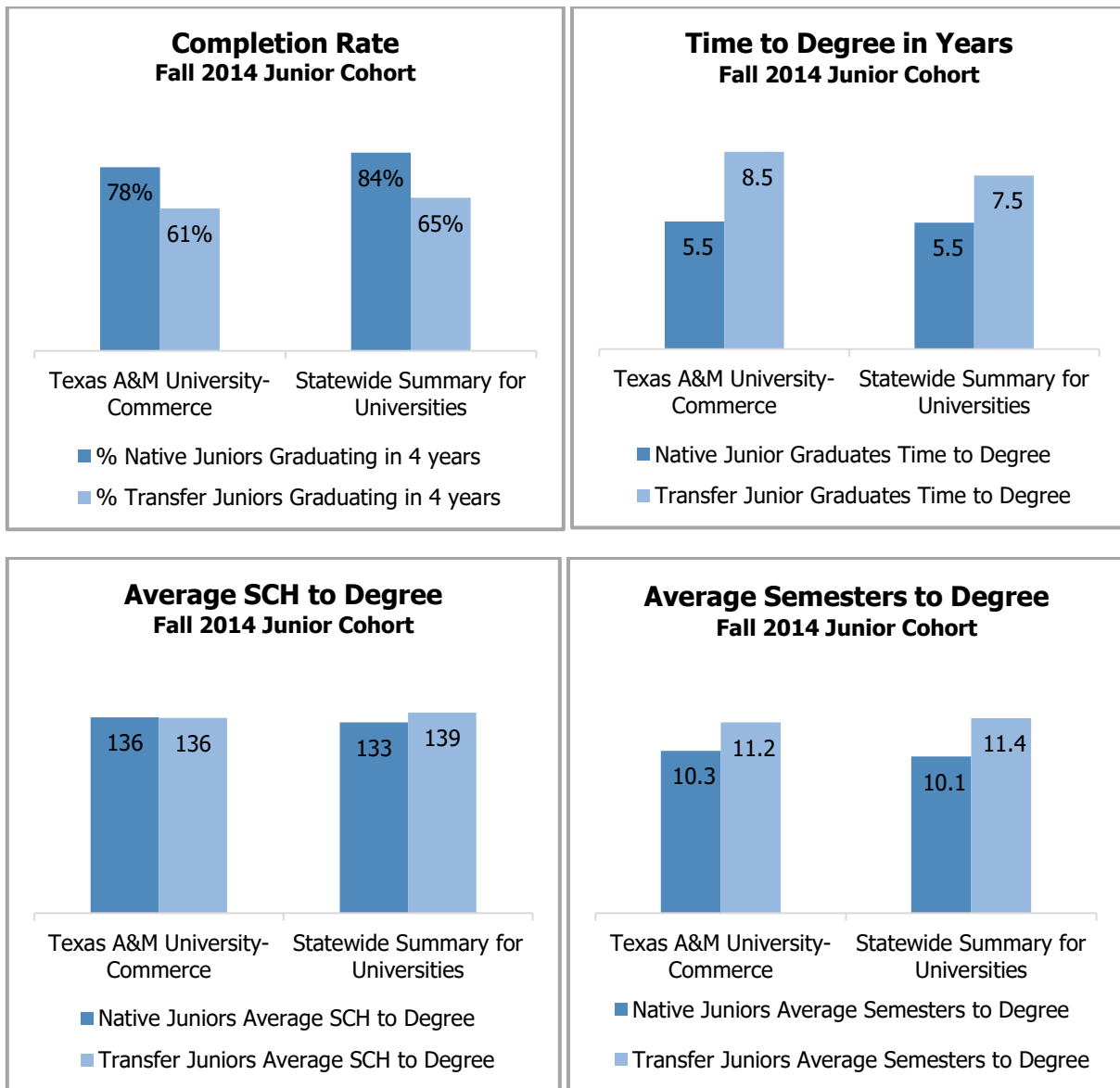
Sam Houston State University



Sam Houston State University (Sam Houston) enrolls transfer students from a very large number of two-year colleges across the state. However, the majority of its transfer students come from the Lone Star College System campuses near Houston and Blinn College with campuses in Brenham and Bryan.

As in previous years, Sam Houston identified inaccurate and inadequate advising at community colleges as its most problematic barrier to transfer. The institution named recruitment and scholarship offerings as the most effective strategies for increasing transfer student enrollment. To enhance student retention, Sam Houston has encouraged students through advising to complete 30 semester credit hours a year, including the summer session. Implementing a professional advisor model, the institution was able to provide at-risk students with timely and intrusive advising to ensure completion.

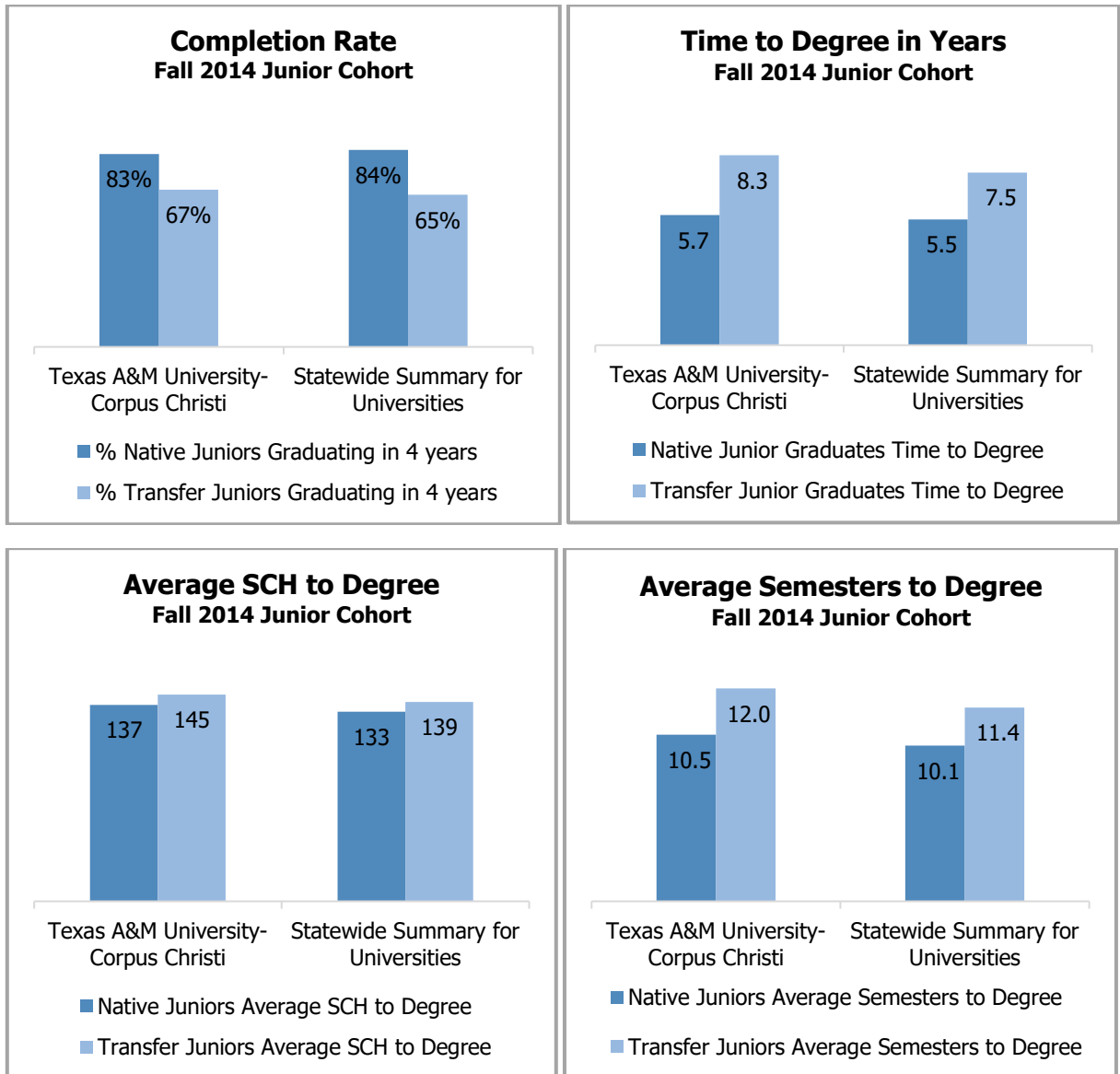
Texas A&M University-Commerce



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, and the Dallas County Community College District account for most transfer students to TAMU-Commerce.

While continuing to name the lack of financial support for transfer students as one of its top barriers, for this year's report, TAMU-Commerce identified excessive hours accumulated before transfer as the greatest barrier to transfer. The institution named recruitment visits and tracking inquiries resulting from the visits as a strategy to increase transfer enrollment. Instituting a competition among the administrative colleges at the university to retain students resulted in a retention rate of 87% from the fall to the spring semester among new transfer students. The competition also has improved the average semester credit hours undertaken by transfer students.

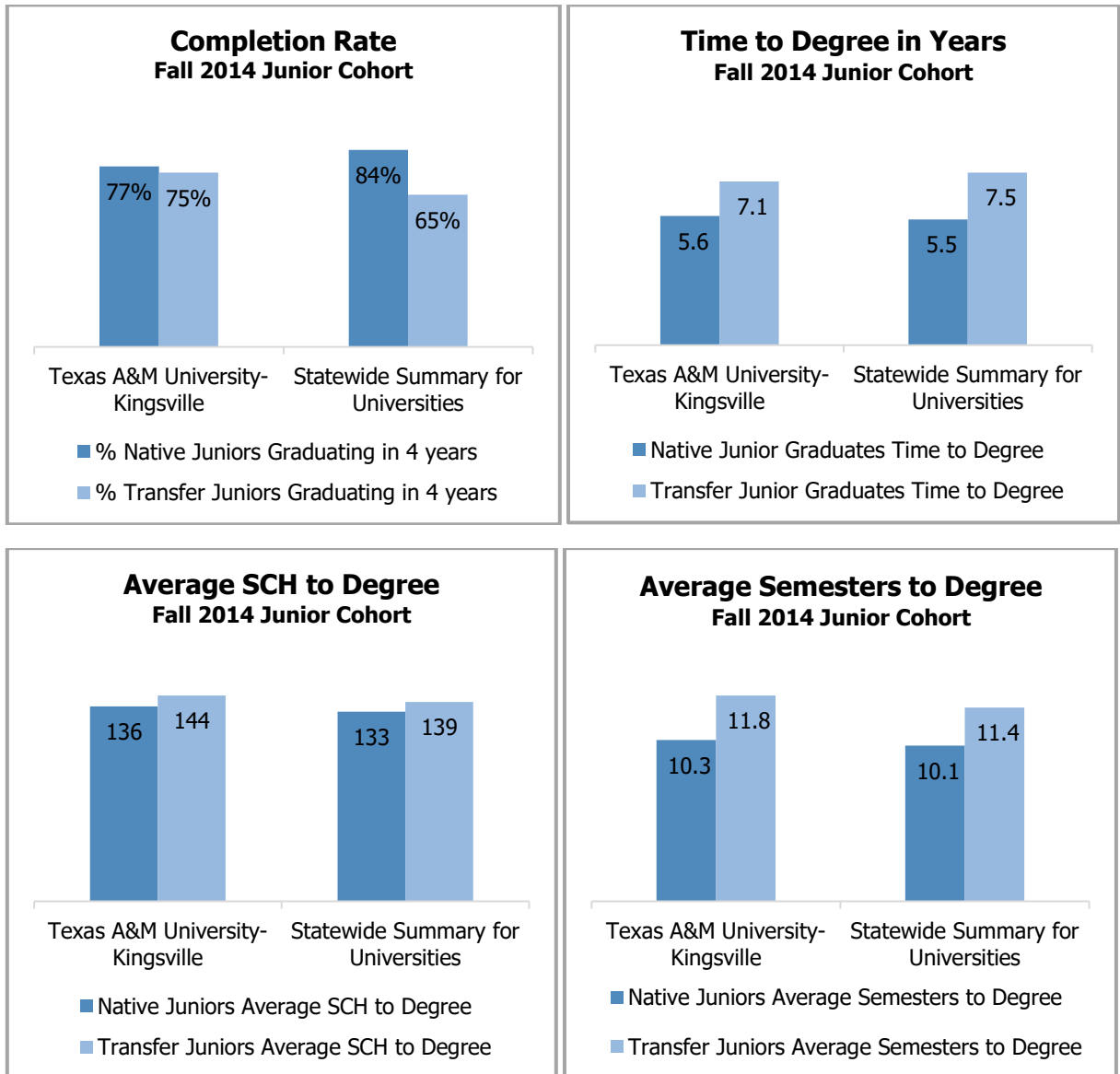
Texas A&M University-Corpus Christi



Texas A&M University-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, nearby Del Mar College is a primary feeder institution.

For this year's report, TAMU-Corpus Christi identified transcript evaluation as its main barrier to transfer. Transfer fairs hosted by the Texas Association of Collegiate Registrars and Admissions Officers have allowed the institution to increase enrollment by reaching more students, including those attending community colleges with which TAMU-Corpus Christi does not have an consortium agreement. A first-year transfer experience program maintains connections with students and advisors who work to understand their plans to promote transfer student retention.

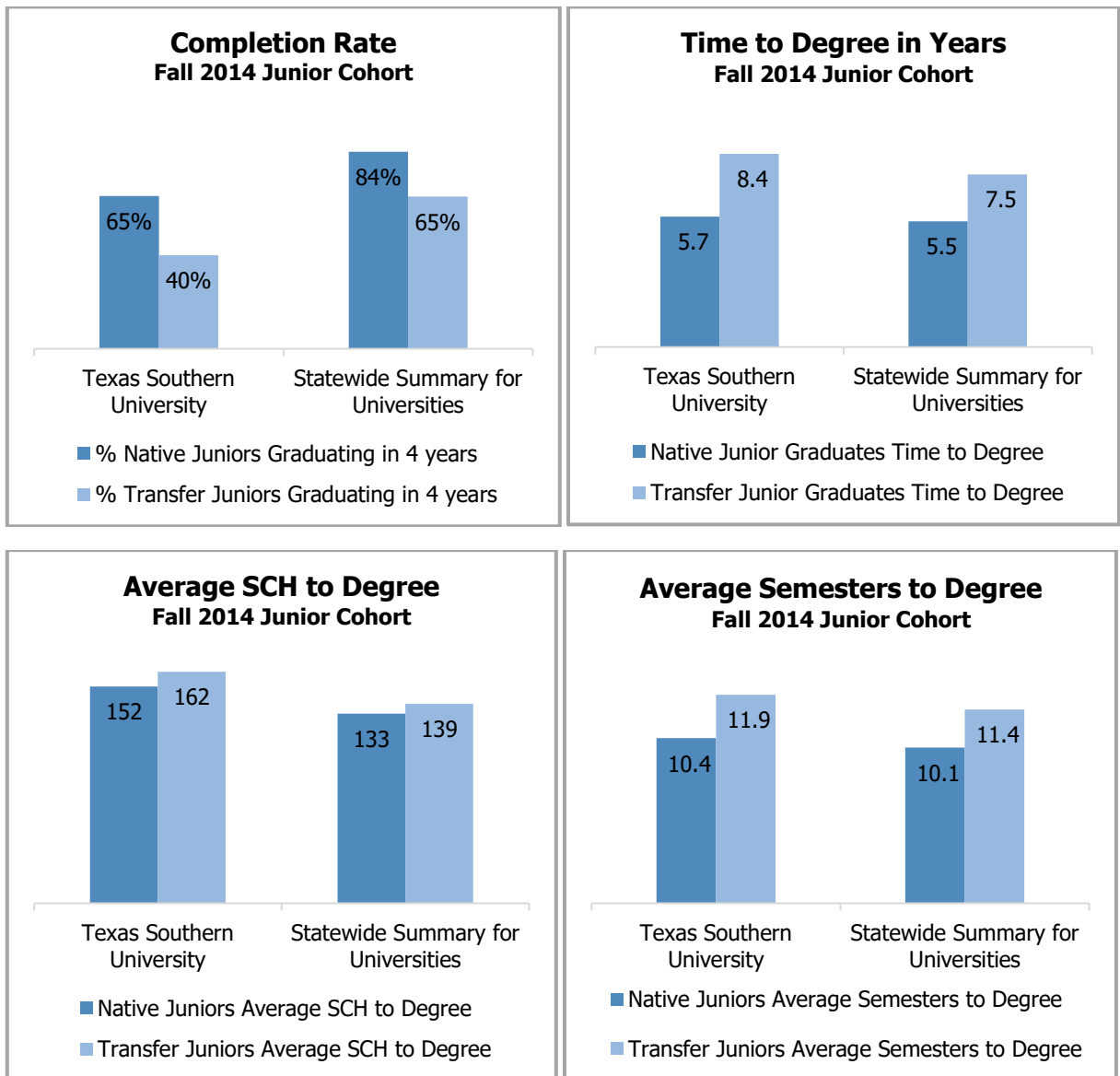
Texas A&M University-Kingsville



Texas A&M University-Kingsville (TAMU-Kingsville) serves the South Texas region, and its student population reflects the diversity of the area. Students from Coastal Bend College, Del Mar College, South Texas College, and Texas State Technical College-Harlingen account for a majority of the two-year college transfer students at TAMU-Kingsville.

TAMU-Kingsville continued to indicate that the lack of financial support for transfer students was its number one barrier to transfer. Effective for promoting transfer student enrollment were accurate and up-to-date course equivalency guides that provide advice regarding courses to complete before transfer, fostering seamless transitions during the transfer process. For student retention, an early alert system connected faculty and struggling students. The institution identified the practice of using academic advising to review program requirements before the graduating semester as an effective means for ensuring student completion.

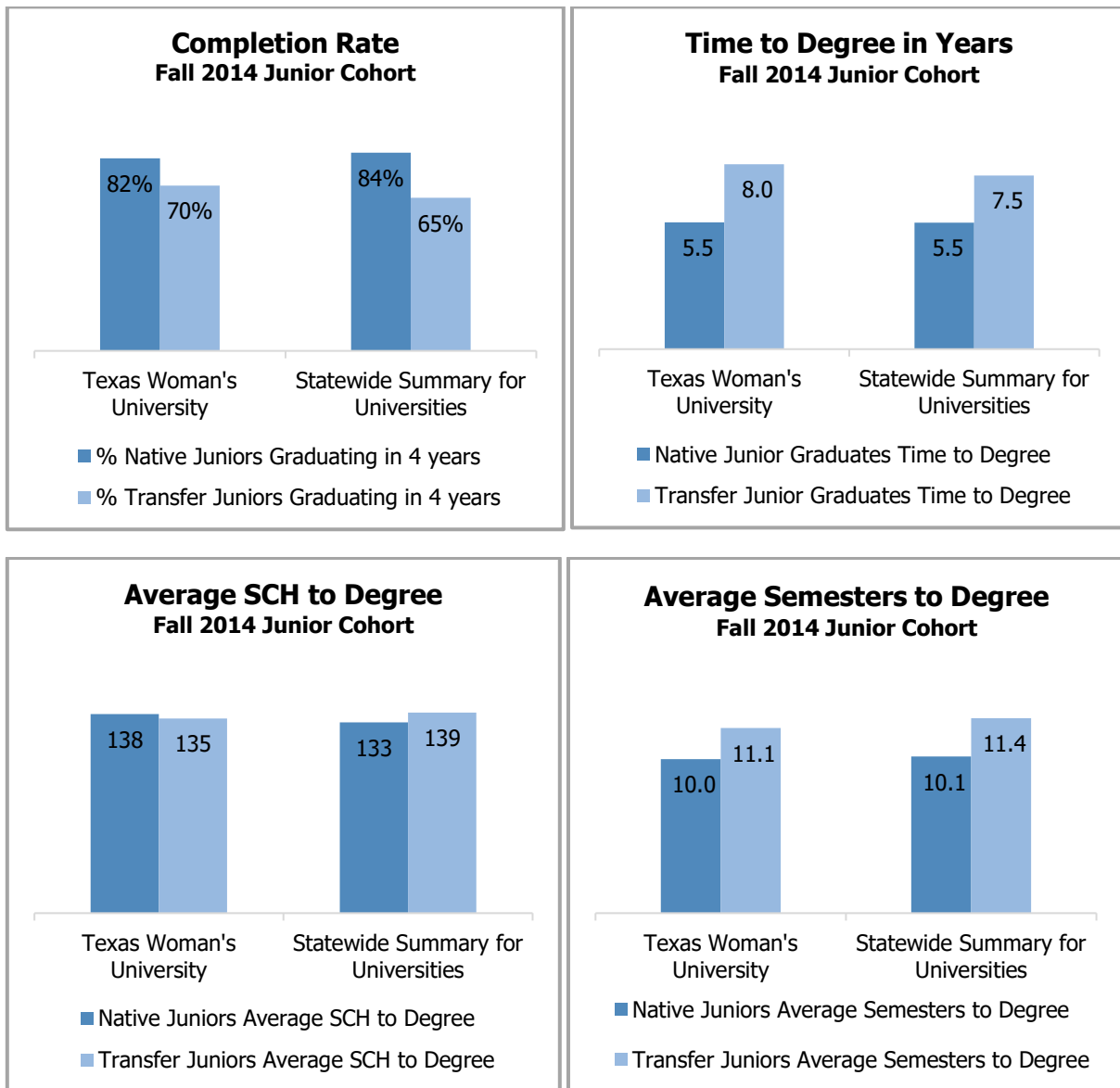
Texas Southern University



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

For this year's report, Texas Southern identified excess hours accumulated before transfer as its top barrier for a smooth transfer process. The institution cited software programs allowing student tracking for transfers and providing faculty/staff with student enrollment information as the most effective tool for increasing transfer student enrollment. For retention and completion among transfer students, the institution named *Degree Works* as the most effective program as it assists advisors in determining courses that would transfer and facilitates tracking of student progress.

Texas Woman's University



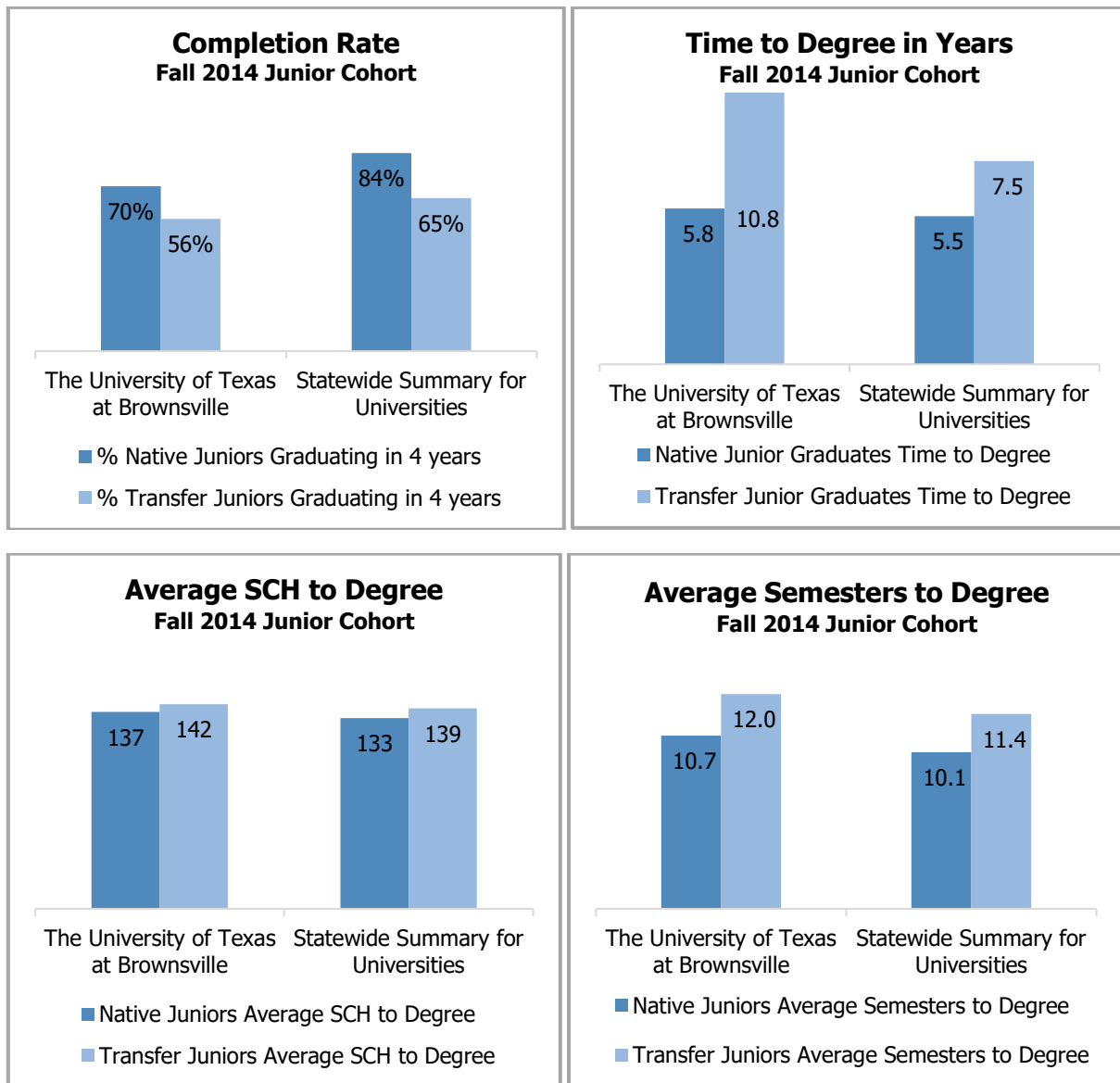
Texas Woman's University (Texas Woman's) received transfer students from several two-year institutions, with most in the Metroplex or North Central Texas area near Denton. Students from North Central Texas College, Collin College, Tarrant County College, and the Dallas County Community College District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

Texas Woman's has consistently identified advising provided by community colleges as one of its greatest barriers to transfer. For this year's report, the most significant barrier named by the institution concerned students who are undecided about their majors. The institution considered transparency of information regarding semester credit hours, availability of program information, and partnerships with community colleges as effective strategies for enhancing transfer student enrollment. The institution reported readily available student support services in one location as effective for promoting student retention. For student completion, Texas Woman's considered articulation agreements with sequenced degree plans as beneficial for both students and advisors, both of whom are able to easily access the information.

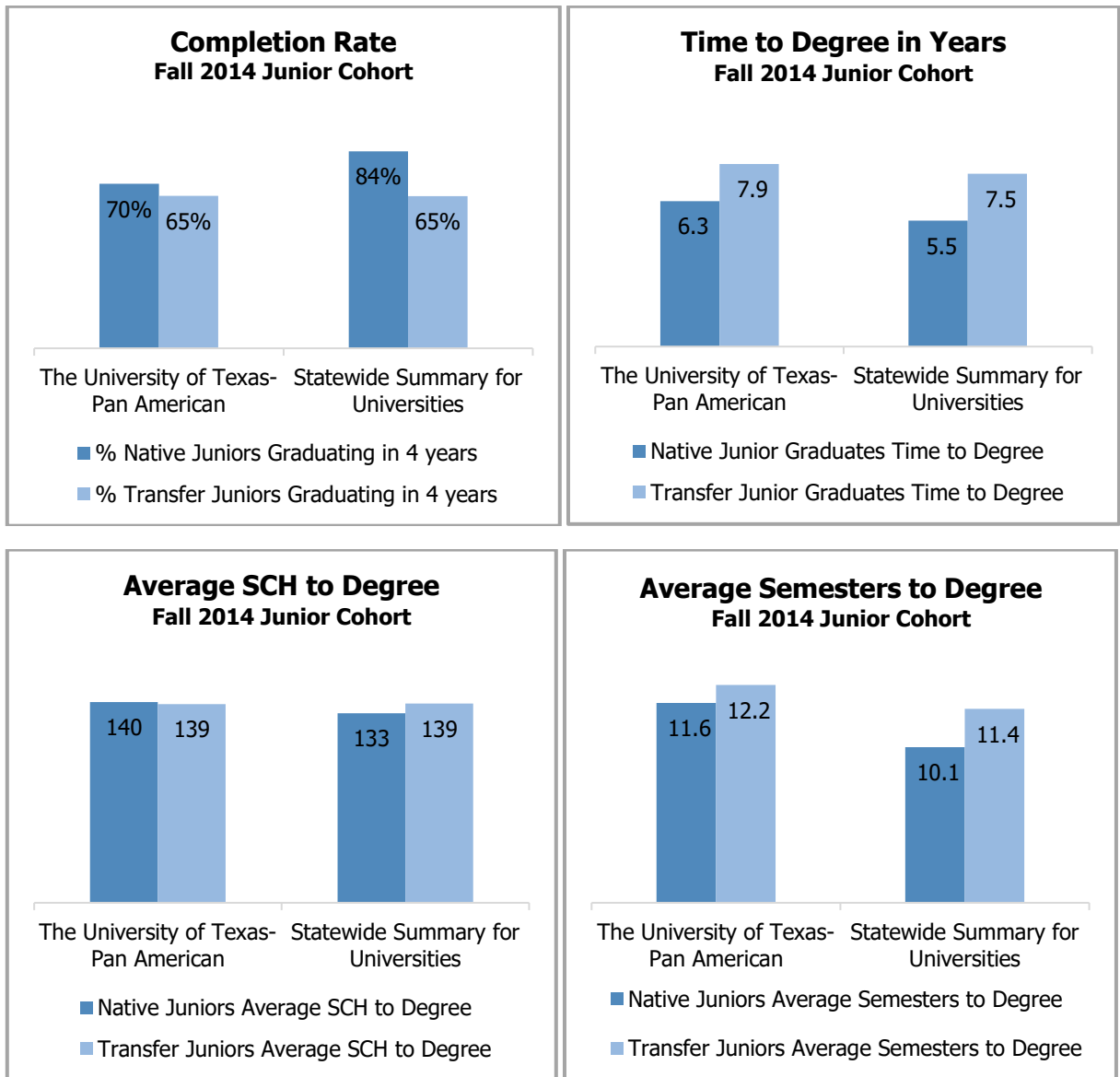
The University of Texas Rio Grande Valley

The University of Texas Rio Grande Valley's (UT-RGV) 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)

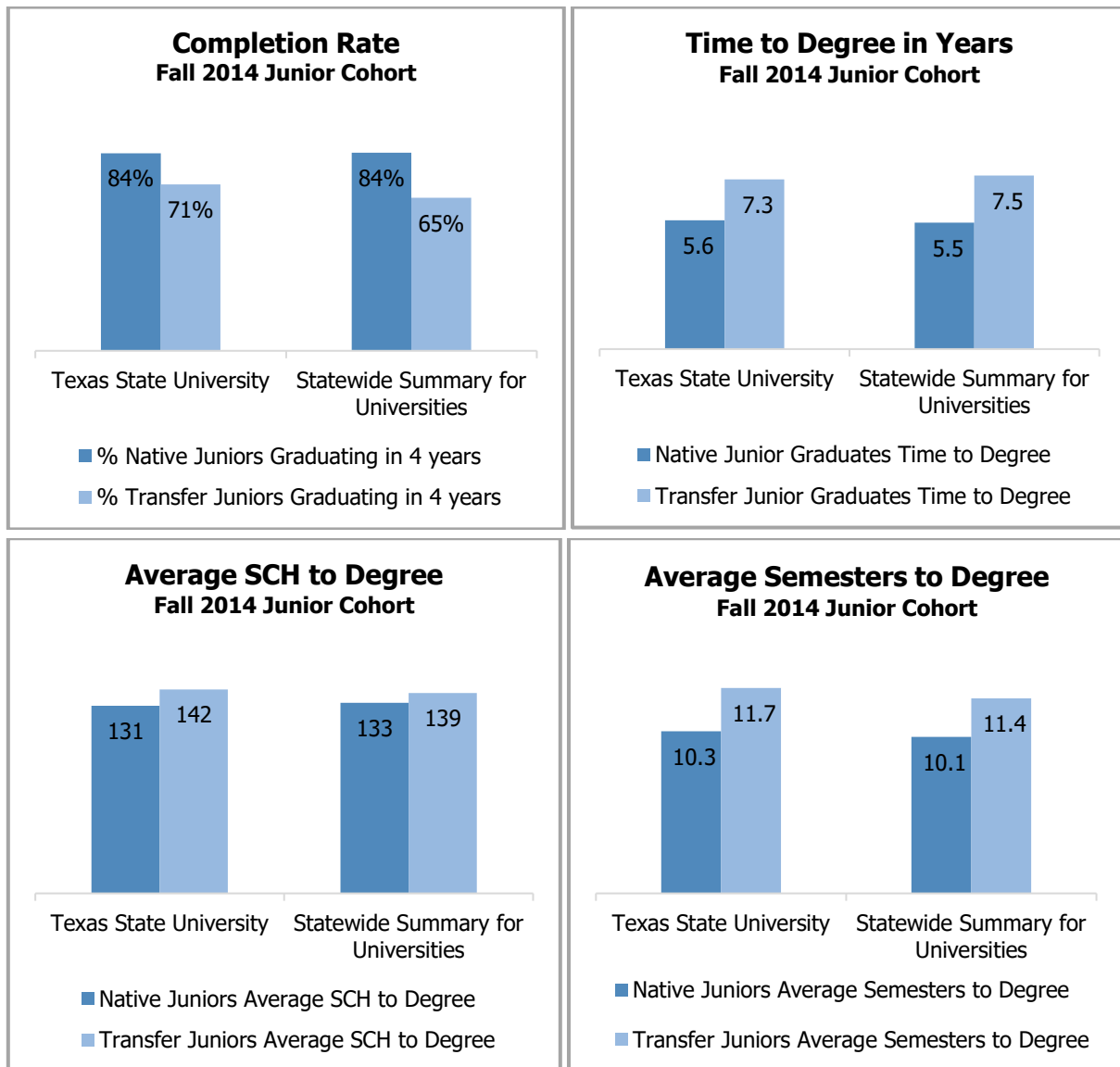


The largest feeder institutions for UT-RGV are South Texas College, Texas State Technical College-Harlingen, and Texas Southmost College.

For this year's report, UT-RGV identified as its most problematic barriers to smooth transfer the lack of institutional resources to facilitate the transfer process. The on-campus partnership to provide orientation and assist transfer students with registering for classes, according to UT-RGV, was effective in promoting enrollment. To enhance student retention, on a small scale, at-risk transfer students enrolled in coursework that included additional support for academic success.

Emerging Research Institutions

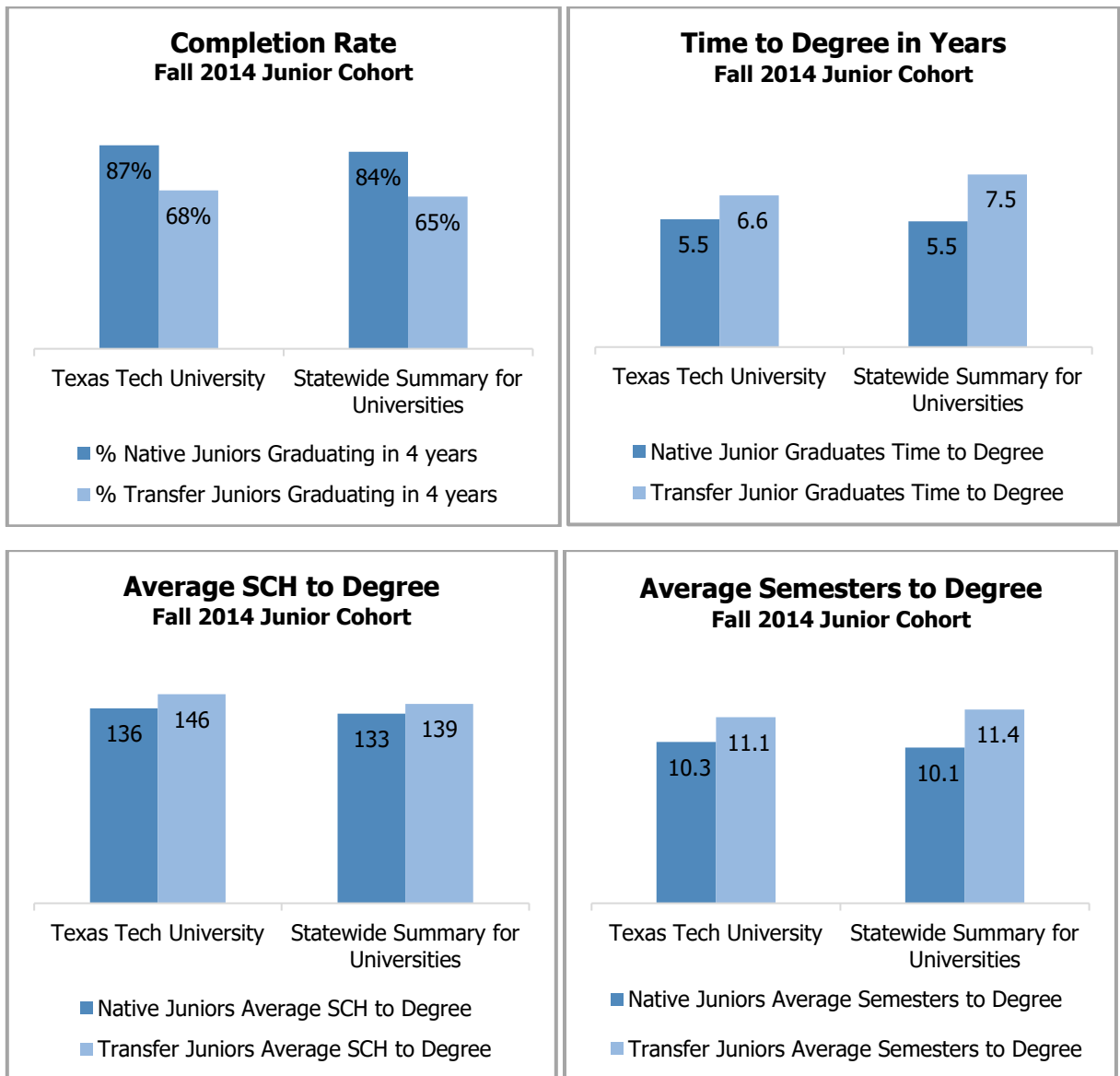
Texas State University



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.

Continuing to include excess hours accumulated before transfer as one of its top barriers to transfer, for this year's report, Texas State named the lack of student financial support as its most significant barrier. Texas State considered timely completion of financial aid applications as the most effective strategy for student retention. For transfer student enrollment, the institution named the Transfer Pathway Guide for every undergraduate degree program, which assisted students with decision-making.

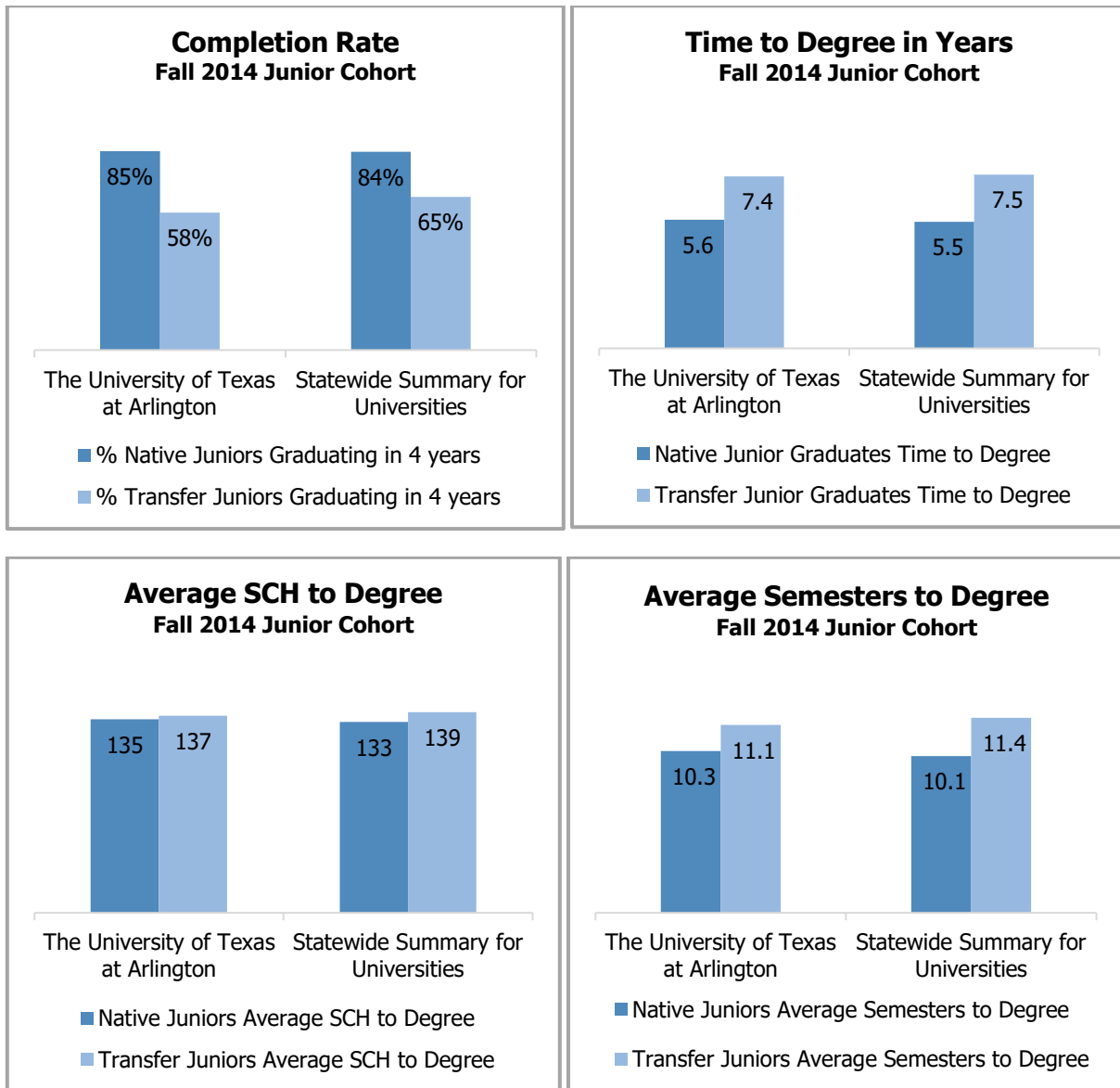
Texas Tech University



South Plains 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.

While still identifying inaccurate/inadequate advising provided at community colleges as one of its top barriers to transfer, Texas Tech ranked as the most significant barrier the excess hours accumulated before transfer. Students who are undecided about their majors also presented a challenge. The institution reported that full-time transfer advising capacities has increased transfer student admissions by 4%. Texas Tech's Transfer Connection program of services for transfer students helps them become immersed in the university community and was cited as the most effective strategy for increasing completion among transfer students.

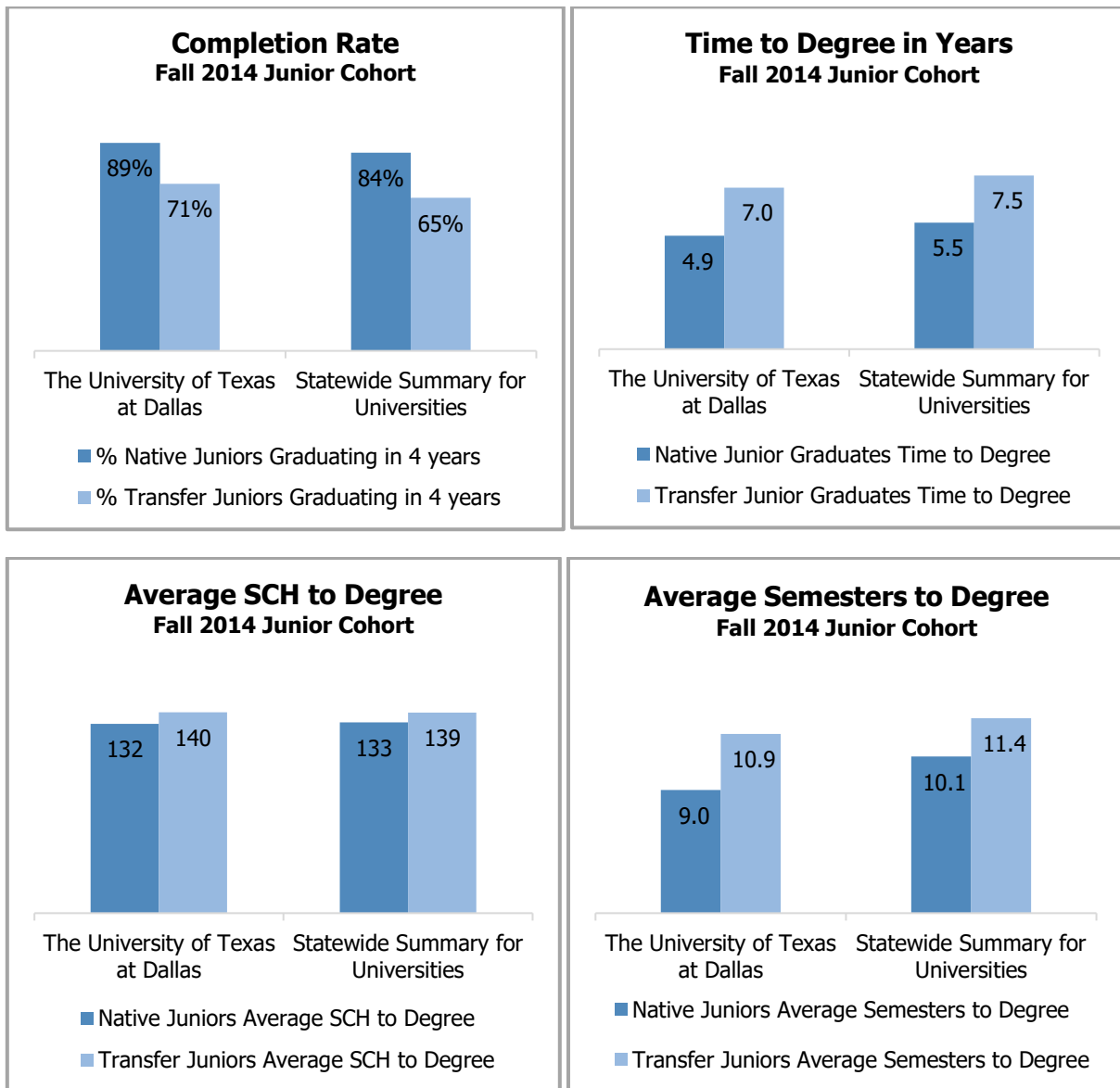
The University of Texas at Arlington



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 its transfer students from Tarrant County Colleges and schools in the Dallas County Community College District.

UT-Arlington continued to identify the lack of financial support for transfer students as its most problematic barrier to transfer. Based on the number of students served, the institution named the availability of staff to meet students on community college campuses as the most effective strategy in promoting student enrollment. Based on persistence rates among students, academic advising was reported as effective for ensuring retention. Based on graduation rates and degree conferrals, the institution cited academic advising and support services as effective for degree completion.

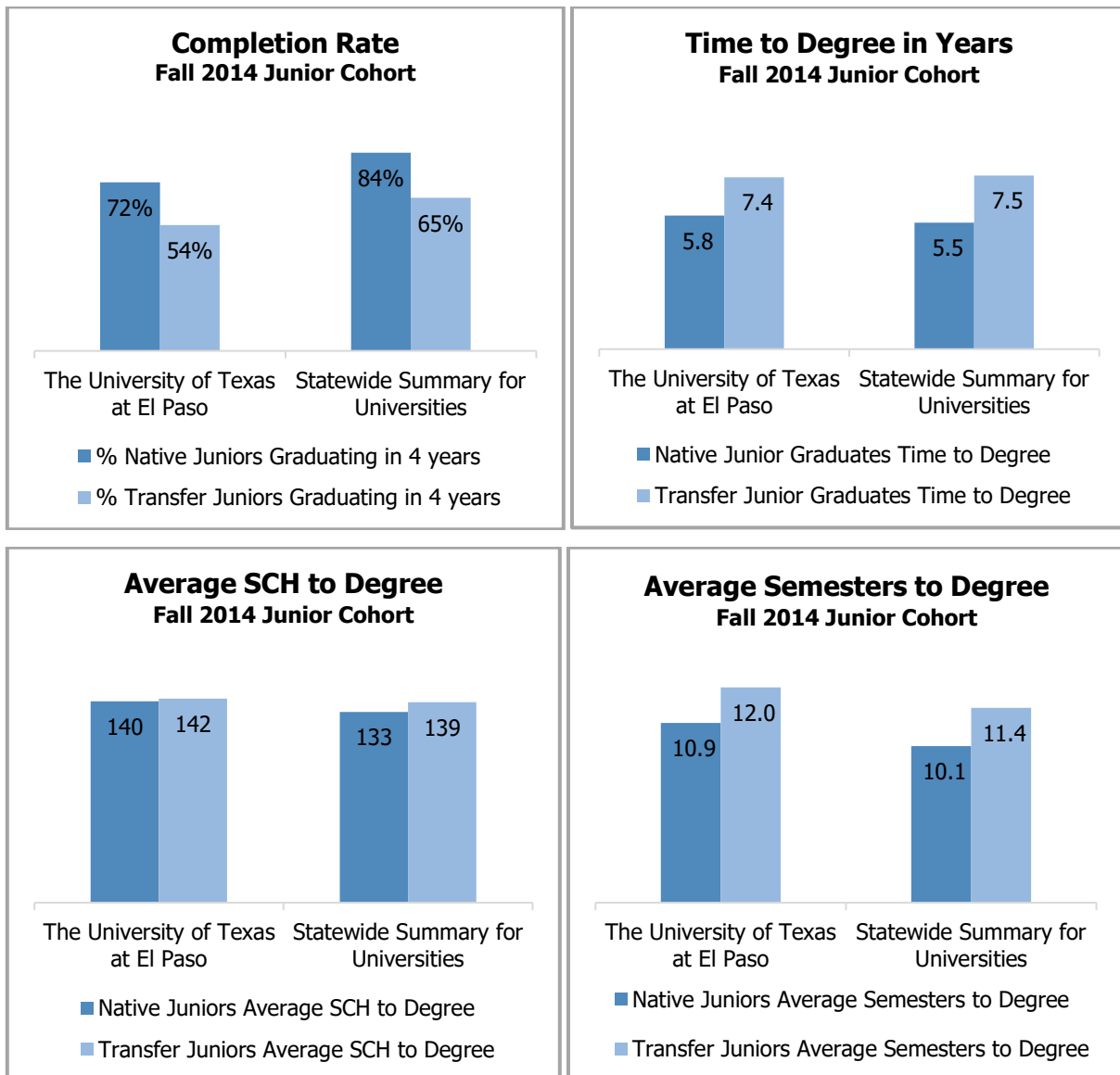
The University of Texas at Dallas



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 located.

UT-Dallas consistently identifies students transferring with excessive hours and ineffective advising at community college as its greatest barriers to transfer. UT-Dallas reported that working with the two primary feeder community colleges was effective for transfer enrollment, based on the number of students who transferred. Comparing retention rates among students, the institution determined that support provided by the Student Success Center also was effective. Curricular articulation with community colleges and advising that ensures appropriate application of course credits were the most effective strategies that promoted student degree completion.

The University of Texas at El Paso

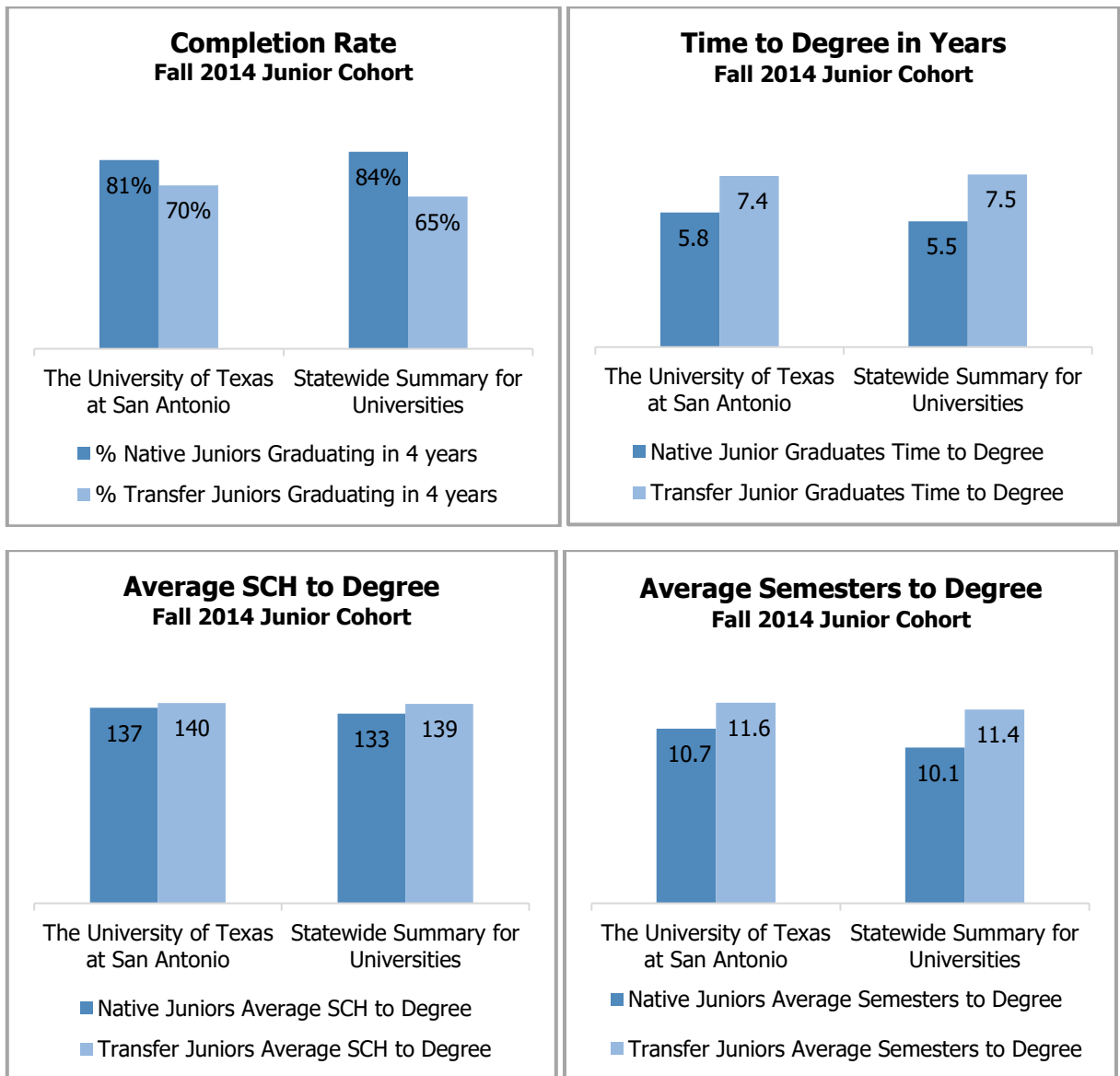


The University of Texas at El Paso (UT-El Paso) has been in operation for over 100 years and serves a high-density population in a geographically isolated area. UT-El Paso enrolls more first-time-in-college students than community college transfer students each fall semester. Most of UT-El Paso students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

For this year's report, UT-El Paso identified the lack of financial support for transfer students as its most significant barrier to transfer. The institution continued to indicate its participation in transfer fairs at EPCC as an effective strategy for increasing transfer enrollment. Prospective students attending the fairs receive onsite admission, preliminary transcript evaluation, financial aid information, and orientation registration.

UT-El Paso continues its effort to identify funding sources for student financial assistance and considers financial support essential to retain students. For timely transfer student degree completion, the institution considered articulation agreements to be crucial and will review the approved Field of Study curricula as a part of its work on such agreements.

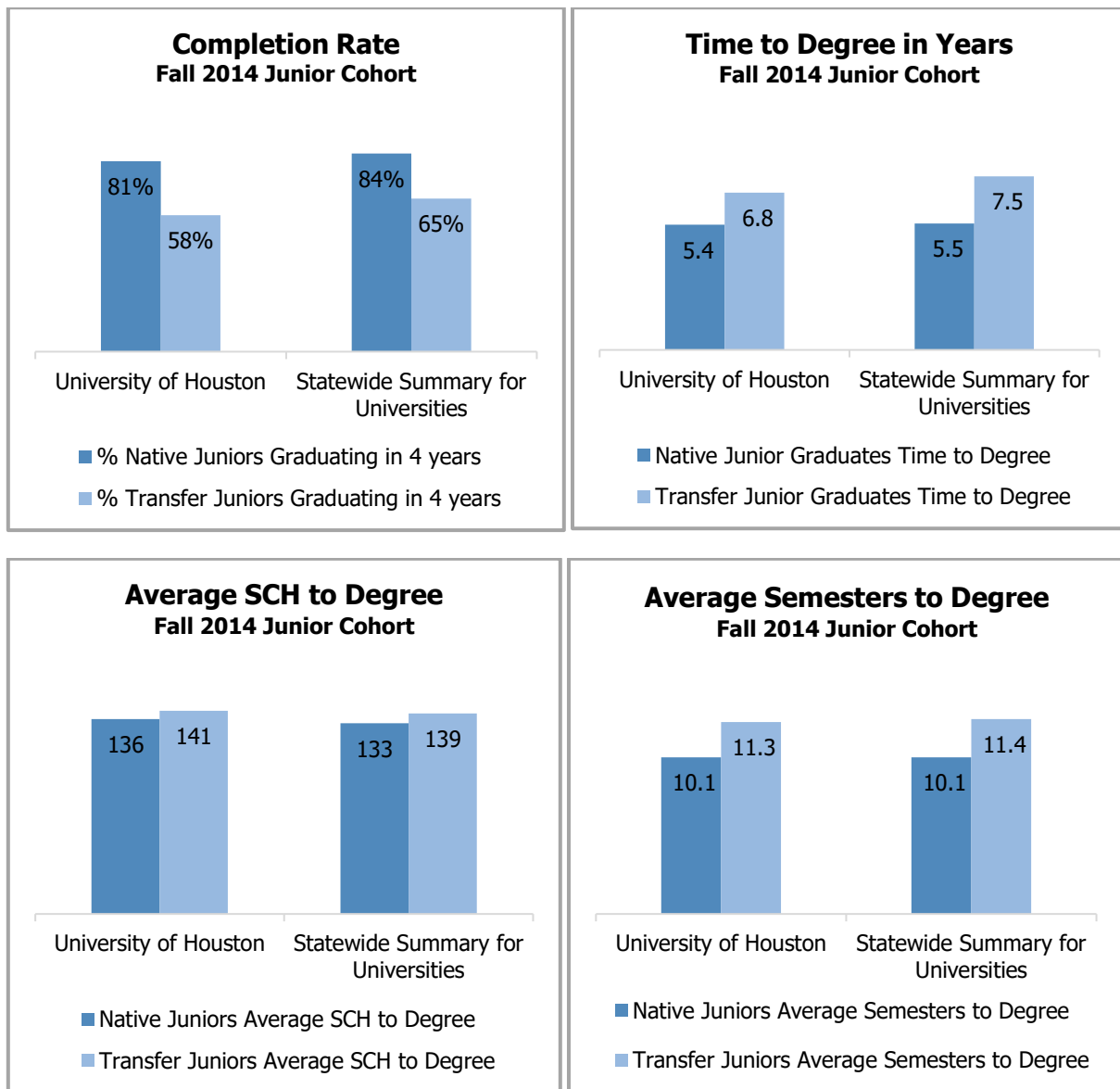
The University of Texas at San Antonio



The University of Texas at San Antonio (UT-San Antonio), established in 1969, is a Hispanic-Serving Institution. Since its establishment, it has experienced strong and continuous growth both in student population and in academic programs offered. The majority of the institution's transfer students come from the Alamo Community College District.

For this year's report, UT-San Antonio identified as its most significant barrier to transfer the discrepancies between programmatic and institutional admission requirements. Communication with prospective students and availability of semester-by-semester transfer guides that admissions counselors, college advisors, and students can use were identified as effective for increasing transfer enrollment. UT-San Antonio named academic advising as crucial in providing support and guidance to retain and graduate students.

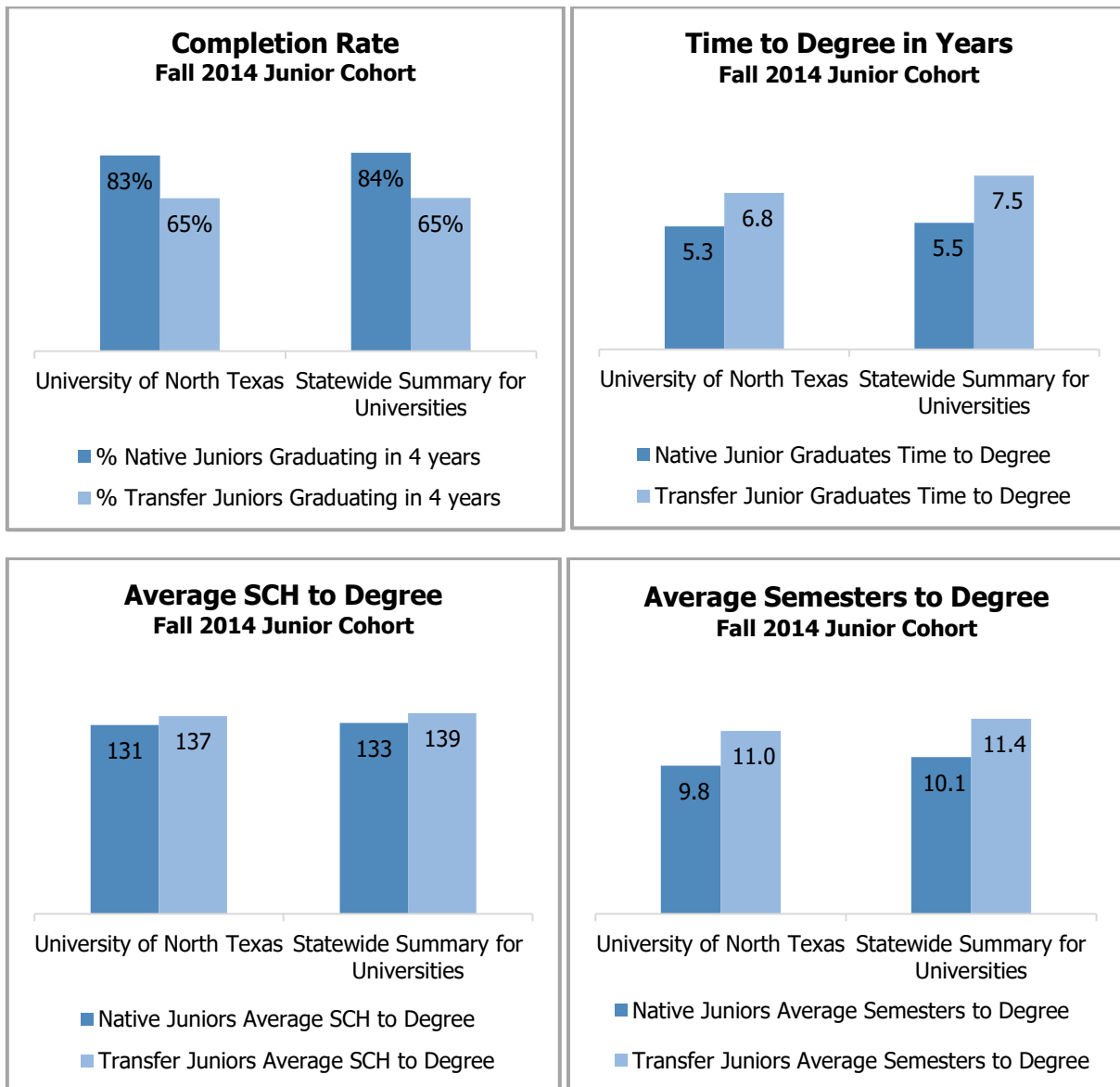
University of Houston



University of Houston (UH) accepts transfer students from several 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 has consistently identified the lack of alignment between programmatic and institutional admission requirements as its most problematic barrier to transfer. Visits to community colleges and follow-up communication with prospective transfer students continued to be effective for increasing transfer student enrollment. For retention and completion among transfer students, UH indicated that a regional consortium led by the institution, including various community colleges, was its most effective program. The consortium focused on program alignment, advising, and co-requisite remediation.

University of North Texas

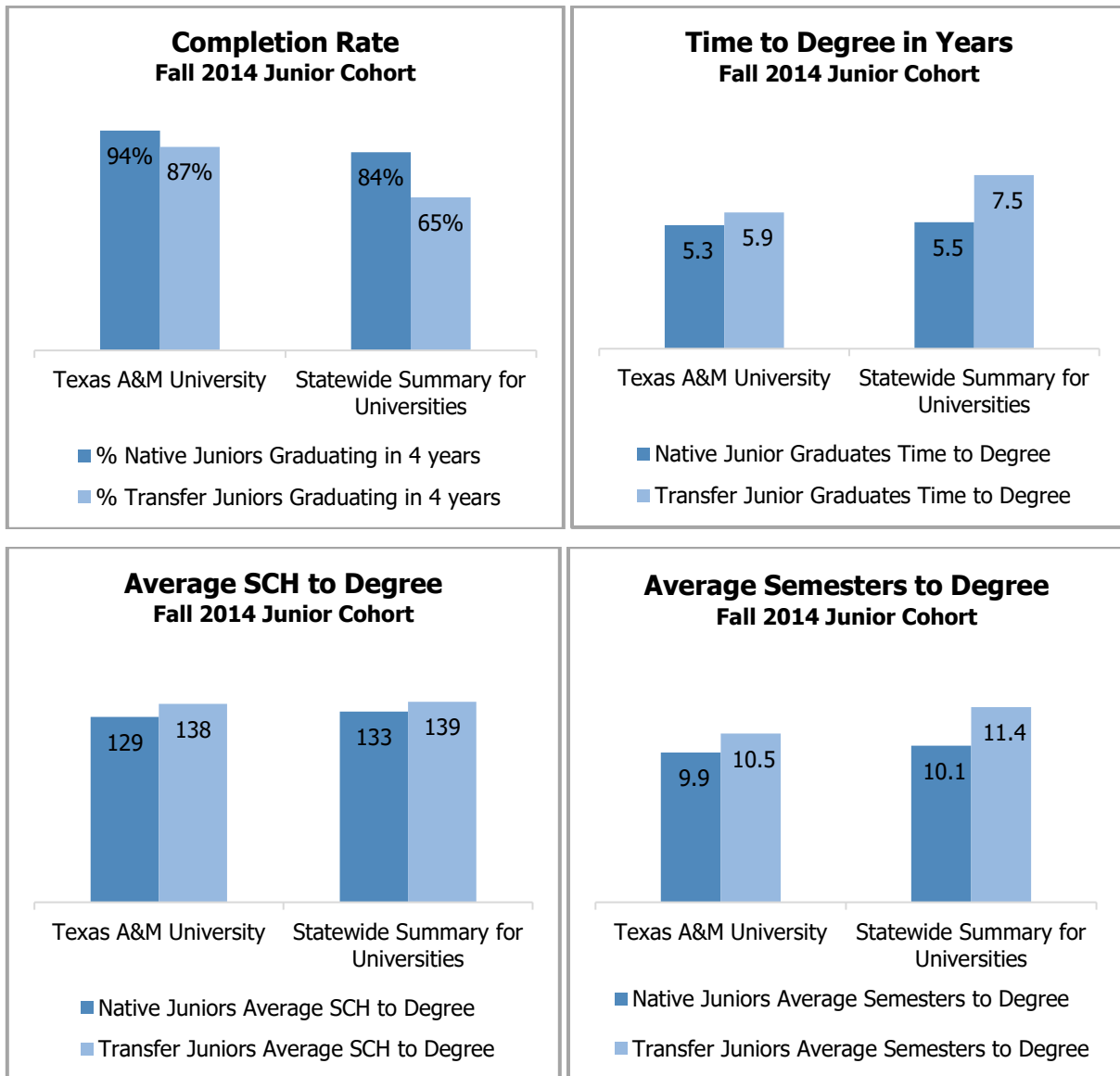


The University of North Texas (North Texas) enrolls transfer students from all over the state but serves primarily transfer students from surrounding community college systems. Transfers from Tarrant County College, Dallas County Community College District, Collin College, and North Central Texas College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

The institution has consistently identified advising before transfer as a major factor contributing to barriers to a smooth transfer process. As its most effective program in promoting transfer student enrollment, North Texas identified an on-campus information session designed for prospective transfer students and measured its effectiveness by attendance, application, and enrollment rates. Academic advising was essential for retention and completion among transfer students, and the institution assessed its effectiveness by monitoring students' progress toward graduation and degree attainment.

Research Institutions

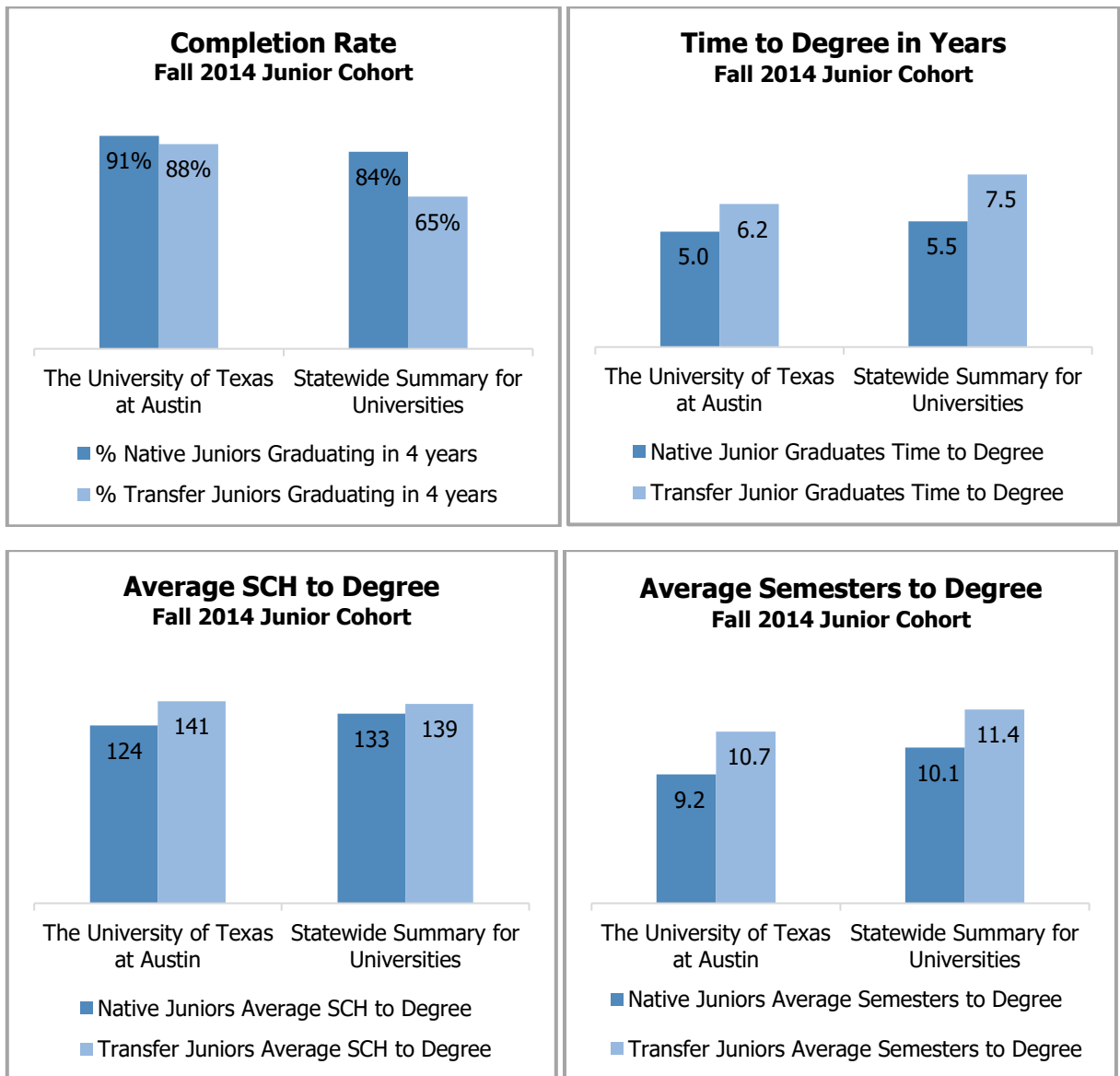
Texas A&M University



The time to degree 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 5.9%. TAMU leads the state in the payment of the Tuition Rebate for students who graduate on time and do not accumulate more than three semester credit hours beyond that required for their degree program. Even so, TAMU has consistently reported the advising students receive before 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 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. TAMU's Academic Success Center holistically helps students identify and address challenges and provides supplemental instruction that 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 its admissions, and this selectivity is reflected in the success of the relatively small community college transfer student population who are admitted. Students from Austin Community College account for one-third to one-half of the first-time transfer students at UT-Austin. Community college transfer students attending UT-Austin also tend to come from the urban community colleges of the Dallas-Fort Worth Metroplex, Houston metropolitan area, and San Antonio.

The primary barrier to transfer at UT-Austin identified by the institution has consistently concerned program capacity. For student retention, a program focusing on transfer students' first year at UT-Austin provided social and academic support and monitored student persistence every semester. The institution's Progress-to-Degree tool allows advisors to determine applicability of earned credit hours and track progress toward degree attainment.

Appendix B:

The General Appropriations Act, House Bill (HB) 1, Article III-275, Section 49, 86th 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 2019 for 2020 Report

Community College Transfer Student Report Survey 2019

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 and Position
 2. Email address
 3. Telephone number(s)
- c. Please enter the contact information of an alternate contact person and include:
 1. Name and Position
 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 2019?
____ Yes, provide the number: _____
____ No
____ Community college transfer students are not tracked separately.
2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?
____ Yes, provide the number: _____
____ No
____ Community college transfer students are not tracked separately.
3. Does your institution have a goal for degree completion for your community college transfer students?
____ Yes, describe: _____
____ No
____ Community college transfer students are not tracked separately.

III. Service to Transfer Students

A. Advising

4. Does your institution require academic advising for new transfer students?

☐ Yes ☐ No

5. Do your institution's academic advisors receive training specific to transfer students?

☐ Yes ☐ No

B. Orientation

6. Does your institution offer an orientation program specifically tailored for transfer students? [Select one]

☐ Yes, offered, but not required

☐ Yes, offered and required

☐ No, transfer students are required to attend orientation with first-time-in-college students.

☐ No, transfer students are offered, but not required to attend orientation with first-time-in-college students.

☐ No, transfer students are not offered an orientation.

(If response to question 6 is "No, transfer students are not offered an orientation," then go to C. Outreach and Success Programs.)

7. Check the activities/information provided during orientation that includes transfer students.

[Select all that apply.]

☐ Advising with professional advisors

☐ Advising with faculty advisors

☐ Financial aid advising

☐ Registration

☐ Student organizations

☐ Assignment of student mentors

☐ Assignment of faculty/staff mentors

☐ Meetings specific to academic program majors

☐ Career services

☐ Housing information

☐ Health services information

- ☐ Mental health/counseling services
- ☐ Campus safety/security information
- ☐ Campus tour
- ☐ Food services/meals
- ☐ Parent/family participation
- ☐ Testing

C. Outreach and Success Programs

8. Which of the following student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? [Select all that apply.]

- ☐ Regular recruitment visits on community college campuses
- ☐ Transfer fairs on community college campuses
- ☐ Academic advising on community college campuses
- ☐ Financial aid advising on community college campuses
- ☐ Permanent transfer advisor on community college campus
- ☐ University campus preview day(s) exclusively for prospective transfer students
- ☐ University campus preview day(s) for all prospective students
- ☐ None of the outreach efforts listed were conducted.

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

10. 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
- ☐ First-year transfer experience

11. (Skip this question if no service/activity is selected for Question 10.) Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

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

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

- a. number (enrollment)
- b. persistence (retention)
- c. success (completion)

E. Website

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
- ☐ Limit on transferable hours accepted
- ☐ Scholarship and financial aid information specific to community college transfer students
- ☐ Information about course transfer policy
- ☐ Course equivalency guides or database

F. Targeted Financial Aid

For purposes of this survey, **targeted** financial aid is scholarships/grants generated from institutional funds and designated exclusively for community college transfer students.

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students? ☐ Yes ☐ No

(If response to question 15 is no, go to question 17)

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

Total amount awarded	\$
Percent of new transfer students who were recipients	%
Average annual award per student	\$

IV. Transfer Pathways

A. Transfer Policy

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?
____ Yes, describe change and reason for the change____
____ No
18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?
____ Yes, describe change and reason for the change____
____ No
19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?
____ Yes, describe change and reason for the change____
____ No
20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?
____ Yes, describe change and reason for the change____
____ No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
calculation of transfer earned hours		
calculation for the transfer GPA for admission		
student's record in the student information system		

B. Academic and Workforce Articulation Agreements

Academic and workforce articulation agreements should include course equivalencies and specific degree program applicability of transfer 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.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year? ___Yes ___No

(If response to question 22 is no, go to question 24.)

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect? _____

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect? _____

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement? _____

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

C. Faculty Participation

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

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

Statewide Initiative	1 Not Aware	2	3	4 Very Aware
Lower-Division Course Guide Manual (ACGM) Learning Outcomes Project to align Texas Common Course Numbering System (TCCNS) courses				
Field of Study Curriculum				
Texas Core Curriculum				

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

- ACGM Learning Outcomes Project to align TCCNS courses
- Field of Study Curriculum
- Texas Core Curriculum

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

- ACGM Learning Outcomes Project to align TCCNS courses
- Field of Study Curriculum
- Texas Core Curriculum

D. Courses, Core, and Common Numbers

The TCCNS is the numbering system approved by the Texas Higher Education Coordinating Board and included in the ACGM for transferable academic courses that can be offered and funded at community colleges.

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

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

___Yes, list courses and explain why___
___No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories **in bold** below. Note: This information is not reported in CBM reports. 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)
2018-2019 undergraduate catalog (core, major requirements, electives)		
University core curriculum		
Degree program major requirements		

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

- ___Catalog course descriptions (TCCNS course equivalents)
- ___Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- ___Catalog degree requirements (TCCNS course equivalents)
- ___Degree/curriculum guides (TCCNS course equivalents)
- ___Transfer admissions webpages (TCCNS course equivalents)
- ___Transfer admissions webpages (explanation and significance of the common course numbering system)
- ___All departmental webpages (TCCNS course equivalents)
- ___All departmental webpages (explanation and significance of the common course numbering system)

- ☐ Class schedule (TCCNS course equivalents)
- ☐ Recruitment materials (TCCNS course equivalents)
- ☐ Recruitment materials (explanation and significance of the common course numbering system)
- ☐ Student information system degree audit (TCCNS course equivalents)
- ☐ Additional locations or publications (please specify)

V. Barriers to Transfer

39. 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, "15" will represent the least problematic.

- ☐ Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
- ☐ Lack of financial aid support (federal, state, and institutional) for transfer students
- ☐ Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
- ☐ Inaccurate and/or inadequate advising at the community college
- ☐ Transfer students' interest/demand for degree programs not offered at your institution
- ☐ 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 (limited vertical teaming, faculty involvement, articulation agreements, etc.)
- ☐ Students transferring with excessive hours
- ☐ Degree programs at capacity at your institution
- ☐ Distance from areas with large community college student population
- ☐ Students undecided about their major
- ☐ Lack of adequate and appropriate services for online transfer students
- ☐ Transfer students unprepared for the rigor of university curriculum
- ☐ Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring

40. 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.)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution? ☐ Yes ☐ No

(If response to question 41 is no, go to question 43.)

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

43. 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

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

350

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

220

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

65%

- 4. Does your institution require academic advising for new transfer students?**

Yes

- 5. Do your institution's academic advisors receive training specific to transfer students?**

Yes

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered, but not required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Registration
- Student organizations
- Meetings specific to academic program majors
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Parent/family participation

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

We will be developing articulation agreements with several new community colleges. We are also beginning a joint social work program with San Antonio Community College.

10. 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.*)

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

In programs where a number of transfer students typically register, the faculty have programs to meet their needs.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Required minors were eliminated and several programs will have more elective hours that can be counted toward graduation.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

The entire curriculum has been revamped by changes in the core and by the elimination of required minors. Minors are still available if a student chooses, but not required in every degree. This has freed up hours that can be used as electives, thereby reducing the number of hours to graduation. The metrics used to assess the effectiveness will be enrollment, persistence and graduation.

b. persistence (retention)

Early alert system using a new EAB product that also allows for scheduling of advisement appointments. We track persistence and graduation rates across programs.

c. success (completion)

This metric is tied to enrollment and curriculum previously described.

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

- 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
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 1,583,200

- Percent of new transfer students who were recipients: 69%
- Average annual award per student: \$ 1,795

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	For most academic degrees the answer is no. However, for BAAS degrees, technical courses can be counted in a block up to 40 SCH.
Calculation for the transfer GPA for admission	No	Again, for most degrees the answer is no. For BAAS degrees, the answer is yes.
Student's record in the student information system	Yes	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

50

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

4

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

25

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Time and identifying community colleges that want to partner.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Increased enrollment opportunities and more transparency for students. Improvement of retention and graduation rates.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

The attitude is improving. A culture change is afoot and gaining momentum.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

We welcome them.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Engineering, Social Work, Agriculture,

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Most faculty are aware since we adopted the TCCN a couple of years ago. A few are not aware, particularly new faculty from out of state.

b. Field of Study Curriculum

This is relatively new and a few faculty are very aware because they participated on the committees that developed various FOS. In general, most faculty are not aware. We will be promoting awareness in the coming year.

c. Texas Core Curriculum

Faculty are very aware of the core. No new efforts needed.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

The provost and deans instituted TCCN a couple of years ago and made faculty aware of the learning outcomes. Assessment activities are also required for those outcomes.

b. Field of Study Curriculum

This is relatively new and has not been completely incorporated at this point. We believe that there are some FOS that need to be looked at again.

c. Texas Core Curriculum

Our core curriculum committee is responsible for changes to the core and has worked to make the core more transfer friendly.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This

information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	149	10
University core curriculum	63	10
Degree program major requirements	115	10

38. 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.)*

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- All departmental webpages (TCCNS course equivalents)
- All departmental webpages (explanation and significance of the common course numbering system)
- Class schedule (TCCNS course equivalents)
- Recruitment materials (TCCNS course equivalents)
- Recruitment materials (explanation and significance of the common course numbering system)
- Student information system degree audit (TCCNS course equivalents)

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

1. Distance from areas with large community college student population
2. Inaccurate and/or inadequate advising at the community college
3. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
4. Lack of adequate and appropriate services for online transfer students
5. Transfer students unprepared for the rigor of university curriculum

40. 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.)

None

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Required minors and excessive hours. Required minors removed from the curriculum.

43. 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.)

No

Midwestern State University

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

600

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

Community college transfer students are not tracked separately.

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

Community college transfer students are not tracked separately.

- 4. Does your institution require academic advising for new transfer students?**

Yes

- 5. Do your institution's academic advisors receive training specific to transfer students?**

No

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered and required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Financial aid advising
- Assignment of student mentors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

None

- 10. 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.)*

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

None are specifically tailored.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Within our Tutoring and Academic Support Programs (TASP) we established a walk in tutoring model and made many discipline specific tutors available. We also began an online tutoring program using a videoconferencing platform.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

We do not track efforts separately but our recruitment efforts (visits to community colleges, transfer fairs at community colleges, transfer preview days on campus) provide good recruitment numbers each year.

b. persistence (retention)

The expanded offerings of our TASP office are making a difference in retention. We do not have a retention percentage after the changes to this office.

c. success (completion)

Cannot think of a single completion initiative at this point. We are working on a comprehensive plan "Student retention and completion lifecycle that will be implemented in AY20

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

No

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$
- Percent of new transfer students who were recipients: %
- Average annual award per student: \$

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	Not for admission proposes, but they are used specifically for the BAAS program
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	No	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

We no longer do program by program articulation agreements. We instead do institution to institution agreements then have departments/degree programs coordinate pathways agreements. This is a cleaner approach for us and reduces the agreements and complexities of the process. The following community college agreements were executed in AY19: Brookhaven, El Centro, DCCCD, NCTC, Vernon College, TCC, and Weatherford College.

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

(No response provided by institution)

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

69

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

69

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

We do not believe program by program agreements are an efficient process. If the two institutions agree to cooperate via an articulation then programs create or follow a pathways agreement and where necessary stop out in the associate program and begin the baccalaureate then reverse transfer.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

We do institutional agreements to define our intent to cooperate then work to move students through to completion of a baccalaureate degree.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

As previously noted, the institution to institution is a better process for us then align programs underneath that agreement.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Very positive. We have several completion degrees and opportunities to align degree programs. We believe this is a win/win for both institutions.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

We have multiple degree programs working with the following colleges: Brookhaven, El Centro, DCCCD, NCTC, Vernon College, Tarrant County College and Weatherford College.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

General communication from administration to faculty.

b. Field of Study Curriculum

We have many of our faculty serving of FOS committees. We also have these committee members as well as administration discriminating information to faculty as the FOS are approved.

c. Texas Core Curriculum

We have a standing committee and process for review and approval of core curriculum campus wide.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

General communication from administration to faculty.

b. Field of Study Curriculum

We have many of our faculty serving of FOS committees. We also have these committee members as well as administration discriminating information to faculty as the FOS are approved.

c. Texas Core Curriculum

We have a standing committee and process for review and approval of core curriculum campus wide. General communication from administration to faculty is used to discriminate other changes.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	142	286
University core curriculum	62	33
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

38. 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.)*

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- Student information system degree audit (TCCNS course equivalents)

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

1. Inaccurate and/or inadequate advising at the community college
2. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
3. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
4. Students transferring with excessive hours
5. Transfer students unprepared for the rigor of university curriculum
6. Distance from areas with large community college student population

40. 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.)

None

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

We began working at the institutional level to coordinate the transfer process and then use pathways to align curricula. We are working on a more coordinated advising system and advising coordination between community colleges and us.

43. 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.)

These transfer problems vary from one institution to the next and we've not found a "single solution". Rather, we need the flexibility to address these one by one and process for sharing needed student information.

Sul Ross State University

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

Community college transfer students are not tracked separately.

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?

Community college transfer students are not tracked separately.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

No, transfer students are offered, but not required to attend orientation with first-time-in-college students.

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

No new programs for 2018-2019.

10. 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.)*

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

At the present time, no activities are tailored specifically to transfer students. All new students are able to participate in these services.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

There were no additional programs initiated in 2018-2019.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

We have an SRSU @ Midland College program that specifically serves transfer students that are interested in attending SRSU via distance ed. we have a full time transfer specialist that is located at the Midland College campus that aids in recruitment, advising and communication between those students and SRSU.

b. persistence (retention)

Recruiting and advising physically on transfer campus.

c. success (completion)

Recruiting and advising physically on transfer campus.

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

- 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
- Limit on transferable hours accepted
- Information about course transfer policy

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

No

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$
- Percent of new transfer students who were recipients: %
- Average annual award per student: \$

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	Not collegiate
Calculation for the transfer GPA for admission	No	Not collegiate
Student's record in the student information system	No	Not collegiate

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

12

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

3

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Personnel, distance, time.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

For recruitment and to streamline the process in an effort to minimize barriers for students.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Positive. The institution welcomes and accepts coursework from community colleges, except vocational courses.

**30. What is the university administration's attitude toward articulation agreements?
(Please limit your response to 600 characters.)**

Positive and desirable.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

(No response provided by institution)

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The Registrar's Office reports this process.

b. Field of Study Curriculum

The Core Curriculum Council builds awareness.

c. Texas Core Curriculum

The Office of Institutional Effectiveness send period emails to all faculty on the program. Meetings for the designated Core Curriculum teachers are held each semester to review results.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

The Registrar's office had a major alignment in the fall of 2014, and now it is updated annually.

b. Field of Study Curriculum

The Core Curriculum Council oversees the course approval process at the university for the approved fields of study curricula.

c. Texas Core Curriculum

The Provost's office oversees the implementation. A Core Curriculum Council of faculty has been established to process course applications for inclusion and monitor the assessments. The Office of Institutional Effectiveness works closely with the core Curriculum Council and the academic department chairs and faculty to administer the designated assessments and evaluate and report on the results to the entire university community.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	144	252
University core curriculum	47	8
Degree program major requirements	144	226

38. 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.)*

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)

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

1. Distance from areas with large community college student population
2. Lack of adequate and appropriate services for online transfer students
3. Lack of financial aid support (federal, state, and institutional) for transfer students
4. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
5. Transfer students' interest/demand for degree programs not offered at your institution
6. Inaccurate and/or inadequate advising at the community college
7. Transfer students unprepared for the rigor of university curriculum
8. Students undecided about their major
9. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
10. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

(No response provided by institution)

Sul Ross State University-Rio Grande College

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

No

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

No

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

No

- 4. Does your institution require academic advising for new transfer students?**

No

- 5. Do your institution's academic advisors receive training specific to transfer students?**

No

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered and required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Assignment of student mentors
- Meetings specific to academic program majors
- Campus safety/security information

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

(No response provided by institution)

- 10. 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.)*

- Student mentors
- Writing lab
- Academic early alerts for struggling students
- Commuting/transportation assistance

- 11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)**

Activities and services for transfer students include: • Tutoring Services in math and English are offered through Tutoring Centers or, via Blackboard, through Smarthinking, an online tutoring service, that is available seven days a week. • Articulation between Southwest Texas Junior College and the SRSU campuses is designed to promote enrollment of transfer students through the The Pathway Courses Initiative. • Mongoose is a communication tool that enables SRSU to send targeted messages to students to provide ongoing support.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Degree Works was implemented in fall 2018 at the Del Rio, Eagle Pass, and Uvalde campuses. This allows students to take control of their own academic programs while being assisted by university advisors.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

The Mongoose tool is used to effectively promote enrollment. Students feel a connection with the university.

b. persistence (retention)

The Degree Works self-service for students promotes persistence, because students can access, at any time, the record of their academic plans and see the progress that they are making towards graduation.

c. success (completion)

The Tutoring Services are effective to promote student success. Students have live tutor support or online support to assist them with instructional difficulties.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

No

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$
- Percent of new transfer students who were recipients: %
- Average annual award per student: \$

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

- 19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?**

No

- 20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?**

No

- 21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.**

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	Do not accept technical/workforce courses
Calculation for the transfer GPA for admission	No	Do not accept technical/workforce courses
Student's record in the student information system	No	Do not accept technical/workforce courses

- 22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?**

No

- 23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.**

(Automatic skip based on previous question)

- 24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?**

1

- 25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?**

(No response provided by institution)

- 26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?**

1

- 27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)**

Personnel, distance, time.

- 28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)**

For recruitment and to streamline the process in an effort to minimize barriers for students.

- 29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)**

Positive. The institution welcomes and accepts coursework from community colleges, except for vocational/workforce courses. All students at SRSU-RGC are transfer students.

- 30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)**

Positive and desirable.

- 31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.**

(No response provided by institution)

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

SRSU-RGC does not teach lower-division courses, all students must have core-completed before transferring. As a result, there are no intentional efforts to raise awareness. Faculty are generally aware of those topics and the Faculty Senate and Faculty Assembly receive updates from statewide meetings where those topics are discussed.

b. Field of Study Curriculum

Faculty are generally aware of those topics and the Faculty Senate and Faculty Assembly receive updates from statewide meetings where those topics are discussed.

c. Texas Core Curriculum

SRSU-RGC does not teach lower-division courses, all students must have core-completed before transferring. As a result, there are no intentional efforts to raise awareness. Faculty are generally aware of those topics and the Faculty Senate and Faculty Assembly receive updates from statewide meetings where those topics are discussed.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

N/A

b. Field of Study Curriculum

N/A

c. Texas Core Curriculum

N/A

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	(No response provided by institution)	(No response provided by institution)

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)
University core curriculum	(No response provided by institution)	(No response provided by institution)
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

38. 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.)*

- (No response provided by institution)

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

1. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
2. Inaccurate and/or inadequate advising at the community college
3. Students undecided about their major
4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
5. Program admission requirements that are different from your institution's admission requirements
6. Students transferring with excessive hours
7. Lack of financial aid support (federal, state, and institutional) for transfer students
8. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
9. Degree programs at capacity at your institution
10. Transfer students' interest/demand for degree programs not offered at your institution
11. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

(No response provided by institution)

Texas A&M University-Galveston

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

Community college transfer students are not tracked separately.

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?

Community college transfer students are not tracked separately.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

We are exploring participation in one of the electronic pathways systems such as Houston GPS and or the North Texas Consortium. We are also currently working on a new website specific for transfer students. We do have advising sheets mapped to the common course number system to help facilitate advising at the community colleges.

10. 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.*)

- Student mentors
- Faculty/staff mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Learning communities

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

Most services are offered to all students but some programs have a separate group for transfer students such as: SALT Camp (Sea Aggie Learning traditions) and New student conferences.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

We are launching small group communities for all incoming students. We have a pilot program for Fall 19 with a full launch by Fall 20. Each small group will have a faculty and student mentor.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

ongoing

b. persistence (retention)

ongoing

c. success (completion)

ongoing

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

- 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
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

No

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$
- Percent of new transfer students who were recipients: %
- Average annual award per student: \$

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	(No response provided by institution)
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	some technical and workforce courses may be appropriate to petition for university credit

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

0

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

0

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

As a special purpose institution, we do not have a direct "feeder" school. Students come from a broad spectrum of schools. We have found that transfer guides are more useful and can be updated more readily. We have had several articulation agreements over time and just not seen much productivity. I do believe we can do more. I think the electronic advising tools may be a good answer.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

(No response provided by institution)

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

fair. To be honest, there are always perceptions about quality outside of the institution.

30. What is the university administration's attitude toward articulation agreements?
(Please limit your response to 600 characters.)

good

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Ocean and Coastal Resources

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Only one department to my knowledge used the ACGM during their curricular review to ensure their expectations were appropriate.

b. Field of Study Curriculum

FOS have been discussed but primarily in the impacted programs

c. Texas Core Curriculum

Fairly well versed area. Most of this work was done during implementation but communication is sent each term for core assessment work

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

(No response provided by institution)

b. Field of Study Curriculum

(No response provided by institution)

c. Texas Core Curriculum

(No response provided by institution)

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	122	47
University core curriculum	42	5
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

38. 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.)*

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)

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

1. Transfer students' interest/demand for degree programs not offered at your institution
2. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
3. Transfer students unprepared for the rigor of university curriculum

40. 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.)

Transfer students are not a homogenous group. There is a substantial difference in a fulltime traditional aged student on a degree plan than a returning veteran, parent that has had a significant stop out etc.....

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

We are moving to increase support services. I hope one year from now we have helped reduce these barriers.

Texas A&M University-Central Texas

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

450

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

405

3. Does your institution have a goal for degree completion for your community college transfer students?

600

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Assignment of student mentors
- Meetings specific to academic program majors
- Career services
- Housing information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

Austin Community College - Eat & Learn Transfer Sessions – Held at partnering community college campus, faculty attended recruitment events. Voucher provided to cover the application fee.

Temple College Explore Your Transfer Pathways – Event promoting transfer pathway with application fee voucher incentive held on the Temple College Campus. Application Fee Waiver

Table Events – Held at partnering community college campus, voucher provided to the cover the application fees in a less formal event setting - designed to catch a large volume of students (versus holding more formal events).

10. 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.)*

- Student mentors
- Faculty/staff mentors
- Discipline/major specific tutorial services
- Writing lab
- Academic early alerts for struggling students

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

Our early-alert practices are driven by intentional communications at key intervals to impact student retention. At the beginning of each term, all new first-time transfer undergraduate students are surveyed to determine needs or issues and appropriate resource referral. During the next three weeks, students receive demographically tailored follow-up messages and queries for need assessment and resource referral.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Added additional courses during fall 2018 to pilot high impact educational practice initiated in spring 2018 targeting new and at-risk transfer students in introductory and/or capstone courses from their respective degree programs. Each student received a strengths literacy presentation, and a course assignment or team project requiring the integration and application of what they learned from their faculty.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

The university has recently implemented an Integrated Constituent Relationship Management (CRM) solution for finding, engaging, and enrolling a diverse transfer student population. The CRM allows the university to manage strategic communications plans focused on the delivery of personalized communications that build relationships with prospective students at every stage of the recruiting cycle.

b. persistence (retention)

Priority targeting of students transferring from our community college partners by subpopulations and programs with higher academic underperformance rates is provided by Advising, Student Success, and key participating faculty to increase persistence and success. The strategy uses transfer-in GPAs, historic course completion and academic underperformance rates, and benchmarks to provide students appropriate support, follow-up contact, and customized roadmaps to success. Data from fall 2015-fall 2018 terms show the strategy has decreased academic underperformance (students entering warning, probation, and suspension status) at all undergraduate levels by 4% (now 8.56% vs 2015's 12.3%).

c. success (completion)

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.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 28,479
- Percent of new transfer students who were recipients: 2%
- Average annual award per student: \$ 1,675

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	For those programs that depend upon technical/workforce coursework and when these credits are added to the student's record (see explanation below), these credits are recorded as transfer coursework and listed under the sending institution.
Calculation for the transfer GPA for admission	No	These types of credits are not included for admission purposes and only calculated post-admission and when the degree plan requires the inclusion of this sort of credit.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Student's record in the student information system	Yes	For programs dependent on workforce/technical credits (currently Professional Pilot, Nursing and BAAS), technical/workforce credit is added to the student's record after admission. For most programs, this is done after the completion of the associates-level credit and corresponding licensure (i.e., RN License, Pilot's License).

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

Alamo Colleges: AA to BBA Accounting, AS to BS Biology (multiple concentrations), AA to BS Computer Information Systems (multiple concentrations), AA to BS Computer Information Systems (no concentration), AS to BS Criminal Justice, AA to BA English (no certification), AA to BA English (with 7-12 certification), AS to BS Exercise Physiology and Human Performance, AA to BBA Finance, AA to BA History (no certification), AA to BA History (Social Studies Certification), AA to BBA Human Resource management, AA to BBA Management, AA to BBA Marketing, AA to BS Liberal Studies, AA to BS Political Science, AA to BS Psychology, AA to BSW Social Work, AA to BS Sociology. South Texas College: ADN to BS Nursing. Temple College: AAS Nursing to BS Nursing. Blinn College: AAS Business Administration to BAAS Business Management.

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

23

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

1

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

5

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

a. Human resources to devote to such an effort. b. Inability to align programs while abiding by the Coordinating Board's requirements (i.e., keeping programs to 120 SCH). c. Misalignment of academic program goals/mission (e.g., CTC's IT program is technical – an AAS; ours is academic – a BS).

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Articulation agreements allow for some increased flexibility in the academic programs to better serve the needs of students. Through intentional dialogue between the two institutions, an articulation agreement becomes an option after it becomes clear how the goals and outcomes of the two programs align and thus some potential duplication can be removed through this formal agreement.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

The faculty are initially very receptive to the idea (in principle), and this receptiveness has tended to develop into an eagerness to develop a formal agreement after the academic programs at each institution begin discussing their curriculum. The faculty tend to buy-in to the concept more when they see how their program aligns with our partner institution(s).

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

The administration is quite supportive of the establishment of articulation agreements and encourages the faculty to develop relationships with their counterparts at the community colleges to develop and maintain clear pathways for students to complete the associate and baccalaureate degrees.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Accounting, Aviation Science, Biology, Business Management, Computer Information Systems, Education (Interdisciplinary Studies), Mathematics, Mechanical Engineering Technology, Music, Nursing, Psychology, Social Work

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The University's Undergraduate Council considered the inclusion of these learning outcomes in its upper-level courses to ensure continued practice after introduction during core curriculum course.

b. Field of Study Curriculum

As faculty have been developing new academic programs, the curriculum staff consult them on the concept of fields of study curriculum and how these fit into their programs.

c. Texas Core Curriculum

The University's Undergraduate Council discussed the Texas Core Curriculum and growing the awareness of the TCC. The Council worked to develop a process for approving and removing TCCNS options. Throughout this process, the competencies for the various Foundational Component Areas were discussed to ensure faculty had a sufficient understanding and awareness of the criteria for coursework in each FCA.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

A&M-Central Texas has uploaded all ACGM courses from every Texas public so that the course articulation of such transfer work is now entirely automated.

b. Field of Study Curriculum

Field of Study considerations have been an integral part of the curriculum review process for Criminal Justice (in the formation of a new BAAS program), BBA programs (as they have considered shifting some courses from upper-division to lower-division), and Nursing (as we have begun to develop more formal articulation agreements with community college partners for the RN to BSN).

c. Texas Core Curriculum

All Texas Core Curriculum from every institution now exists in the SIS so all core courses automatically transfer and apply to the general education core.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	137	0
University core curriculum	137	0
Degree program major requirements	64	0

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- All departmental webpages (TCCNS course equivalents)
- All departmental webpages (explanation and significance of the common course numbering system)
- Class schedule (TCCNS course equivalents)
- Recruitment materials (TCCNS course equivalents)
- Student information system degree audit (TCCNS course equivalents)

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

1. Insufficient staff and/or financial resources 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. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
4. Transfer students' interest/demand for degree programs not offered at your institution
5. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
6. Program admission requirements that are different from your institution's admission requirements
7. Degree programs at capacity at your institution
8. Inaccurate and/or inadequate advising at the community college
9. Lack of financial aid support (federal, state, and institutional) for transfer students

10. Students transferring with excessive hours

40. 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.)

Several of the academic programs now have prerequisites on the first junior-level courses required for the major. Practically, this means that if students have not enrolled in the appropriate courses at the community college for that specific major, then they will be unable to enroll in any courses with A&M-Central Texas. (This relates to but is somewhat different from "Lack of course and program alignment with community colleges.")

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Lack of timely and/or accurate transcript evaluation: the majority of course equivalencies now exist in the SIS and those that do not currently exist are routed efficiently for timely review.

43. 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.)

Several of the academic programs now have prerequisites on the first junior-level courses required for the major. Practically, this means that if students have not enrolled in the appropriate courses at the community college for that specific major, then they will be unable to enroll in any courses with A&M-Central Texas. (This relates to but is somewhat different from "Lack of course and program alignment with community colleges.")

Texas A&M University-San Antonio

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

1240

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

3200

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

No

- 4. Does your institution require academic advising for new transfer students?**

Yes

- 5. Do your institution's academic advisors receive training specific to transfer students?**

Yes

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered and required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Food services/meals

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) for all prospective students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

There were no new outreach recruitment programs for 2018-2019.

- 10. 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.)*

- Writing lab
- Math lab
- Academic early alerts for struggling students
- Commuting/transportation assistance
- Learning communities

- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

Academic coaches and military affairs have unique supports specifically for transfer students. ARISE event was also created to serve as a bridge between the two year college and university. The development of transfer guides were created to provide a clear pathway for students considering our university.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Spring 2019, a new position was created to enhance the transfer student experience, Coordinator of Transfer Student Engagement. This position will focus on the demographic of transfer students and create unique support systems, events and engaging activities for this population. University access department was developed to create partnerships and transfer guides to support this population of students.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Outreach from counselors stationed at 2 year colleges

b. persistence (retention)

Student and academic success initiatives that include a partnerships between academic advising and success coaching. Mapping to graduation and support academic skills, alert systems.

c. success (completion)

Academic advising

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

No

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$
- Percent of new transfer students who were recipients: %
- Average annual award per student: \$

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	BAAS degrees
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

Blinn College, Collin College, Laredo College, Coastal Bend College, Southwest Texas Junior College AA, AS, AAT, AAS to BA, BS, BBA, BAAS

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

51

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

11

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

8

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

The time commitment it takes to develop and maintain these pathways. Numbers of degrees programs restricts the number of pathways we can develop with partnering institutions.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

To help create a clear pathway for transfer students and to limit excess hours earned at the two year college.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Faculty at our institution support the development of articulation agreements.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Our administration at A&M-SA support partnerships created through articulation agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

None.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

During the curriculum process, we discuss the TCCNS and efforts to join TCCN network.

b. Field of Study Curriculum

When we receive notice from the THECB we communicate those to the department chairs to gather feedback to provide. We also have faculty representation on some field of study committees.

c. Texas Core Curriculum

Development of core curriculum committee

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Registrar work with faculty on the importance of following TCCN.

b. Field of Study Curriculum

Remaining engaged in the ongoing conversations with field of study. Also, working with community college partners to better align transfer pathways.

c. Texas Core Curriculum

Modified degree plans to ease the transfer process for students.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	(No response provided by institution)	(No response provided by institution)
University core curriculum	(No response provided by institution)	(No response provided by institution)
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

38. 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.)*

- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- All departmental webpages (TCCNS course equivalents)
- Class schedule (TCCNS course equivalents)
- Recruitment materials (TCCNS course equivalents)
- Student information system degree audit (TCCNS course equivalents)
- Department of University Access

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

1. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
2. Students transferring with excessive hours
3. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
4. Inaccurate and/or inadequate advising at the community college
5. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
6. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
7. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
8. Transfer students' interest/demand for degree programs not offered at your institution

40. 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.)

Dual credit and ECHS not treated as transfer students but face the same barriers. Competing responsibilities for transfer students such as work and family obligations.

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Our largest transfer feeder, the Alamo Colleges, had a variety of degree plans that did not align with our degree pathways. We prioritized the top three barriers to transfer and modified curriculum at both intuitions to address these issues. We now have degree pathways that result in

less excess hours and a continuing commitment to address additional challenges we are facing with transfer.

43. 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.)

Field of study is one area that has the potential to become a barrier. Also, the rapid growth of our institution continues to be a challenge since we need to forecast our incoming transfer student population to meet the demands of our students.

Texas A&M University-Texarkana

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

331

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

No

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

No

- 4. Does your institution require academic advising for new transfer students?**

Yes

- 5. Do your institution's academic advisors receive training specific to transfer students?**

Yes

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered and required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

We started a B.S. in Biology program at RELLIS in Bryan, TX. Extensive recruitment was required due to this being a new initiative. Some of the ways we've promoted this new opportunity include flyers, call scripts, faculty member housed at RELLIS, communication plans, and regular

campus/class visits. Communication to students has been streamlined by having a new CRM that allows us to keep prospects and applicants in the same system. We can send emails, check their status, and add notes to a record within the same screen. This has helped us track progress and be more accurate with our outreach.

10. 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.)*

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Learning communities
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

(No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

(No response provided by institution)

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

(No response provided by institution)

b. persistence (retention)

The I-CARE program was implemented in fall 2018. We initiate activities that will have a significant and dramatic impact on persistence, such as intrusive advising and around the clock tutoring options. We use persistence rates to determine effectiveness.

c. success (completion)

The I-CARE program was implemented in fall 2018. We focus on motivating the transfer student population to pursue baccalaureate opportunities beyond community college and providing comprehensive support services like completion coaching to successfully complete transfer pathways. We use graduation rates to determine effectiveness.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 82,000
- Percent of new transfer students who were recipients: 100%
- Average annual award per student: \$ 1,078

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	(No response provided by institution)
Calculation for the transfer GPA for admission	Yes	(No response provided by institution)
Student's record in the student information system	Yes	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

Bachelor of Applied Arts and Sciences (BAAS) in Applied Arts and Sciences, Bachelor of Business Administration (BBA) in Accounting, Bachelor of Science (BS) in Psychology and Bachelor of Science in Kinesiology, and Bachelor of Arts (BA) in Psychology; Northeast Texas Community College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

32

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

34

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

3

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

We need a full-time person to focus on producing and maintaining 2+2 plans and articulations agreement. A uniformed 2+2 plan and articulation for the state might help as well. Sometimes there is a lack of faculty support.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

The barriers in developing degree program articulations agreements with community colleges are limited resources. The articulation and 2+2 plan process is a very meticulous and usually requires many approvals from both university and community college faculty. The agreements cannot be processed without faculty approval from both the university and community colleges. For example, currently the TAMUT at NTCC Director and Recruiter try to be spend a few hours day creating, maintaining and uploading the the 2+2 plans and articulations on the website while focusing on other job responsibilities.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

The overall attitude is positive and welcomed. We do have several as we try to accommodate several pathways to baccalaureate completion.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

The overall attitude is positive and welcomed.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

(No response provided by institution)

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

(No response provided by institution)

b. Field of Study Curriculum

(No response provided by institution)

c. Texas Core Curriculum

(No response provided by institution)

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

(No response provided by institution)

b. Field of Study Curriculum

(No response provided by institution)

c. Texas Core Curriculum

(No response provided by institution)

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

Yes. GOVT 2107 was converted to PSCI 2107. We do not offer GOVT 2305 & 2306, but instead 2301 & 2303 with a PSCI prefix.

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	86	110
University core curriculum	58	15
Degree program major requirements	38	3

38. 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.)

- (No response provided by institution)

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

1. Lack of financial aid support (federal, state, and institutional) for transfer students
2. Students undecided about their major
3. Inaccurate and/or inadequate advising at the community college
4. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
5. Students transferring with excessive hours
6. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
7. Transfer students' interest/demand for degree programs not offered at your institution

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Funding has been a challenge for years; however, we were able to increase our transfer scholarships. The President's involvement increased in our Advisory Board. This created better communication and openness regarding issues on both sides. Communication to transfer students has increased and we've reaped a great deal. Whether it's a prospect, applicant, or admit they are not only contacted through multiple channels, but the contacts are logged in our system as

well. This allows us to better assist students and learn ways to better our communication for the future as well.

43. 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.)

(No response provided by institution)

The University of Texas at Tyler

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

890

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

90%

3. Does your institution have a goal for degree completion for your community college transfer students?

65%

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Financial aid advising
- Student organizations
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) exclusively for prospective transfer students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

The transfer specialist position was given to a veteran recruiter, whose focus became curating relationships with local community colleges. The recruiter became the main contact for all transfer students. This allowed our office to provide concierge service to our transfer population and the recruiter was able to form strong relationships with students. The recruiter also traveled to community college fairs across the Dallas/Ft. Worth, East Texas, and Houston metro areas.

10. 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.)*

- Faculty/staff mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

We offer the aforementioned services to all our undergraduate students. The resources above are not tailored specifically for transfer students but are certainly utilized by our transfer students.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

We implemented an online, 24/7 tutoring program in late November 2018 (UpSwing) to help meet the needs of our non-traditional and online students who have numerous responsibilities and cannot utilize the on-campus support services. UpSwing is available to all undergraduates.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Our Student Success and Retention efforts directly align with UT Tyler's Strategic Plan and specifically pillar one, Student Success. We selected two programs and have engaged in purposeful recruitment for these areas. Specifically, these are degrees that require work done at community colleges. These are our Bachelor of Applied Arts and Science and RN to Bachelor of Science in Nursing degrees. As we discuss these programs with businesses and at community colleges, we make sure to mention resources such as: a consistent assigned advisor for the duration of the student's degree and Open Educational Resources and Affordable Learning Resources.

b. persistence (retention)

To improve the retention of our transfer students, our Student Success and Retention efforts included mid-term grade reports, enhancing academic supports such as on-campus and virtual tutoring and supplemental instruction as well as 24/7 online tutoring. We also implemented various belonging campaigns within the different academic departments so that transfer students would feel more connected to their academic program. In addition, we were purposeful with respect to getting students to register through emails, texts, or calls.

c. success (completion)

Again, as part of our Student Success and Retention initiatives, we have put in procedures such as the 90+1 advising requirement to ensure that students are on track for a timely graduation. As this is the first year of these initiative, we do not have graduation data but our retention numbers are trending positively and we anticipate increases for the future.

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

- 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

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 209,500
- Percent of new transfer students who were recipients: 10%
- Average annual award per student: \$ 1,074

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Only for programs approved to receive WECM credits.
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	Only for programs approved to receive WECM credits.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

ADN-BSN (associate degree in nursing to bachelor's degree in nursing) with Tyler Junior College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

42

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

6

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

The goal for articulation agreements is to ensure students take courses that can fully transfer into degree programs. Developing agreements with pathways takes time and effort on both sides. Faculty on both sides must carefully review these pathways for each major. Agreements need annual review to reflect curricular changes on both sides. Strict accreditation areas in certain fields, does not allow accepting extra courses taken at community colleges. Study skill courses, for example, are not appropriate for academic degrees (often community college's institutional core curriculum requirement).

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Articulation agreements are meant to simplify the transition from a community college to our University and to promote a seamless transfer of credit and as well as guarantee an efficient path to graduation for students. It allows students to make informed decisions regarding their academic career, while at the community college.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

The development of articulation agreements for degree programs is seen as a valuable process.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

UT Tyler views the development of articulation agreements as a necessary and worthwhile process. With our University's mission to become the primary educational and economic driver of East Texas, there is an emphasis on community partnerships that foster student success. Articulation agreements are critical partnerships for ensuring the successful transition and completion of our transfer student population.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Accounting BBA; Art BA; Biology BS; Chemistry BS; Civil Engineering BS; Criminal Justice BS; Communication Sciences and Disorders BS; Computer Information Systems BS; Construction Management BS; Economics BA; Economics BS; Electrical Engineering BS; English BA; Finance BBA; Health Studies BS; History BA; History BS; Honors Course Sequence; Interdisciplinary Studies (Education); Industrial Technology BS; Kinesiology BS; Management BBA; Marketing BBA; Mass Communications – Public Relations BA; Mass Communications – Public Relations BS; Mass Communications – Multimedia BS; Mass Communications – Multimedia BS; Mathematics BS; Mechanical; Engineering BS; Music Composition BM; Nursing BSN; Nursing RN-BS; Political Science BA; Political Science BS; Psychology BA; Psychology BS; Social Sciences BA; Social Sciences BS; Spanish BA; Speech Communications BA; Speech Communications BS; Wellness BA

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Faculty are active members of the vertical teaming sessions which align UT Tyler and community college curriculum through the use of TCCN.

b. Field of Study Curriculum

The division of Academic Affairs has led multiple discussions with faculty, deans, chairs, Faculty Senate, and student success liaisons regarding the Core Curriculum and Field of Study. We also have faculty who serve on the THECB committees on Field of Study and share this information with faculty within their department, college, and Academic Affairs.

c. Texas Core Curriculum

We have a Core Curriculum Committee to aid in communication of changes in undergraduate curriculum and programs as well as to find ways to incorporate core in our upcoming QEP. This committee has multiple faculty that teach in our undergraduate core curriculum as well as department chairs, associate deans, deans, and representatives from Academic Affairs. The Core Curriculum has also been a topic of faculty town hall meetings as we seek to provide the best possible experience for students.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Faculty participate in the vertical teaming with community colleges to align their curriculum using ACGM and TCCNS as a guide.

b. Field of Study Curriculum

We nominate UT Tyler faculty to serve on the many THEBC committees on Field of Study curriculum committees. In accordance with our SACSCOC accreditation, UT Tyler faculty take seriously the responsibility of overseeing the curriculum. Our faculty have driven the curriculum changes to align our coursework with Field of Study requirements.

c. Texas Core Curriculum

As faculty have the responsibility for the curriculum across all degrees, the Texas Core Curriculum is carefully and purposefully interwoven into each degree plan. They diligently work to submit proposals to enable appropriate flexibility with the Texas Core Curriculum within the various degree plans. These plans are then reviewed by the Undergraduate Curriculum Committee which is comprised of faculty, student representatives, and non-voting members from support units (e.g. Registrar) from the University community.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	111	225

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)
University core curriculum	65	29
Degree program major requirements	81	36

38. 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.)*

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Class schedule (TCCNS course equivalents)
- Recruitment materials (TCCNS course equivalents)
- Student information system degree audit (TCCNS course equivalents)

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

1. Students transferring with excessive hours
2. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
3. Transfer students unprepared for the rigor of university curriculum
4. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
5. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
6. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students

40. 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.)

N/A

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

An emerging issue that will likely cause barriers to transfer population are baccalaureate degrees offered at the community colleges. When we have students transfer from the community college baccalaureate programs, our courses might not align and could lead to loss of credits for the students.

The University of Texas of the Permian Basin

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

Community college transfer students are not tracked separately.

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?

Community college transfer students are not tracked separately.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

In the past year, we have scaled up efforts to work with our main transfer community colleges and streamlined our articulation rules and tried to improve communication mechanisms for any new changes especially for reverse transfer.

10. 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.)*

- 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

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

The activities and programs target all students. They are not transfer specific.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

With support from Dana Center, and in collaboration with our main partner colleges, we are in the process of developing plans for accelerating math pathways for students in specific meta-majors

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

The outreach to the feeder institutions includes regular visits by a Transfer Admission Counselor and a professional Academic Advisor at the Odessa and Midland College campuses.

b. persistence (retention)

For both retention and for completion, I would say the single most effective tool has been the intrusive advising requiring a student to go through advising prior to each time they enroll in courses and the internal promotion and services provided for the Student Success Center (tutoring, early alert system, career services, mentor program and retention specialist who help keep students on track).

c. success (completion)

For both retention and for completion, I would say the single most effective tool has been the intrusive advising requiring a student to go through advising prior to each time they enroll in courses and the internal promotion and services provided for the Student Success Center (tutoring, early alert system, career services, mentor program and retention specialist who help keep students on track). The early alert system in particular has been very successful in flagging at-risk students for intervention and support in the necessary areas. By tracking through EAB (the student success collaborative) we are to tell the cases processed and their outcome

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 213,375
- Percent of new transfer students who were recipients: 49%
- Average annual award per student: \$ 1,172

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Depends on CC policy. We will use the cumulative grade point average based on courses completed at that CC
Calculation for the transfer GPA for admission	Yes	This cumulative GPA is used for admission and scholarship purposes. It is not included in the University GPA.
Student's record in the student information system	Yes	Cumulative is not captured in the system but used for scholarship and admission purposes and is a scanned document in the student's file.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

12

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

2

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

3

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Most of our major core courses are upper division making it harder to articulate one-to-one. There is also low acceptance of aligning course content for lower division courses with upper division

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Community outreach, recruitment& retention benefit from articulation agreements and so having them in place and promoting the fact that they exist is key but not always obtained. It is the best way to keep up with institutional and state goals of increasing ehancing access and graduation.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

I think it is viewed as good community outreach unless they are visible, faculty and administration may not adhere to the articulation requirements if staffing (faculty positions) don't warrant it. So, unless there is institutional support, an articulation agreement may not have any teeth to it if the courses can't be offered in a timely manner.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Generally accepted key to effective service to students towards graduatin on time. However, articulations have a habit of being created and then shelved until a new wave of administrators comes through to renew them, only to be shelved again. The key is having someone assigned to facilitate, encourage and promote the articulations at both institutions so that both parties are held accountable for maintaining the articulation agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Business, Nursing, Computer Science, Engineering

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The information is shared through the catalog

b. Field of Study Curriculum

We are reaching out to each department via the chair to share the information and request for degree changes that align with requirements.

c. Texas Core Curriculum

Information shared through the catalog and on individual degree plans

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

All professional advisors and admissions personnel have been trained on cross-naming and numbering of courses for ease of articulation.

b. Field of Study Curriculum

The chairs have been the main contact people in implementing the policy

c. Texas Core Curriculum

The curriculum committee has taken leadership and taken most decisions with help of professional advisors and admissions personnel

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	66	129
University core curriculum	43	5
Degree program major requirements	14	n/a

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)

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

1. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
3. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
4. Students transferring with excessive hours
5. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
6. Lack of financial aid support (federal, state, and institutional) for transfer students

7. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
8. Inaccurate and/or inadequate advising at the community college
9. Students undecided about their major
10. Transfer students unprepared for the rigor of university curriculum
11. Lack of adequate and appropriate services for online transfer students
12. Program admission requirements that are different from your institution's admission requirements
13. Degree programs at capacity at your institution
14. Distance from areas with large community college student population
15. Transfer students' interest/demand for degree programs not offered at your institution

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Revised articulation agreements and shared the information with all advisors at both institutions.
Reworked the degree audit system to streamline articulation

43. 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.)

Maintaining the Accreditation Requirements will be a challenge as pressure increases to accept technical/vocational work as satisfying credit within certain degree plans. The effort has to be focused not diminishing the quality of the degree plan for the sake of transferability of courses.

University of Houston-Clear Lake

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

Community college transfer students are not tracked separately.

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?

Community college transfer students are not tracked separately.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

We recently starting holding on-the-spot recruitment sessions on Community College Campuses, which we had not previously done in the past.

10. 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.)*

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

All incoming junior and senior level students are obligated to follow our Transfer Advising Program (TAP). TAP elements: Students transferring with 54 or more hours will have a TAP hold assigned to prevent them from registering for courses. The goal is to ensure students meet with an Academic Transfer Advisor to review their transfer credits and understand how they apply toward core and degree requirements to ensure they do not repeat courses. Upon completion of the visit, students register for recommended classes. The transfer advisor also informs students of their assigned advisor.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

In fall 2018, a section of the Learning Frameworks course was modified and offered for students with over 30 hours of transfer credit. This course section was designed to help students transition from previous institution to university study at UHCL, utilize advanced applied critical thinking gives students common vocabulary/skill-set to apply to major and career, identify a breadth of accurate resources and information relevant to their major and career, and connect to academic resources to promote personal responsibility and belongingness.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

We currently have 175 active Hawk Connection (HC) participants. The HC program helps students prepare for a four-year degree at UHCL while they are attending a community college. Students should join Hawk Connection as soon as they arrive at their community college, and definitely prior to earning 36 hours academic hours. Each student is assigned an Academic Transfer Advisor from UHCL who proactively reaches out to them each semester to check in on their academic progress and provides guidance on while at the community college; through until they transfer and enroll at UHCL. Hawk Connection is a gateway to accessing UHCL resources not otherwise provided to traditional prospective students. These services include, but are not limited to, waived application fee, transfer advising, library, involvement with student organizations, career services, and other UHCL events.

b. persistence (retention)

New first-time, degree-seeking undergraduate students who transfer 12 or more credits to UHCL with a transfer GPA of 2.75 or above receive an automatic transfer scholarship. Students who maintain consecutive enrollment in the first two long semesters at UHCL, earn a minimum of 24 semester hours of academic credit at UHCL prior to their third long semester, maintain a cumulative UHCL GPA of no lower than 2.75, and enroll in 12 or more credit hours at UHCL in the third consecutive long semester, have the scholarship automatically renewed for the second year. Criteria to determine effectiveness are the number of students who maintain the scholarship for 2 years and complete a four-year degree.

c. success (completion)

The criteria to determine effectiveness is enrollment at UHCL and completion of a four-year degree. 199 HC participants have applied and enrolled at UHCL. • 101 of those have

graduated from UHCL. • 34 are currently enrolled • 61 have stopped out. • 4 applied but did not enroll

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 1,802,250
- Percent of new transfer students who were recipients: 79%
- Average annual award per student: \$ 1,500

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

Yes. Lowered hours required for transfer / status (after High school graduation to 12 - GPA is higher for the lower hours

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

Yes. Institutional decision to accept lower hours for transfer status from 30 to 12 because the University continues to refine criteria for acceptance.

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	For technical programs we offer only
Calculation for the transfer GPA for admission	Yes	For technical programs we offer only
Student's record in the student information system	Yes	For technical programs we offer only

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

- 23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.**

(Automatic skip based on previous question)

- 24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?**

10

- 25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?**

4

- 26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?**

9

- 27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)**

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

- 28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)**

In addition to the university's participation in Houston GPS, these agreements support seamless pathways for students, avoid the accumulation of excessive hours, and help increase student completion rates.

- 29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)**

The overall attitude of the faculty is favorable. They are interested in providing students with the resources and support they need to transition from the community college to the university. Faculty continue to actively participate in Houston GPS.

- 30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)**

The university administration's attitude toward articulation agreements and the student pathway initiatives in Houston GPS.

- 31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.**

In spring 2019, the Houston GPS member institutions agreed to organize faculty meetings to discuss discipline specific program and course alignment. These meetings were organized to by the following disciplines, Art, Biology, Chemistry, Computer Science, Mechanical Engineering, Music, and Psychology.

- 32. Rate the awareness of your institution's faculty for the following statewide initiatives intended to improve transfer outcomes from "Not Aware" at 1 to "Very Aware" at 4.**

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Faculty created 4 year curriculum maps which helped them to become aware of this statewide initiative.

b. Field of Study Curriculum

Faculty continue to participate in Fields of Study Curriculum Committees and responded with comments.

c. Texas Core Curriculum

The University Core Curriculum Committee examines the core and suggests changes based on data.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

The ACGM is used when examining students' transcripts as they transfer to UHCL. When needed, faculty assist in determining course alignments. Academic Advisors are trained in using this alignment.

b. Field of Study Curriculum

Faculty are aware of the Field of Study Curriculum and encouraged to take it into consideration as changes are made to degree plans. Academic advisers are trained in using FOS.

c. Texas Core Curriculum

The Core Curriculum Committee comprised mostly of faculty oversees the university core curriculum communicates through the faculty senate regarding changes and requirements.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	122	52
University core curriculum	68	2
Degree program major requirements	53	39

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)

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

1. Inaccurate and/or inadequate advising at the community college
2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
3. Students transferring with excessive hours

40. 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.)

none

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

none

University of Houston-Downtown

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

2262

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

1810 (80%)

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

70%

- 4. Does your institution require academic advising for new transfer students?**

Yes

- 5. Do your institution's academic advisors receive training specific to transfer students?**

Yes

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered and required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Testing

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

N/A

- 10. 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.)*

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Commuting/transportation assistance
- Learning communities
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

In 2018, UHD was awarded a Title V grant to increase retention and timely completion of transfer students. The 'Accelerated Transfer Program' is designed to provide student support for successful transition from a two to a four year institution. This three-component program starts at the community colleges where UHD will place 'embedded advisors' who provide strategic guidance on academic pathways to four-year degrees based on the 2+2 degree maps. This program component will reduce the number of non-applicable credit hours, reduce time to graduation, decrease student debt, and boost student co

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

In addition, this program will also focus on career pathways that would already have been introduced at the community colleges through meta-majors and field of study, especially in the first semester before most of the students decide their major. Entering a four-year institution is another critical juncture for the students, and through this program, UHD will continue to reinforce their career trajectory by providing them yet another opportunity to explore through meta-majors and field of study by building 'Career Learning Communities' for a self-selected cohort determined at the time of enro

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

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.

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.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

No

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$
- Percent of new transfer students who were recipients: %
- Average annual award per student: \$

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	For certain Degrees that accept them.
Calculation for the transfer GPA for admission	Yes	(No response provided by institution)
Student's record in the student information system	Yes	They are seen as a block of credit in our system.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

Galveston College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

54

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

89

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

8

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Staff and faculty 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.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

1- Seamless transition from community college to UHD; 2- Reduced number of excessive credit hours applied to degree program; 3- Reduced student debt; 4- Increased number of degree completion and educational attainment; 5- Timely completion of degree program

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Faculty have been favorable towards articulation agreement as they understand the student population and want to genuinely support student educational attainment.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

The administration supports articulation agreements as it allows for institutional educational attainment and enrollment goals of the institution, which includes enrollment and supporting the supporting the coordinating board's 60x30 Texas plan.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

All 45 degree programs at UHD.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Our institutional effectiveness team has been working with faculty to raise awareness.

b. Field of Study Curriculum

We hold meetings with faculty and have developed guidelines and implementation strategies with adoption dates.

c. Texas Core Curriculum

We update our core annually and faculty work to provide these updates.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Our institutional effectiveness and institutional research offices oversee this work of alignment currently.

b. Field of Study Curriculum

Disciplines are developing transfer degree maps that specify the field of study courses and how they transfer into our degrees.

c. Texas Core Curriculum

We evaluate our core annually through the work of our General Education committee. Updates are made as needed.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

Yes. 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.

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	150	147
University core curriculum	70	35
Degree program major requirements	130	121

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Undergraduate Catalog

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

1. Lack of financial aid support (federal, state, and institutional) for transfer students
2. Transfer students' interest/demand for degree programs not offered at your institution
3. Transfer students unprepared for the rigor of university curriculum
4. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
5. Inaccurate and/or inadequate advising at the community college

40. 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.)

NA

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

UHD hired a team of joint advisors who visit community college campuses regularly to advise students. We also offer training to community college advisors and have equipped them with 2+2 degree maps for ease in advising, in addition to creating transfer webpage in partnership with the community colleges, where 2+2 degree maps are posted as they get approved. The degree maps are in compliance with ADA requirements. In addition, discipline faculty and departments at UHD and community colleges continue to collaborate to develop 2+2 degree maps.

43. 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.)

1- Recent authorization of community colleges offering bachelor's degrees also offered in UHD's inventory. 2- 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

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

350

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

No

3. Does your institution have a goal for degree completion for your community college transfer students?

No

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Financial aid advising
- Registration
- Student organizations
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

In 2018-19 UHV and Victoria College collaborated to form the Cross-Campus Academic Advisors Council, which was designed to promote seamless transfer between the two institutions. This project consisted of joint marketing materials, solid transfer planning, and plans for a joint advising day.

10. 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.*)

- Discipline/major specific tutorial services
- Writing lab
- Math lab

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

(No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

(No response provided by institution)

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Recruitment at and articulation agreements with area community colleges as measured by the number of students enrolling compared to community colleges with which we do not have articulation agreements

b. persistence (retention)

Success center, tutoring, writing center, and supplemental instruction.

c. success (completion)

Degree auditing for students with more than 100 credit hours

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

- 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
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 9,500
- Percent of new transfer students who were recipients: 2%
- Average annual award per student: \$ 950

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

- 19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?**

No

- 20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?**

No

- 21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.**

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	For BAAS only
Calculation for the transfer GPA for admission	Yes	For BAAS only
Student's record in the student information system	Yes	For BAAS only

- 22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?**

No

- 23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.**

(Automatic skip based on previous question)

- 24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?**

31

- 25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?**

5

- 26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?**

6

- 27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)**

Geographic isolation

- 28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)**

To ease transfer and completion for students

- 29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)**

Positive. Faculty often participate in defining articulation agreements

- 30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)**

Positive. Articulation agreements builds good will with neighboring institutions

- 31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.**

Computer Science, Computer Information Systems, Psychology, Math, English, History, Political Science, Communication, Biology, Biomedical Sciences, Criminal Justice, Spanish, Health Studies, Kinesiology, Education, Accounting, General Business, Finance

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

faculty have learned about the ACGM through participation in the Houston Guided Pathways to Success project

b. Field of Study Curriculum

Faculty have been encouraged to serve on the Field of Study teams, a few have done it, and we distribute calls for comments on the proposed fields of study to faculty in the relevant areas

c. Texas Core Curriculum

The core is taught primarily by full-time faculty, and several upper division faculty are active in teaching or overseeing the core.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Through Houston Guided Pathways to Success project

b. Field of Study Curriculum

(No response provided by institution)

c. Texas Core Curriculum

Our core aligns with the letter and spirit of the Texas Core Curriculum. The faculty committee that monitors the core is cross-disciplinary and active in statewide initiatives like LEAP Texas, Marketable Skills workshops/conferences, and the Houston Guided Pathways to Success project

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	56	40

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)
University core curriculum	39	0
Degree program major requirements	12	0

38. 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.)*

- Catalog crosswalk list with institutional courses (TCCNS course equivalents)

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

1. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
2. Transfer students' interest/demand for degree programs not offered at your institution
3. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
4. Distance from areas with large community college student population

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

Failure to comply with Math Pathway options as well as a more structured course rotation that would make it easier for transfer students to start in any semester.

University of North Texas at Dallas

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

667

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

90%

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

Increase rate by 5% over prior year

- 4. Does your institution require academic advising for new transfer students?**

Yes

- 5. Do your institution's academic advisors receive training specific to transfer students?**

Yes

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered and required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Financial aid advising
- Student organizations
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

(No response provided by institution)

- 10. 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.)*

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Commuting/transportation assistance

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

UNT Dallas offers a Completion Scholarship for students who do not have enough financial aid or funding to finish their degree. Targeted to those with one semester left in order to reach completion/graduation. UNT Dallas has designated an Academic Advisor to serve students with over 80 hours to develop an intentional pathway to degree completion (see response to 13C).

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

During spring 2018, a new advising fee was implemented that enabled UNTD to hire additional academic advising staff who have developed and planned support services that were launched in 2018-2019. The additional staff enabled UNTD to offer one-on-one advising and registration appointments in contrast to group advising previously held at orientation. This in turn has provided a more individual and personal advising experience. It has also facilitated earlier course registration and increased student satisfaction. Also implemented CRED (Career Readiness Education)-experiential learning courses.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

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, financial aid, 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.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 164,000
- Percent of new transfer students who were recipients: 10%
- Average annual award per student: \$ 3,037

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Only for those students in the BAAS degree, if needed to apply to occupational specialization.
Calculation for the transfer GPA for admission	(No response provided by institution)	(No response provided by institution)
Student's record in the student information system	Yes	Only for those students in the BAAS degree.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(No response provided by institution)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

1 district

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

1 district

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

1 district

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Curriculum alignment is a major barrier. 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 university to join a program.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

By creating 4-year transfer guides for students, it offers a clear pathway to degree completion for transfer students in order to avoid excessive hours and loss of credits. This work also opens lines of communication between institutions. We are not sure that students access these agreements in time to follow a clear path and/or understand the benefit of utilizing this agreement.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

UNT Dallas faculty are very supportive. They are interested and willing to engage in meetings with two-year college faculty in order to align program and course requirements. Meetings are regularly held and two-year college faculty and administrators are invited along with business/industry representatives to discuss new academic program development and any revisions to current degree offerings to ensure their relevancy and alignment to industry needs. Nonetheless, concerns do arise when curriculum adjustment are required.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Extremely supportive as transfer students are critical to our mission and success. Administration encourages communication and partnerships and conducts monthly meetings with community college district leaders to simplify pathways and track progress on the development of articulation agreements, guided pathways, degree guides and course equivalencies.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

BAAS-ESA (Emergency Service Administration) and a BBA in Business Analytics - for an academic year 2019-2020 program launch.

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

Statewide Initiative	1 Not Aware	2	3	4 Very Aware
ACGM Learning Outcomes Project			X	

Statewide Initiative	1 Not Aware	2	3	4 Very Aware
Field of Study Curriculum			X	
Texas Core Curriculum			X	

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

- a. ACGM Learning Outcomes Project to align TCCNS courses
Implemented process to support direct equivalency creation.
- b. Field of Study Curriculum
Provost's Office currently working with Program Coordinators on course alignment.
- c. Texas Core Curriculum
Provost's Office working with Program Coordinators and university's Core Curriculum Committee.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

- a. ACGM Learning Outcomes Project to align TCCNS courses
Academic Advising brings courses to Deans for consideration.
- b. Field of Study Curriculum
Provost's Office works with Faculty in curricular review process.
- c. Texas Core Curriculum
Academic Advising and Provost's Office bring awareness in degree plans; Discussions in university's Core Curriculum Committee.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	112	135
University core curriculum	56	13
Degree program major requirements	72	34

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- Class schedule (TCCNS course equivalents)
- tccns.org

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

1. Students transferring with excessive hours
2. Inaccurate and/or inadequate advising at the community college
3. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
4. Lack of financial aid support (federal, state, and institutional) for transfer students
5. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
6. Transfer students' interest/demand for degree programs not offered at your institution
7. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
8. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
9. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
10. Program admission requirements that are different from your institution's admission requirements

40. 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.)

None

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Grade Policy. UNT Dallas was able to hire additional academic advising staff, which enable the university to handle the student caseloads per best practice standards.

43. 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.)

As the number of transfer students grows, pressure is placed on existing institutional scholarship resources. There are insufficient dollars to award all eligible new students. There is also a need for continuing student scholarships that we have been unable to offer up to this point.

Comprehensive Institutions

Lamar University

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

5%

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

(No response provided by institution)

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

(No response provided by institution)

- 4. Does your institution require academic advising for new transfer students?**

Yes

- 5. Do your institution's academic advisors receive training specific to transfer students?**

Yes

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered, but not required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Student organizations
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Food services/meals
- Parent/family participation

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- University campus preview day(s) exclusively for prospective transfer students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

Transfer days are conducted with each partner school by bringing prospective transfer students to the Lamar University campus.

- 10. 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.)*

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Learning communities

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

(No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Lamar University created a Transfer Advocate student support position in its advising center in Fall 2018. This position supports entering transfer students' assimilation into campus by assisting with connections to academic advisors, financial aid, and other campus support resources.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Transfer Admission Counselor Team- Assistant Director and three Transfer Admission Counselors who reach out to new students via phone and email. Conduct transfer fairs and interact directly with community colleges. Created a transfer liaison position that works as the "in between" for admissions and enrollment. This position sits within the advising unit to assist transfer students with navigation to enrollment.

b. persistence (retention)

Student Tutoring and Retention Services (STARS) provides educational resources to assist students in reaching their academic, personal, and professional goals. STARS programs include appointment-based tutoring, embedded tutoring, collaborative learning programs, developing effective learning strategies, identifying goals and related action plans for academic success, and peer-/faculty/staff-led REDtalks to share expertise and advice on college success. STARS measures its effectiveness through number of students served, partnerships and collaborative support efforts across campus, marketing and program communication reach, ongoing staff and student tutor training, alignment with national standards and best practices, and similar program-specific goals and targets.

c. success (completion)

Student Tutoring and Retention Services (STARS) provides educational resources to assist students in reaching their academic, personal, and professional goals. STARS programs include appointment-based tutoring, embedded tutoring, collaborative learning programs, developing effective learning strategies, identifying goals and related action plans for academic success, and peer-/faculty/staff-led REDtalks to share expertise and advice on college success. STARS measures its effectiveness through number of students served, partnerships and collaborative support efforts across campus, marketing and program communication reach, ongoing staff and student tutor training, alignment with national standards and best practices, and similar program-specific goals and targets.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 50,000
- Percent of new transfer students who were recipients: 2%
- Average annual award per student: \$ 2,000

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

Yes. The cap on transfer hours will be removed. The hours will have to transfer into a degree program.

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Included for BSIT and BAAS degrees. working on the expansion o offerings
Calculation for the transfer GPA for admission	Yes	(No response provided by institution)
Student's record in the student information system	Yes	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

Houston Community College- Communication studies-Speech/Advertising/Journalism, Computer information technology, computer science-gaming, industrial technology, Sociology, general business and cyber security

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

20

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

2

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

9

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Specific points of contact, coordinating course requirements to create the degree plans.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

The goal is to create a streamline process for students to accomplish their overall goals. It is expected to increase the number of direct transfer students for the upcoming cycle.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Positive. Most faculty are for articulation agreements as long as they are involved in the process.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Administrations attitude is very positive. The administration would like to see more agreements and pathways for students to obtain their degree from Lamar University.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

(No response provided by institution)

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Discussed with Deans and academic leaders

b. Field of Study Curriculum

Set up various workshops and training session beginning with the Provost kick off

c. Texas Core Curriculum

(No response provided by institution)

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

(No response provided by institution)

b. Field of Study Curriculum

Set up various workshops and training session beginning with the Provost kick off

c. Texas Core Curriculum

Handled through the office of admissions and developed process by which agreements are made with partner institutions and approved by Provost

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	150	495
University core curriculum	62	79
Degree program major requirements	89	179

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Recruitment materials (TCCNS course equivalents)

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

1. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
2. Inaccurate and/or inadequate advising at the community college
3. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
4. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring

40. 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.)

Lack of unified core curriculum. We have several programs that have a different core than others. For example, someone majoring in Engineering would have different core than someone majoring in Business. Thus difficult for students transferring between majors within the university. Working on fixing this issue.

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Lamar University's Transfer Committee established general articulation agreements with all local community colleges, and also with other feeder colleges. These agreements provide clear criteria for what credits will be accepted for transferring students. The Transfer Committee oversaw significant updates and improvements to the Transfer Student website, including increased user-friendliness and the addition of information about existing program agreements with partner institutions. The committee also assisted with the development of a Transfer Liaison, working in the advising office

43. 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.)

Lamar University is beginning work on a multi-phase plan to develop a full services Transfer Center. This Center will coordinate work with partnering two-year institutions including reverse transfer discussions, proactive academic advising, and assistance in transitioning to LU's campus. LU expects to develop the Center over the next several years to increase quality service to transfer students.

Prairie View A&M University

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

529

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

80%

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

60%

- 4. Does your institution require academic advising for new transfer students?**

Yes

- 5. Do your institution's academic advisors receive training specific to transfer students?**

Yes

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered, but not required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

We collaborated with our local community colleges and enhanced our system-wide visitation program that included hosting local community college students at university open house and

football games, all designed to expose transfer students to faculty, administrators, facilities and campus life. Program goals were to raise awareness and to solidify a student's decision to transfer to PVAMU.

10. 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.)*

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Commuting/transportation assistance
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

The transfer experience course helps transfers into the University environment, meet other transfer students, teach the rich history of the University, as well as provide learning strategies for academic and personal success at PVAMU. The university's shuttle service provides transportation to students living in the surrounding area. Transfer students can schedule appointments to meet with their advisors through the early alert system. The university offers centralized tutorial services and supplemental instructions for targeted core courses. We also have free 24-hour online tutoring.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

- a. Online tutoring – to support students who do not have time to visit on the on-campus tutoring center. b. Advise (Early Alert System) – Provide students to connect directly with their advisor from an online setting. Students can raise an alert on themselves for quick response from an advisor.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

The enrollment rate from 2017 to 2018 increased by 4%. The resources provided through the Direct Connect Program (DCP) continued to play a critical role in the increase in enrollment. DCP is a series of transitional services designed to build a relationship with the community college student, advisor, and administrators, to recruit and admit academically prepared students who are ready to begin upper division course work and provide institutional incentives and a seamless enrollment process.

b. persistence (retention)

The one-year persistence rate for transfer students was 72%. The single most effective initiative was adding professional academic advisors in each college/school. Transfer students are able to contact their academic advisor any time during business hours to have their academic and non-academic questions answered in a timely manner. Academic advisors serve as an advocate for transfers in helping them reach resolutions of various needs.

c. success (completion)

The completion rate remains near 54%. The Direct Connect Program continues to play a critical role in transfer students graduating from Prairie View A&M University.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 992,467
- Percent of new transfer students who were recipients: 70%
- Average annual award per student: \$ 2,998

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	Currently the university doesn't include grades from another institution in PVAMU's GPA calculations
Calculation for the transfer GPA for admission	No	See above
Student's record in the student information system	No	See above

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

14

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

7

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

We continue to be prohibited by competing priorities and limited resources to fully engage with community colleges to identify programs that are completely executable.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Articulation agreements continue to provide the conceptual framework and pathway for students to successfully complete matriculate at PVAMU

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Two faculty fellows are working on these currently and have shared with faculty at various functions. They will again share at the annual Faculty Conference held in August. Generally it is positive though not all are affected directly.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Very strong and emphasis has been placed on this in the past several months.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

NA

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

None to date. Moving forward an awareness campaign will be incorporated into curriculum review process and related faculty and staff workshops.

b. Field of Study Curriculum

Assigned a Faculty Fellow to this initiative.

c. Texas Core Curriculum

Core website; standing core committee, standard meetings and debriefings.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Working with the colleges and the registrar's office to renumber our current lower level courses to move to TCCNS and will align all with the ACGM Learning Outcomes.

b. Field of Study Curriculum

Nominate faculty to participate in the development of these.

c. Texas Core Curriculum

Changes discussed in curriculum workshops and proposals reviewed as part of the overall curriculum approval process and managed by a separate core curriculum committee.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	114	354
University core curriculum	51	36
Degree program major requirements	112	270

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- Recruitment materials (TCCNS course equivalents)
- Student information system degree audit (TCCNS course equivalents)

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

1. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
2. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
4. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
5. Lack of adequate and appropriate services for online transfer students
6. Program admission requirements that are different from your institution's admission requirements

7. Distance from areas with large community college student population
8. Transfer students' interest/demand for degree programs not offered at your institution
9. Inaccurate and/or inadequate advising at the community college
10. Lack of financial aid support (federal, state, and institutional) for transfer students

40. 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.)

Course availability at the 3000 and 4000 level, lack of transfer student housing, lack of on-line course offerings, transfer scholarship award not keeping pace with the university's rate of inflation, and the lack of clarity in the transfer 2+2 programs.

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

University launched its first-ever Customer Relationship Manager (Recruit) to communicate accurately and consistently on-time messages to prospective transfer students. The CRM needs to be fully operational to clearly make a difference in the university's ability to response to inquiries.

43. 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.)

(No response provided by institution)

Stephen F. Austin State University

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

Community college transfer students are not tracked separately.

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?

Community college transfer students are not tracked separately.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

- Tailored communication flow plan specific to transfer students.
- Regularly scheduled visit to top feeder community college campuses.
- Expanding scholarship awards to encompass not only community college transfers, but also those transferring from 4-year institutions.

10. 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.)*

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

First-year transfer experience: SFA 301 is tailored to meet the specific needs of transfer students as they transition into our university.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

No new initiatives due to change in division leadership.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Community College Scholarship Program: This award opportunity is for students who transfer to SFA from a community college during the fall/spring. The award is \$1,000 for the year if the recipient's transferable GPA is 3.0 to 3.49, and \$2,000 per year for students with a transferable GPA of 3.50 or higher. All students are considered for it when admitted to SFA. Eligibility requires a student to have 1) attended community college only between high school graduation and transferring to SFA, 2) completed at least 45 transferable hours with a minimum GPA of 3.0, 3) not included advanced placement or credit by exam credits in the 45 transferable semester-hour requirement, 4) submitted official college transcript to SFA office of admissions, and 5) officially been admitted to SFA. Effectiveness is measured by the amount of scholarships renewed. This scholarship is renewable for a second academic year if the student meets specific criteria listed on our website.

b. persistence (retention)

Transfer Lumberjack Orientation: Transfer students are an important part of our university community and we want them to feel at home. As their first step towards connecting to SFA, students are encouraged to take part in Transfer Lumberjack Orientation. Attendance is not required, however, it is highly recommended. Parents and/or family members are welcome to attend. Students attending Transfer Lumberjack Orientation find that academic advising and course registration are streamlined. Those students who choose not to attend Transfer Lumberjack Orientation are responsible for contacting their respective academic departments for times and dates that academic advisors are available. Effectiveness is measured by tracking those students who attend transfer orientation and comparing student persist compared to those students who do not attend.

c. success (completion)

B.A.A.S. Program: The B.A.A.S. is unique among all other degrees at SFA in that it allows students to apply non-academic credit to the completion of a bachelor's degree. Credits earned through community college vocational or technical programs, military training, and occupational licensure or certification are generally not accepted as college credit hours in traditional bachelor's degree programs. Students who hold an associate degree in a technical

field are particularly well positioned to take advantage of the opportunities offered by the B.A.A.S. Effectiveness is measured by the number of students who graduate each semester which averages to about 4 students. This number will steadily increase with the recent high demand of students needing to transfer in technical courses.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 540,000
- Percent of new transfer students who were recipients: 66%
- Average annual award per student: \$ 1,500

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	For specified programs
Calculation for the transfer GPA for admission	Yes	For specified programs
Student's record in the student information system	Yes	For specified programs

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

- 23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.**

(Automatic skip based on previous question)

- 24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?**

4

- 25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?**

1

- 26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?**

4

- 27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)**

The articulation agreement process does require a certain amount of time for each entity to ensure the agreements are sufficient and meet the needs and requirements for each institution making it somewhat time-consuming. In some instances, changes in personnel derail the original efforts and require some re-starts in the process.

- 28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)**

SFASU is eager to build partnerships with community colleges. With the 60x30 Texas initiative, all institutions of higher education are charged to provide pathways that will help reduce the cost associated with completing a degree. The articulation agreements provide students a seamless transition from a community college to a 4-year institution in the completion of a degree.

- 29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)**

With SFAs increased partnerships with dual credit and 2+2 articulation agreements, many faculty have been instrumental in moving these initiatives forward by examining the courses they offer in their particular programs and by working with other academics to plan degree pathways.

- 30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)**

The administration of SFA has fully supported the partnerships and outreach to high school and community colleges that have taken place through the signing of articulation agreements. One of the goals of the SFA vision statement is that the university will be deliberate in "expanding our outreach." This goal is being achieved as we work collaboratively with our dual credit schools and community colleges.

- 31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.**

No new initiatives were created during this term.

- 32. Rate the awareness of your institution's faculty for the following statewide initiatives intended to improve transfer outcomes from "Not Aware" at 1 to "Very Aware" at 4.**

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

No data to report at this time.

b. Field of Study Curriculum

No data to report at this time.

c. Texas Core Curriculum

No data to report at this time.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Emails regarding all topics have been sent to academic advisors on campus providing information on how to move forward and plans for implementation.

b. Field of Study Curriculum

Emails regarding all topics have been sent to academic advisors on campus providing information on how to move forward and plans for implementation.

c. Texas Core Curriculum

Emails regarding all topics have been sent to academic advisors on campus providing information on how to move forward and plans for implementation.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	810	552
University core curriculum	141	44
Degree program major requirements	669	508

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)

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

1. Insufficient staff and/or financial resources 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 aid support (federal, state, and institutional) for transfer students

4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
5. Lack of adequate and appropriate services for online transfer students
6. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
7. Transfer students unprepared for the rigor of university curriculum
8. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
9. Students transferring with excessive hours
10. Degree programs at capacity at your institution
11. Program admission requirements that are different from your institution's admission requirements
12. Students undecided about their major
13. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
14. Distance from areas with large community college student population

40. 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.)

None

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Our campus identified no true faculty/staff contact for transfer initiatives related to enrollment and transfer success. By moving the Transfer Coordinator position to the Enrollment Management team, in February 2019, this allowed a dedicated staff member to work on enrollment, matriculation, retention, and overall completion rates of transfer students. Other staff changes allowed Admissions to realign a position to provide an increased presence at community colleges as a recruiter. Admissions is also creating a true process for articulation agreements so all stakeholders know the appropriate

43. 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.)

SFA is taking a proactive approach to identifying emerging issues and providing solutions as they arise. As SFA positions itself to increase enrollment, we must ensure SFA is going to be able to put necessary resources in place in a sufficient amount of time. As the institution increases as a dual credit provider for east Texas, our relationships with community colleges, who have been sole providers in the region, are challenged to find new ways to work together in meeting the dual credit needs in serving our local school districts.

Tarleton State University

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

Community college transfer students are not tracked separately.

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?

Community college transfer students are not tracked separately.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

No, transfer students are offered, but not required to attend orientation with first-time-in-college students.

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Assignment of student mentors
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Food services/meals
- Parent/family participation

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

Reorganization of Memorandums of Agreement with major collaborative partners. Appointed Executive Director to the Waco/RELLIS campus to align enrollment and recruitment goals for the REllIS campus. Reorganized recruitment staff to provide more coverage of the Central Texas

area. Relocated a recruitment position to the San Antonio area to reach more students in that area. Centralized advising and recruitment efforts university wide for a broader impact.

10. 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.)*

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus
- Learning communities
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

No, all of our activities are offered to all students

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Institutional commitment to North Texas Community College Transfer Collaborative uploading of all baccalaureate degree programs. Expanded academic advisors cross-training on all campuses to better assist transfer students. Deliberate creation of advising leadership positions w/ reporting structure responsible to Asst VP Student Success to allow for maximum alignment of student success initiatives. Expanded role of institutional Administrative Review Committee to ensure course alignment with ACGM & all necessary pre-requisite courses are accounted for in program to allow for max student transfe

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

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, RELLIS 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.

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

- 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
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 95,000
- Percent of new transfer students who were recipients: 2%
- Average annual award per student: \$ 960

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	If an agreement exists with the community college, technical courses will be transferred in. If not, the instructor credentials must be evaluated to comply with accreditation requirements.
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	If an agreement exists with the community college, technical courses will be transferred in. If not, the instructor credentials must be evaluated to comply with accreditation requirements.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

0

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

15

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

2

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

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

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

We participate in order to make for a seamless transfer experience for the student.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

The outreach faculty really appreciate the applied science articulation agreements so they may accurately advise students.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

The administration is supportive of articulation agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

None

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

We have met with department heads and deans to update them on the North Texas Community College Consortium.

b. Field of Study Curriculum

This is a work in progress.

c. Texas Core Curriculum

Advisors are aware of the core curriculum and refer to the Texas Core Curriculum website and Transfer Services codes core courses upon articulation.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

This project was completed in 2014.

b. Field of Study Curriculum

This is a work in progress.

c. Texas Core Curriculum

Faculty refers to the Texas Core Curriculum website and Transfer Services codes core courses upon articulation.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	200	226
University core curriculum	49	17
Degree program major requirements	139	185

38. 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.*)

- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Recruitment materials (TCCNS course equivalents)

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

1. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
2. Lack of financial aid support (federal, state, and institutional) for transfer students
3. Distance from areas with large community college student population

40. 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.)

N/A

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Transfer Services hired qualified employees to update course articulation databases in order to more accurately match transfer courses to institutional course offerings.

43. 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.)

No

Texas A&M International University

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

650

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

No

3. Does your institution have a goal for degree completion for your community college transfer students?

No

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

Automated Transfer Scholarship Program

10. 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.)*

- Commuting/transportation assistance

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

More efficient transfer equivalency process.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Implementation of professional advisors in the College of Arts and Sciences.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Transfer Office at Laredo College - TAMIU continues to have a permanent presence with two full time and one half-time employees in an office located at our local college, TAMIU's largest feeder of transfer students. This location functions as a satellite office for any enrollment management services.

b. persistence (retention)

Mandatory Advising Session for all new Transfer Students - One-to-one advising sessions are conducted with all incoming transfer students. During this sessions, transfers advisor makes a holistic review of the students' academic records including the transferability and applicability of courses. Institutional graduation and program requirements are also discussed. During these sessions, students also learn how to complete Degree Audits and how to build their academic schedules using TAMIU Scheduler.

c. success (completion)

College Advisors - Each college Academic Advisors monitors degree progress of transfer students. During the summer months, colleges receive data from the Office of the University Registrar on those students without enrollment for the subsequent fall semester. The Office of the University Registrar has also implemented a new outreach initiative focusing on students on academic probation and suspension.

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

- 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
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 265,125
- Percent of new transfer students who were recipients: 9%
- Average annual award per student: \$ 2,055

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Only Vocational and ACE approved military courses.
Calculation for the transfer GPA for admission	Yes	Only Vocational and ACE approved military courses.
Student's record in the student information system	Yes	Only Vocational and ACE approved military courses.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

3

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

3

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Transferability of vocational courses.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Streamline enrollment management processes. Facilitate the transferability of courses for students. Fixed pathways. Establish early communication with prospective transfer students. Create synergies and professional collaborations with personnel from community colleges.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Faculty have a positive attitude towards articulation agreements.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Openness towards establishing agreements when convenient for both entities and students.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Bachelor of Applied Arts & Sciences in Business with a Concentration in Business Administration.
Bachelor of Applied Arts & Sciences in Business with a Concentration in Transportation & International Logistics. Bachelor of Applied Arts & Sciences in Business with a Concentration in Management.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

(No response provided by institution)

b. Field of Study Curriculum

The College of Arts and Sciences began to identify withing degree programs courses under Field of Study.

c. Texas Core Curriculum

(No response provided by institution)

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Meetings regarding TCCNS has been ad hoc as the university becomes aware of issues and/or changes.

b. Field of Study Curriculum

Meetings regarding Field of Study has been ad hoc as the university becomes aware of issues and/or changes

c. Texas Core Curriculum

With the implementation of a new curriculum management software, the University's Core Curriculum Committee will be able to streamline the approval process of core course changes.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	175	153
University core curriculum	67	12
Degree program major requirements	N/A	N/A

38. 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.*)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)

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

1. Lack of financial aid support (federal, state, and institutional) for transfer students
2. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
3. Inaccurate and/or inadequate advising at the community college
4. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
5. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
6. Students transferring with excessive hours
7. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
8. Transfer students' interest/demand for degree programs not offered at your institution
9. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
10. Students undecided about their major
11. Transfer students unprepared for the rigor of university curriculum
12. Program admission requirements that are different from your institution's admission requirements
13. Degree programs at capacity at your institution
14. Distance from areas with large community college student population
15. Lack of adequate and appropriate services for online transfer students

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

Lack of automation on the course equivalency process.

West Texas A&M University

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

1120

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

896

3. Does your institution have a goal for degree completion for your community college transfer students?

No

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

WT has created automatic transfer scholarships for eligible students, which will provide more scholarship dollars to transfer students than in past years. These scholarships are awarded once a student has been accepted to WTAMU and has provided official documentation which verifies

scholarship criteria are met. Destination WT is a dual-admission program with local community colleges which provides substantial resources to students (i.e., student planning, financial advising, advance registration) while at the community college and once they have made the transition to WTAMU.

10. 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.)*

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus
- Learning communities
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

WTAMU provides Transfer Ambassadors who communicate and work with transfer students beginning at the time of admission or, in some cases, while still at the community college. This provides new transfer students with a welcome to WTAMU as a student and not merely a number, a safe place to ask questions, and a support system to use as needed. New transfer students receive a series of personal phone calls during their first semester designed to help them navigate WTAMU and work through any challenges they may face.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

While several existing programs were expanded, no new programs were initiated.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

WT accepts most college-level credit from regionally-accredited institutions, including course work categorized as technical/vocational. While transferred course work does not apply to all degrees, the Office of Admissions and Advising Services works with individual students to determine the academic program that both utilizes the previously-earned credits and best fits their academic/career goals. WT has advising staff who regularly visit local community colleges to provide pre-advising, transfer-credit information, etc. One goal of the University's long-range plan, WT 125: From the Panhandle to the World, shows a commitment to community college transfer students, and a new strategic plan for WT is under development and will include specific targets for transfer student enrollment; these strategies should result in an increase transfer student numbers.

b. persistence (retention)

Before they are approved to enroll in courses for the following semester, transfer students are required to meet with an adviser during the current semester. This ensures progress towards degree completion and continued financial aid eligibility; it also limits excessive undergraduate hours as much as possible. Transfer students are contacted through multiple forms of communication (email, text, phone call, social media) and encouraged to be advised early so

they so they are eligible to enroll when registration opens and courses are still available. WT's first-year persistence rate for transfer students is 73.8%; the goal is to reach 80% by 2020.

c. success (completion)

Transfer students begin their advising career with Advising Services/Transfer Services (professional advisers), who discuss core curriculum, state legislation, and WTAMU policies. These advisers assist students in selection of a major appropriate for their preferred career path and previous course work. Students then transition to a faculty adviser who works with the student each semester until graduation. The faculty adviser provides advice on major-specific coursework, internship opportunities, plans after graduation, etc. Students are also able to work with Transfer Services throughout their college career on issues or questions that arise, related to transfer course credit and legislation that may affect their program or plan of study. The graduation rate of WT students who transfer from a 2-year institution is 60%, above the state average of 57% in 2019; the goal is to reach a 65% graduation rate by 2020.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 14,000
- Percent of new transfer students who were recipients: 43%
- Average annual award per student: \$ 2,000

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Technical credits are evaluated and accepted as a block of credit and included in earned transfer hours.
Calculation for the transfer GPA for admission	Yes	Grades for technical/workforce courses are considered in the GPA calculation for admission purposes; however, grades for these courses are not included in the GPA of evaluated courses as they come in as a block of credit with no grades assigned.
Student's record in the student information system	Yes	All technical credit is evaluated as a block of credit even if it cannot be applied to the student's current major.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

Nursing (RN-BSN) Clarendon College, Nursing (RN-BSN) Amarillo College, Nursing (RN-BSN) South Plains College, Nursing (RN-BSN) Midland College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

35

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

5

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

13

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

In 2018-2019, WT accepted credit for first-time transfer students from 236 unique community colleges. With the increase in students attending multiple institutions, it is difficult to predict from which institutions students will transfer in future semesters. Also, the time and effort required to create and maintain agreements that are accurate, acceptable and beneficial to the University and its community college partners continues to be a challenge. However, WT's president created a new position, Vice President for Strategic Relations. This individual is tasked with strengthening existing pa

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

WT is committed to providing transparency to students and community college faculty and staff in terms of course credit application to majors/degrees to reduce excess hours, time to degree, and student debt. WT's future growth is predicated upon expanding the growth of transfer students, and WT's long-range plan, WT 125: From the Panhandle to the World, as well as the strategic plan (under development) specifically address the goal to increase transfer student enrollment. Carefully articulated, clearly communicated agreements with 2-year institutions are vital to meeting that goal.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

While articulation agreements are not a high priority for many faculty given their myriad responsibilities, several faculty members are actively involved in developing degree-specific articulation agreements with local community colleges. There is a growing understanding of the value and merit of these agreements among the faculty, and they are cognizant of the administration's goal of growing transfer student enrollment.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

One goal of the University's long-range plan, WT 125: From the Panhandle to the World, shows a commitment to community college transfer students: "University growth...will occur through a dramatic increase in the number of students who hold an associate degree as a milestone in their pursuit of a baccalaureate degree." The guidance of carefully articulated agreements will facilitate completion of a bachelor's degree for those students who transfer to WT with completed associate degrees.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

BA/BS, Criminal Justice; BS, Nursing

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

WT's provost solicits nominations of faculty to serve on the ACGM Advisory Committee. Faculty who serve then disseminate information to other faculty in their academic programs and throughout the University. A link to the Texas Common Course Numbering System is included on New Course Request and Core Curriculum Request forms.

b. Field of Study Curriculum

WT's provost regularly solicits nominations of faculty to serve of FOS Advisory Committees. The provost and/or THECB liaison also disseminate proposed FOS Curricula to faculty for response during the 30-day comment period. Upon THECB approval of FOS curricula, the provost and/or THECB liaison disseminate that information to the registrar, appropriate faculty/program directors, and advisers.

c. Texas Core Curriculum

Faculty at WT are aware of core curriculum requirements due their role as advisers. Faculty serve on the University core curriculum committee and faculty are invited to provide feedback on proposed yearly University core curriculum changes. The AVPAA provides guidelines to faculty proposing courses for the core curriculum.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

WT's registrar is a member of the Texas Association of College Registrars and Admissions Officers (TACRAO). This organization provides updated information regarding TCCN and ACGM changes to University staff and faculty; the University registrar communicates any changes to the staff and faculty.

b. Field of Study Curriculum

Upon notice of Board-approval of FOS curricula, the information is disseminated by the provost and/or THECB liaison to the appropriate faculty/program directors as well as the registrar and advisers.

c. Texas Core Curriculum

WT follows the Texas Core Curriculum guidelines. The University core curriculum is reviewed annually by the Core Curriculum and University Curriculum Committees, and revisions are submitted to the THECB for approval.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	142	210
University core curriculum	66	18
Degree program major requirements	138	201

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)

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

1. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
2. Lack of adequate and appropriate services for online transfer students
3. Students transferring with excessive hours
4. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
5. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
6. Lack of financial aid support (federal, state, and institutional) for transfer students
7. Students undecided about their major
8. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
9. Inaccurate and/or inadequate advising at the community college
10. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
11. Transfer students unprepared for the rigor of university curriculum

12. Program admission requirements that are different from your institution's admission requirements
13. Distance from areas with large community college student population
14. Degree programs at capacity at your institution
15. Transfer students' interest/demand for degree programs not offered at your institution

40. 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.)

Although somewhat addressed in Item #2 above, "Lack of adequate and appropriate services for online transfer students," the marked increase in the number of online transfer students creates challenges that require creative solutions. For example communication and advising must be done from a distance (email, Skype, phone calls), and library and tutoring resources must be accessible online. WT is committed to finding innovative ways to engage online students with the University.

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

New transfer students are now able to begin registration for their first semester of courses with current WTAMU students when their classification registration opens. Previously, registration for new transfer students was delayed until after registration had opened for all current students. The degree requirement change (course substitution requests) process has been streamlined. WTAMU now has automatic transfer scholarships. Previously, transfer students were only eligible for scholarships if they completed a scholarship application at an early date.

43. 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.)

Resources (funding, personnel, etc.) continue to be a challenge to meet the unique needs and expectations of transfer students. The flexibility that academic programs have at the lower-division course level is more difficult to achieve at the upper-division level. Last-minute additions in advanced course offerings are typically not an option for most programs due to limited faculty, course capacity, etc.

Doctoral Institutions

Sam Houston State University

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

2720

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

2176

3. Does your institution have a goal for degree completion for your community college transfer students?

65%

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

SHSU now has 3 advisors as well as 2 “pre-transfer” advisors based at The Woodlands Center (TWC) location (adjacent to Lone Star-Montgomery). In addition to advising Lone Star-Montgomery students, the “pre-transfer” advisors travel to other community colleges and meet with students who have indicated their intention to transfer to SHSU and/or have been jointly admitted. We also have 2 online advisors based in TWC that are dedicated to transfer students.

10. 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.)*

- Writing lab
- Math lab
- Academic early alerts for struggling students

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students’ needs. (Please limit your response to 600 characters.)

(No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

In 18-19, the Academic Success Center (ASC) launched a new peer mentoring program. Fourteen peer mentors were hired and trained this semester using THECB’s work study mentorship grant. The funds allow for community outreach for college readiness and 60x30 goals. The focus was to help students progress and succeed on their path to degree completion. Peer mentors were embedded in UNIV 1301 courses, peer mentors assisted with probation student services, and students who were not TSI-met received direct outreach and support from peer mentors.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Transfer recruiting and scholarships: criteria for effectiveness is increasing transfer enrollments.

b. persistence (retention)

SHSU has implemented two important communication plans. The first is the advising push to complete 30 hours in a year. Many of our students must work and cannot take 15 hours per semester, so we remind them to finish 30 hours by going to summer session. The second strategy we push is the ‘growth mindset’: “You may not be able to do it today, but you will be able to do it tomorrow.”

c. success (completion)

With the 15/30 hour schedule or ‘growth mindset,’ SHSU is moving from a mixed model for student advising to a professional advisor model. This is allowing us to provide timely and intrusive advising for students who are deemed at-risk. Using our predictive analytics software, “Campus Connect,” we are able to identify students who are missing benchmarks and provide programs, mentoring, and other assistance to get them back on track.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 907,500
- Percent of new transfer students who were recipients: 26%
- Average annual award per student: \$ 1,415

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	While less than 10 WECM courses are transferrable, those transferred do count in transfer hours
Calculation for the transfer GPA for admission	Yes	While less than 10 WECM courses are transferrable, those transferred do count in transfer GPA
Student's record in the student information system	Yes	While less than 10 WECM courses are transferrable, those transferred do count in toward degree requirements and appear on transcript and degree audit system

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

49

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

49

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

49

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

SHSU actively seeks to establish articulation agreements with all colleges who show interest. The Provost has directed the University Articulation Coordinator to pursue all opportunities. The main barrier to establishment of these agreements is colleges with fewer transfers to SHSU prefer to expend their resources on their primary transfer institution(s).

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

SHSU has a large transfer student population and participates in articulation agreements as it is in the best interest of students. Transfer students with 40+ SCH are very likely to complete an associate degree, and it is not unusual for students to transfer 40+ SCH to SHSU without loss of SCH. SHSU provides all state colleges and private colleges, recognized by SACSCOC & THECB, Online Articulation, Reverse Transfer, Joint Admissions, Cooperative Advising & Time Compressed Degree Plans, as a courtesy with or without a formal agreement, although we make every effort to seek formal agreements.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Most faculty at SHSU recognize the importance of attracting quality college transfers to SHSU but are not directly involved in the articulation process.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

SHSU's administration is committed to providing access to transfer students as reflected in our articulation programs: Online Articulation, Reverse Transfer, Joint Admissions, Cooperative Advising & Time Compressed Degree Plans. We attempt at every opportunity to provide colleges with this information. SHSU is in the process of rewriting its online articulation programs to better reflect & extend the goals of the THECB for Fields of Study to all our degree programs. This will provide more opportunities for students to maximize the advantages of transferring the first 2 yrs of degree programs.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Applied Arts and Sciences, BAAS / Communication Studies, BA, BS / Computer Science / Criminal Justice, BA/BS / English, BA / French, BS / Health Care Administration, BS / Health, BA/BS / History, BA, BS / Interdisciplinary Agriculture, BS / Kinesiology, BS – Physical Education Teacher Education / Liberal Studies, BGS / Nursing, BSN / Philosophy, BA / Political Science, BA / Psychology, BA / Sociology, BA / Spanish, BA / Theatre, BFA

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

Statewide Initiative	1 Not Aware	2	3	4 Very Aware
ACGM Learning Outcomes Project			X	

Statewide Initiative	1 Not Aware	2	3	4 Very Aware
Field of Study Curriculum		X		
Texas Core Curriculum				X

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

SHSU has held meetings with deans, associate deans, chairs, and program directors in an effort to encourage departments to align their course with the TCCNs. Most lower division courses at SHSU with a TCCN identified in the ACGM manual have transitioned to the TCCN numbering structure.

b. Field of Study Curriculum

SHSU administration and the Articulation Coordinator has held meetings with Deans, Associate Deans, Chairs, and Program Coordinators to provide education of FOS and develop action plans for FOS implementation. In addition, THECB emailed documentation, committee requests, and FOS curriculums are shared with the applicable Deans and Chairs for distribution and discussion. The Articulation Coordinator is currently working with each academic department impacted to develop specific FOS plans and documentation. One of the most critical barriers for FOS is the preparation and documentation for FOS on the CC transcript. SHSU (as well as other universities) cannot move forward on several steps to accept FOS until the CC institutions implement the details.

c. Texas Core Curriculum

SHSU Faculty are aware of the Texas Core Curriculum. Faculty are responsible for the development of new core curriculum courses and the continued assessment of existing core courses. The Core Curriculum is published in the institution's catalog and is an integral component of day to day curricular conversations and actions.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

SHSU has met with deans, associate deans, chairs, and program directors in an effort to encourage departments to align their course with the TCCNs. Most lower division courses at SHSU with a TCCN identified in the ACGM manual have transitioned to the TCC numbering structure.

b. Field of Study Curriculum

SHSU administration and the Articulation Coordinator has held meetings with Deans, Associate Deans, Chairs, and Program Coordinators to provide education of FOS and develop action plans for FOS implementation. In addition, THECB emailed documentation, committee requests, and FOS curriculums are shared with the applicable Deans and Chairs for distribution and discussion. The Articulation Coordinator is currently working with each academic department impacted to develop specific FOS plans and documentation. One of the most critical barriers for FOS is the preparation and documentation for FOS on the CC transcript. SHSU (as well as other universities) cannot move forward on several steps to accept FOS until the CC institutions implement the details.

c. Texas Core Curriculum

SHSU Faculty are responsible for the development of new core curriculum courses and the continued assessment of existing core courses. The Core Curriculum is published in the institution's catalog and is an integral component of day to day curricular conversations and actions.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	53	351
University core curriculum	53	33
Degree program major requirements	Data Unavailable	Data Unavailable

38. 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.*)

- Catalog crosswalk list with institutional courses (TCCNS course equivalents)

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

1. Inaccurate and/or inadequate advising at the community college
2. Lack of financial aid support (federal, state, and institutional) for transfer students
3. Students transferring with excessive hours
4. Students undecided about their major
5. Transfer students unprepared for the rigor of university curriculum
6. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

(No response provided by institution)

Texas A&M University-Commerce

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

1500

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

90%

3. Does your institution have a goal for degree completion for your community college transfer students?

62% by 2020

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

No

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

President and Provost met counterparts at our neighboring community colleges to cultivate those relationships, and learn about what we needed to do to improve our work with their students. Resulted in development of guided pathways and revision of articulation agreements. That process is ongoing.

10. 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.)*

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

Services are offered and available to all students.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

No new initiatives, 2018-2019.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Transfer recruiter visits to community colleges. Comparison of literature distributed vs. inquiries returned.

b. persistence (retention)

Competition among colleges to retain the largest percentage of their new transfers from Fall to Spring resulted in an 87% retention rate, which is six percent above that projected before the competition.

c. success (completion)

Competition mentioned above included college-level targets for the average SCH enrolled for Spring 2019, and the percentage of new transfers enrolled in less than twelve SCH. Targets were not met, but both metrics were improved over the previous cycle.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 426,500
- Percent of new transfer students who were recipients: 12%
- Average annual award per student: \$ 2,350

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	(No response provided by institution)
Calculation for the transfer GPA for admission	Yes	(No response provided by institution)
Student's record in the student information system	Yes	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

General Articulation Agreement revisions begun with Navarro College, Collin College and Tyler Junior College.

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

39

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

13

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Maintaining agreements a challenge. Community college partners receptive and helpful in process.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Good relations with neighboring colleges and ease transfer.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Positive, supportive.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Recognition that they are essential to healthy enrollment for the institution and part of their institution's mission for our service area.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Meetings of this sort occurred between our School of Social Work and both Collin and Dallas college districts this year.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Nominations to faculty to participate.

b. Field of Study Curriculum

Nominations to faculty to participate.

c. Texas Core Curriculum

Faculty governance of our core curriculum process and annual assessment of student learning outcomes for the core.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Maintaining our use of four-digit numbers

b. Field of Study Curriculum

Use of the FOSC for development of degree pathways in support of articulation agreements.

c. Texas Core Curriculum

Assessment of learning outcomes for the core in their courses.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	141	118
University core curriculum	78	11
Degree program major requirements	105	62

38. 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.)*

- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Class schedule (TCCNS course equivalents)

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

1. Students transferring with excessive hours
2. Lack of financial aid support (federal, state, and institutional) for transfer students
3. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)

40. 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.)

None

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Better educated advisors about FOSC curricula, and developed numerous degree pathways in support of transfers.

43. 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.)

More funds needed for transfer scholarships.

Texas A&M University-Corpus Christi

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

Community college transfer students are not tracked separately.

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?

No

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Financial aid advising
- Registration
- Student organizations
- Housing information
- Health services information
- Campus safety/security information

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

We added a dedicated recruiter to our recruitment team in 2017-18 and are continuing that activity. We also partnered with Delmar College in FA18 to offer the Viking to Islander Program where students take part time at TAMUCC and part time at Delmar. Once the student completes certain terms and conditions they are transferred into TAMUCC. The unique piece of that program is that students can live in TAMUCC housing and have access to TAMUCC facilities and services.

10. 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.)*

- Writing lab
- Math lab
- Academic early alerts for struggling students
- Commuting/transportation assistance
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

We specifically have arranged transportation between TAMUCC and Delmar for our VIP program.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Viking to Islander Program allows students to address TSI liable issues at Delmar while being involved at TAMUCC.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

TACRAO Transfer Fairs where Admissions can get access to students we may not otherwise be able to reach. Many community colleges will not allow us on their campus unless we have a consortium agreement with them.

b. persistence (retention)

University College - First Year Experience and Advising have done an outstanding job of staying in touch with students and understanding their plans. Our current overall retention is tracking up for FA18 cohort. We do not track metric for our transfer students at this time.

c. success (completion)

TAMUCC is currently looking into a more intrusive reverse transfer program with Delmar through the National Student Clearinghouse. We are also looking at ways to create better pathways for our transfers.

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

- 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
- Information about course transfer policy

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

No

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$
- Percent of new transfer students who were recipients: %
- Average annual award per student: \$

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	(No response provided by institution)
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

13

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

(No response provided by institution)

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

6

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Having a resource to manage the contracts and the details of the contracts.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

To create clear connections for students and their academic roadmap.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Our faculty are supportive of agreements and often will bring ideas forward for enhanced partnerships.

**30. What is the university administration's attitude toward articulation agreements?
(Please limit your response to 600 characters.)**

Very supportive, Our Provost and President are supportive of the agreements and partnerships.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

I could not find any information on this "Vertical Teaming" concept, but I do know our faculty are involved during agreement development and provide input into proper alignment of curriculum.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

During our 2017-18 school year and into the 2018-19 school year TAMUCC was working to review how students move through our enrollment system and we are working to put a business process flow in place that will assist us in better alignment of our TCCNS table with equivalent courses across TX.

b. Field of Study Curriculum

TAMUCC for the past 12 months has been actively reviewing and updating our graduation plans (formerly known as 8 sem plans) in order to be able to deploy them more proactively through Degree Works and SEP for student visibility and use.

c. Texas Core Curriculum

TAMUCC has been working with TAMUCT on an automated Texas Core Curriculum download process so that we can offer our transfer students better service and faster equivalences.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

During our 2017-18 school year and into the 2018-19 school year TAMUCC was working to review how students move through our enrollment system and we are working to put a business process flow in place that will assist us in better alignment of our TCCNS table with equivalent courses across TX.

b. Field of Study Curriculum

TAMUCC for the past 12 months has been actively reviewing and updating our graduation plans (formerly known as 8 sem plans) in order to be able to deploy them more proactively through Degree Works and SEP for student visibility and use.

c. Texas Core Curriculum

TAMUCC has been working with TAMUCT on an automated Texas Core Curriculum download process so that we can offer our transfer students better service and faster equivalences.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	133	211
University core curriculum	48	1
Degree program major requirements	3	51

38. 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.)

- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)

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

1. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
2. Lack of financial aid support (federal, state, and institutional) for transfer students
3. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
4. Students transferring with excessive hours

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

The Viking to Islander Program created a program that supported students into TAMUCC and gave them the resources to be successful.

43. 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.)

No, we are actively working on several fronts to reduce barriers to transfer through enhanced and improved transcript evaluation and equivalency through artificial intelligence, clear and well defined graduation plans with updated course rotation schedules and student access to their graduation plan through technology portal.

Texas A&M University-Kingsville

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

579

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

80%

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

76 % of 4yr grads

- 4. Does your institution require academic advising for new transfer students?**

Yes

- 5. Do your institution's academic advisors receive training specific to transfer students?**

No

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered and required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Campus safety/security information
- Campus tour
- Parent/family participation

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- University campus preview day(s) exclusively for prospective transfer students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

The Office of Admission on-the-spot admission events for transfer students at area community colleges and on-campus. These events provide an instant decision and reduce the wait time for prospective students, allowing for an early decision on financial aid and registration processes, as well.

- 10. 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.)*

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus
- Learning communities

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

In 2018-2019, the Center for Student Success hired one Peer Assistance Leader per college. These PALs specifically worked with transfer students, making transfers aware of academic resources on campus, informing them about student organizations, and otherwise offering general support to help transfers acclimate to our campus.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

During 2018, the following student success programs were initiated to improve transfer student retention and completion. The PALS were a new initiative aimed at aiding transfer students specifically, Starfish surveys again proved to be instrumental in aiding student persistence and strategic academic advising.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Having accurate and up-to-date transfer course equivalency guides are a vital part in the enrollment process for our prospective transfer student population. These guides provide important advice on what to take prior to transferring including information on prerequisites, general education requirements and competitive admission majors. They are designed to create a more seamless transition during the application and enrollment process, as well as ensuring students take the appropriate courses, transfer at the right time and get connected earlier with appropriate faculty and staff.

b. persistence (retention)

The Peer Assistance Leaders (PALS) were a new initiative aimed at transfer students specifically this past year. The Starfish surveys again proved to be instrumental in aiding student persistence. Faculty participation in the early alert system remained over 50% both in the Fall and Spring semesters, and students who received early alerts were more likely to reach out to their faculty members for guidance on how to improve than those who did not receive an alert. The university plans to measure retention numbers of students who received early alerts in AY19 versus those who did not.

c. success (completion)

The most effective program provided by TAMUK that serves transfer students in their academic success (completion) is the strategic academic advising. Prior to the graduating semester, students are contacted by their academic advisers to review their degree plans and ensure that all major/program requirements are met for graduation, or will be met by the end of the following graduating semester. The advisers communicate with them about upcoming deadlines to file for graduation, financial aid requirements, etc.

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

- 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
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 231,500
- Percent of new transfer students who were recipients: 47%
- Average annual award per student: \$ 1,500

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	(No response provided by institution)
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	No	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

South Texas College - All programs; Lonestar College - All programs

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

45

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

13

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Reaching out to community colleges and finding the correct connection.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

These agreements aid in the transfer process for our prospective students offering ease in the transition process, allowing for a shorter time to graduation.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Faculty support these type of agreements/ partnerships.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Administration support these type of agreements/ partnerships.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

The following degree program involved consultation with the department chair and the respective two-year faculty member: Business Administration Engineering - Architectural Chemical Civil Electrical Environmental Mechanical Natural Gas Education Social Work English Political Science, History Geology Chemistry/Biology Ag/Human Sciences/Animal Science Art Criminology Physics Mathematics

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The University selects faculty members to serve on relevant ACGM Learning Outcomes Project work groups. These faculty members can then communicate what they learned at the meetings with their fellow faculty members.

b. Field of Study Curriculum

The Deans of the colleges have communicated with faculty members regarding this initiative.

c. Texas Core Curriculum

The University has a faculty-led General Education Committee that oversees compliance with core curriculum regulations, and communicates with the faculty as a whole.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

The University selects faculty members to serve on relevant ACGM Learning Outcomes Project work groups. These faculty members can then communicate what they learned at the meetings with their fellow faculty members.

b. Field of Study Curriculum

The Deans of the colleges have communicated with faculty members regarding this initiative.

c. Texas Core Curriculum

The University has a faculty-led General Education Committee that oversees compliance with core curriculum regulations, and communicates with the faculty as a whole.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	121	255
University core curriculum	75	40
Degree program major requirements	46	215

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)

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

1. Lack of financial aid support (federal, state, and institutional) for transfer students
2. Lack of adequate and appropriate services for online transfer students
3. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
4. Inaccurate and/or inadequate advising at the community college
5. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
6. Transfer students unprepared for the rigor of university curriculum
7. Students undecided about their major
8. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
9. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
10. Students transferring with excessive hours
11. Distance from areas with large community college student population
12. Degree programs at capacity at your institution

- 13. Transfer students' interest/demand for degree programs not offered at your institution
- 14. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
- 15. Program admission requirements that are different from your institution's admission requirements

40. 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.)

None

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

No

Texas Southern University

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

1100

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

950

3. Does your institution have a goal for degree completion for your community college transfer students?

All undergraduate programs are available in Degree Works, a degree audit system. Additionally, TSU is a participating institution with Houston GPS, which is designed to provide a timely, structured, and seamless pathway for students transferring from Gulf Coast – Houston area community colleges to Houston area universities.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

Established new program to program agreements with Houston Community College and Lone Star College. Established new Articulation Agreement with Maricopa Community College. Participating partner institution with Houston GPS. -New transfer advisors hired to visit community colleges on routine schedule.

10. 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.)

- 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
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

All enrolled students have access to selected services and campus resources.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Improved Academic Advising Model and Project Graduation initiative, designed to map out the steps students should take each semester in the areas of Academics, Financial Planning, Career Exploration, and Wellness. Students are contacted at various success points when they reach 30,60, 60 and 120 credit hours.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Recruit- This software allows for better tracking of students from recruitment to admissions. Additionally, reporting used through Argos helps academic areas with data regarding enrollments, applications, admissions and other pertinent student enrollment information.

b. persistence (retention)

Degree Works has allowed advisors to better determine the courses that equitably transfer from respective colleges/universities. Additionally, student dashboards allow for the tracking of student progress.

c. success (completion)

Degree Works has allowed advisors to better determine the courses that equitably transfer from respective colleges/universities. Additionally, student dashboards allow for the tracking of student progress.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 106,191
- Percent of new transfer students who were recipients: 1%
- Average annual award per student: \$ 2,000

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	Not university policy
Calculation for the transfer GPA for admission	No	Not university policy
Student's record in the student information system	No	Not university policy

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

Houston Community College-- AAS in Respiratory Therapy and Pharmacy Tech to the BS in Health Administration, and the AAS in Respiratory Therapy to the BS in Respiratory Therapy.
Lone Star College- Computer Science, Biology and General Studies.

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

9

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

3

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

7

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Students listed as core complete by transferring institution may not be considered core complete at our institution due to specific core requirements.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

To establish partnerships leading to the completion of a 4 year degree and beyond. To allow for seamless transition from the community college to university.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Faculty are committed to helping all students succeed and many have been involved in working to establish more agreements with local community colleges. Additionally, several of our faculty are also involved with the Houston GPS initiative.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Current administration has extensive background experience with community colleges. They understand the benefit of creating pathways for transfer students and continue to work with key members and community college partners to increase the number of articulation agreements. Transfer enrollments continue to increase as a result of these efforts.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Degree plans for each academic degree program were developed using the Lower-Division Course Guide Manual and Texas Course Numbering System to align program and course requirement published at the following website. <http://em.tsu.edu/admissions/equivalencyguides.php>

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Academic areas are required to use the ACGM as a point of reference in developing new courses with content meeting current workforce requirement and TCCNS equivalency where allowed.

b. Field of Study Curriculum

Academic areas are required to use the ACGM as a point of reference to ensure uniform transfer of lower division field of study courses from all Texas colleges and universities.

c. Texas Core Curriculum

Academic areas are aware: As the receiving institution the university accepts the "core complete" status from all Texas colleges and universities as part of the transfer course/credit evaluation process.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Academic areas are required to include the common course equivalences where available in the submission of University CBM003-Course Inventory Updates.

b. Field of Study Curriculum

Academic areas are required to use the ACGM as a point of reference to ensure uniform transfer of lower division field of study courses from all Texas colleges and universities.

c. Texas Core Curriculum

All courses listed in the university's general education core meet the Foundational Component Area (FCA) core objectives presented in a context-based manner, SACSCOC compliant and appears in the TCCNS crosswalk.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	111	592
University core curriculum	53	0
Degree program major requirements	70	592

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- All departmental webpages (TCCNS course equivalents)
- All departmental webpages (explanation and significance of the common course numbering system)
- Class schedule (TCCNS course equivalents)

- Student information system degree audit (TCCNS course equivalents)

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

1. Students transferring with excessive hours
2. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
3. Transfer students' interest/demand for degree programs not offered at your institution
4. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Project Graduation was implemented as a campus wide accountability system that maps out the steps students should take each semester in the areas of Academics, Financial Planning, Career Exploration, and Wellness. Additionally, individualized plans were developed for students to ensure that they are on the right path to completion.

43. 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.)

Excessive student debt and excessive credit hours taken that cannot be transferred continues to be challenge. Efforts with Houston GPS and expansion of partner agreements will assist in addressing some of these challenges.

Texas Woman's University

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

1200

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

80%

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

65%

- 4. Does your institution require academic advising for new transfer students?**

No

- 5. Do your institution's academic advisors receive training specific to transfer students?**

Yes

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered, but not required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

Texas Woman's University hosted "TWU Day" at several community college campuses. Representatives from enrollment management and academic advising were available to answer questions about the transfer process, financial aid, scholarships and degree plans.

10. 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.)*

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus
- Commuting/transportation assistance
- Learning communities

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

Skip this question if no service/activity is selected for Question 10.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Peer academic coaching for transfer students was redesigned to include additional elements for transfer students. Internship and career exploration support. New and additional job shadowing opportunities for students, including transfer students, with area employers throughout the DFW Metroplex. TWU instituted a course registration campaign for all students to enroll in summer and fall courses. Dedicated academic advising coordinator for transfer students. Access to academic advisors has been improved with increased walk-in hours during peak times of the year for all students.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Credit hour transparency, accessibility of program information, community college partnerships.

b. persistence (retention)

The Pioneer Center for Student Excellence was developed to improve persistence rates among students. Centrally located on the Denton and Houston campuses, the Pioneer Center for Student Excellence serves as a hub for student support at all phases of the student life-cycle. . Students can now come to one location to meet their academic needs without needing to navigate a large university system to find and access support. Each program is evaluated for effectiveness based upon specified learning and administrative outcomes developed for the program and are modified based upon the outcome of their assessment.

c. success (completion)

TWU is very proud of our community college partnerships including our articulation agreements. Creating a four-year, sequenced degree plan assists our students to better understand degree and course requirements and also assists our academic advisors to be more effective when working with students. Through the work of our Transfer & Compliance area within the Office of Undergraduate Studies and Academic partnerships, the agreements (and subsequent degree plans) are widely available to prospective transfer students, community college advisors, as well as TWU faculty, staff, and students. These easy to read degree plans

enable a student to visualize the degree requirements and with the help of dedicated, individual academic advisors, the student can fulfill those requirements in a timely manner. Effectiveness is determined by the number of articulation agreements, number of academic advising appointments, and overall graduation rate for transfer students.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 1,202,964
- Percent of new transfer students who were recipients: 67%
- Average annual award per student: \$ 1,574

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Cumulative GPA calculated.
Calculation for the transfer GPA for admission	Yes	If BAS/BAAS, yes. Other degrees, no.
Student's record in the student information system	Yes	Cumulative GPA calculation.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

DCCCD: AS-BS Sociology, Temple College: RN-BS, Lone Star College: RN-BS, El Paso College: AS-BS Dental Hygiene

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

219

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

210

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

30

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Multitude and complexity of the region.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

To promote ease of transfer. To establish and maintain partnerships/relationships within the region.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Faculty view articulation agreements as opportunities to foster relationships with colleagues and share information to further promote their respective disciplines.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Administrators view articulation agreements as opportunities to foster relationships with colleagues and share information to further promote the university's mission.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Mathematics, English, science, history, and political science.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Faculty encouraged to review TCCNS yearly when updating university catalog. Academic Advisors share information with faculty about which courses are most commonly transferred to improve direct equivalency and applicability rates.

b. Field of Study Curriculum

Faculty encouraged to participate and represent their discipline at regional FOS meetings.

c. Texas Core Curriculum

Undergraduate office coordinates a committee to oversee revisions to core curriculum.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

TCCNS were added to each four year sequence posted in the online undergraduate catalog.

b. Field of Study Curriculum

FOS designated courses not identified within university degree programs are identified and applied in substitution on individual review.

c. Texas Core Curriculum

Courses designated as satisfying the TX core curriculum from incoming institutions are automatically applied in the respective content areas.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

Yes. Courses removed from ACGM.

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	189	265
University core curriculum	58	49
Degree program major requirements	varies by program	varies by program

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- All departmental webpages (TCCNS course equivalents)
- All departmental webpages (explanation and significance of the common course numbering system)
- Class schedule (TCCNS course equivalents)
- Recruitment materials (TCCNS course equivalents)
- Recruitment materials (explanation and significance of the common course numbering system)
- Student information system degree audit (TCCNS course equivalents)

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

1. Students undecided about their major
2. Inaccurate and/or inadequate advising at the community college
3. Students transferring with excessive hours
4. Program admission requirements that are different from your institution's admission requirements
5. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students

40. 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.)

Complexity of the region, swirling students, non-applicable dual credit courses.

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Dedicated academic advising coordinator for transfer students: A major component of TWU's Coordinator of Academic Transitions now includes dedicated services to prospective transfer students. This includes serving as a resource for prospective and enrolled transfer students as well as serving as a point-person for community college personnel. Limited availability of academic advisors: Access to academic advisors has been improved with increased walk-in hours during peak times of the year for all students.

43. 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.)

Students who have completed dual credit coursework do not always understand the difference between academic and workforce education credits; leaving the university to explain why those credits won't transfer to the academic degree they're seeking.

The University of Texas Rio Grande Valley

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

1818

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

No

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

No

- 4. Does your institution require academic advising for new transfer students?**

No

- 5. Do your institution's academic advisors receive training specific to transfer students?**

Yes

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered and required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Registration
- Student organizations
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) for all prospective students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

UTRGV developed a Transfer Tuesday Program, held the last Tuesday of each month, in which transfer students are invited to the campus to tour and gain insight into the important information needed to make a smooth transition. UTRGV also developed the Facebook Live Sessions, titled, "The Orange Grind - Transfer Edition" in which specific topics related to transfer issues were addressed.

- 10. 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.)*

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Childcare services on campus
- Commuting/transportation assistance

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

At this time there are no programs specific to the transfer population.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

At this time there are no programs specific to the transfer population, but discussions began to develop and implement new programming in the 2019-2020 and 2020-2021 academic years.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Transfer Orientation/Registration Days - these two programs partnered together, help transfer students not only register for class, but provides information and support needed to help successfully transition the student from the transfer institution to UTRGV. Information sessions in the programs included, but are not limited to advising, financial aid, and academic support topics. UTRGV reviews effectiveness based enrollment of course and student evaluations.

b. persistence (retention)

A limited number of at-risk transfer students participate in UNIV course work. This cohort of students is provided additional support during the term of entry to foster academic success. This cohort is evaluated on the completion of the course and retention from term of entry to second semester.

c. success (completion)

N/A

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

- 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
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: (No response provided by institution)
- Percent of new transfer students who were recipients: (No response provided by institution)

- Average annual award per student: (No response provided by institution)

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	The total hours of transfer credit earned is based on all hours earned at former institutions
Calculation for the transfer GPA for admission	Yes	Transfer GPA is calculated utilizing all coursework completed at transfer institutions.
Student's record in the student information system	Yes	UTRGV offers two Applied Arts and Science Bachelor's degrees and in technical/WECM course would be in the student information system

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

29

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

2

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

UTRGV and STC and TSC have taken the necessary steps to build core leadership teams to review Transfer Partnerships, build articulation agreements and support students in the Rio Grande Valley by providing pathways to degrees across all institutions. As the two teams (UTRGV/STC and UTRGV/TSC) continue to meet in the 2019-2020 academic year and beyond, what was seen as barriers will slowly eliminate and transfer partnerships will strengthen.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

UTRGV participates in Articulations Agreements with area 2-year institutions to provide students a 2+2 roadmap. This roadmap guides students on what courses to take in their program of study, helps students save time and money by eliminating enrollment in course that are unnecessary and which in turn could lengthen time to completion or graduation.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Faculty support and help construct the articulation agreements and roadmaps used by students to seamlessly transfer to UTRGV.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Articulation Agreements are a commitment to student success and UTRGV is committed to supporting students in the Rio Grande Valley be successful, obtain a degree, and contribute back to the community, Texas, and beyond

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Faculty have been involved with aligning specific courses, for example Writing and Math. UTRGV is currently in the process of reviewing how better to work with partners on "vertical teaming".

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

UTRGV Faculty is aware of ACGM Learning Outcomes and the importance of aligning TCCNS to lower division transfer course.

b. Field of Study Curriculum

UTRGV Faculty is aware of Field of Study Curriculum. Leadership ensure that academic units gain the appropriate knowledge, although additional training is needed.

c. Texas Core Curriculum

Faculty members at UTRGV are aware of the TCCNS and know where to find information on the UTRGV website for course equivalencies

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

UTRGV has adopted the TCCNS for most lower division transfer course, but additional training is needed.

b. Field of Study Curriculum

UTRGV faculty are collaborating with 2-year colleges to revise articulation agreements to account for the credits prescribed in FOS.

c. Texas Core Curriculum

UTRGV create website for TCCNS course equivalencies.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

Yes. PHYS 1402 Elementary Physics and Acoustics II was deleted from UTRGV's course inventory.

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	173	533
University core curriculum	63	63
Degree program major requirements	76	225

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- Class schedule (TCCNS course equivalents)
- Recruitment materials (explanation and significance of the common course numbering system)
- Student information system degree audit (TCCNS course equivalents)

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

1. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
2. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
3. Lack of financial aid support (federal, state, and institutional) for transfer students

40. 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.)

Lack of sufficient recruitment/advising staff to meet the needs of transfer students. Ideally having additional dedicated staff to help support in the transition from the community college to the institution with a more in depth knowledge as it relates to academic advising could help build the transfer pipeline.

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

UTRGV is continually evaluating how we serve transfer students and will continue to collaborate across divisions at the institution and via partnerships with 2-years colleges to ensure that we address items that could cause barriers. At this time, we are not reporting any specific item.

Emerging Research Institutions

Texas State University

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2019?**

3,500

- 2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?**

No

- 3. Does your institution have a goal for degree completion for your community college transfer students?**

60% in 2 years

- 4. Does your institution require academic advising for new transfer students?**

Yes

- 5. Do your institution's academic advisors receive training specific to transfer students?**

Yes

- 6. Does your institution offer an orientation program specifically tailored for transfer students?**

Yes, offered and required

- 7. List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Assignment of student mentors
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation

- 8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

- 9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)**

New transfer articulation agreement with Collin Community College, Alamo Community College, and currently developing a new cross enrollment engineering agreement with Austin Community Colleges. We host a transfer counselor workshop. We are planning to have advising nights at local community colleges in June 2019. We hosted Blinn College leaders for a discussion of improving transfer pathways into Liberal Arts majors. New transfer scholarships were added this fall.

10. 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.)*

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Commuting/transportation assistance
- Learning communities

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

The Transfer Student Success Team has used qualitative and quantitative data collected during the past three years to develop engagement programs (orientation, financial literacy, spirit/attend Athletic events, social) for students. The programs help students persist throughout their first year of transition at Texas State by making meaningful connections and offering essential resource information. At the end of the year, transfer students who have been involved with the program are encouraged to volunteer and assist the new transfer students joining Texas State.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Transfer students were encouraged through the Peer Leader program to participate in the Brilliant Bobcat College Success Program – Online Modules focusing on time management, goal setting and organization. Financial Aid and Scholarships offered the Bobcat Gold program focusing on financial literacy. Bobcat Gold includes online resources and financial coaching.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Transfer Pathway Guide for every undergraduate degree program (enrollment)

b. persistence (retention)

Applying for Federal and State Aid by the deadlines persistence (retention)

c. success (completion)

Accepting Transfer Credits - success (completion)

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 300,000
- Percent of new transfer students who were recipients: 5%
- Average annual award per student: \$ 2,000

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

Yes. New Transfer Admission requirements. Transfer students with: By making the above changes in the transfer admissions requirements, transfer students who have completed a full load of classes (16 hours) with a 2.5 GPA will no longer have to submit a high school class rank and test scores. This change will remove a hurdle in the transfer admissions process (supplying a high school rank and SAT or ACT) without impacting the predictability of success. Based on this change, more students would be eligible for admission to Texas State. • 0-15 transferable hours must also meet Freshman Admission Requirements and have a minimum cumulative college/university GPA of 2.0 • 16-29* transferable hours must have a minimum cumulative college/university GPA of 2.5 • 30+ transferable hours must have a minimum cumulative college/university GPA of 2.25

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	The Department of Occupational, Workforce, and Leadership Studies (OWLS) prepares students for workplace success. We accomplish this mission through an accelerated, applied, undergraduate degree-completion program and graduate programs,

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
		including working with students who seek a non-traditional approach in completing a degree. In addition, we value discovery and understanding and accomplish this mission through research and service.
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

The institutional MOUs developed in the past year covers all 97 undergraduate degrees. The link of those degrees can be found at this link:

<https://www.admissions.txstate.edu/explore/academics/majors-and-degrees/undergraduate-degree-list.html>

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

36

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

1

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

36

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

We prefer general institutional articulation agreements to reduce the time and avoid duplication. Texas State Transfer Pathway Guides (TPG) provide Texas common course numbering for each undergraduate major. Alignment for course prerequisite content, credit hours differences, or non-standard names of courses in community colleges continue to be the biggest barriers to maintaining transfer guides. Many Community Colleges are requesting bachelor program classes to be offered at their campuses. This presents a resource challenge in offering the same classes at two different locations.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Texas State participates in articulation agreements to create clear transfer pathways that reduce the time to degree, provides transparency, and promotes institutional partnerships that focus on student success. We are committed to best practices that give the university and students the best chance to succeed in the workforce.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Texas State University faculty are willing to host and travel to meet with community college partners. In most cases, we have selected particular academic programs that are of mutual interest to both institutions. These exchanges have been helpful to reduce student credit appeals

and provide important changes in revising transfer pathway guides. These discussions have created some new program level adjustments at both institutions.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

The university leadership supports and encourages the development of strategic transfer partnerships. Academic leaders encourage departments to offer more courses in non-prime times to enhance class-scheduling flexibility and better manage classroom resources. We have explore additional ways to increase our access for high need transfers that offering additional merit based scholarships.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Texas State faculty and academic advisors have met with Alamo and Austin Community College faculty on two occasions to discuss transfer pathways. Faculty from both institutions discussed Civil and Electrical Engineering pathways. The goal of these meetings was to develop a new cross enrollment program beginning in fall 2020.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Our transfer guides are update each year by every department and includes each degree program.

b. Field of Study Curriculum

These discussions include information on any state changes, field of study or changing legislative regulations. Additional updates are shared with the Council of Deans and/or Council of Department Chairs.

c. Texas Core Curriculum

The University College Dean plays a primary role in share new developments. Undergraduate Admissions also shares presentations with new faculty as needed.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Texas State is generous in promoting to community college partners concerning the acceptance of Texas Core Curriculum. Our faculty and academic advisors work together each year to update the transfer planning guides that guide clear pathways.

b. Field of Study Curriculum

We conduct updates across the state by hosting community partners from key transfer institutions.

c. Texas Core Curriculum

Faculty to faculty discussions have also excellent opportunities for discussion on the latest requirements released by THECB.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	100%	(No response provided by institution)
University core curriculum	100%	(No response provided by institution)
Degree program major requirements	99%	(No response provided by institution)

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)

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

1. Lack of financial aid support (federal, state, and institutional) for transfer students
2. Students transferring with excessive hours
3. Distance from areas with large community college student population
4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
5. Inaccurate and/or inadequate advising at the community college
6. Transfer students unprepared for the rigor of university curriculum

40. 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.)

In past year, Texas State University did an extensive review of the transfer enrollment across the state. The decline in transfer enrollment across the state is a concern. The record low unemployment has taken its toll on going-to-college rates and transferring to 4-year universities. The university expanded transfer specific scholarships, which addressed affordability, redesigned transfer orientation to address content improvements, and selected departmental faculty attended meetings with community colleges partners to discuss any transfer credit barriers for most popular degrees.

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

We have seen a higher no-show rate for transfers who attend transfer orientation online. The advising center will travel to key community college districts to assist students in their class selection. This summer will be the first opportunity to try to reduce summer melt for transfers.

43. 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.)

1. Area community colleges offering bachelor's degrees 2. Movement by some district to offer free community college classes - will have impact on transfers in first two years 3. Low transfer rate to 4-year universities in general - 20.9% across state 4. Lower unemployment rates will hinder higher education enrollment, PT enrollment or more flexible class schedules 5. Higher need students and ability to pay 6. More out-of-state recruiters to encourage more student to attend out-of-state. 7. Unregulated dual credit explosion is changing time to degree or college beyond AA degree

Texas Tech University

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

2600

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?

Community college transfer students are not tracked separately.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

No

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

In the 2018-2019 recruitment year, Undergraduate Transfer Advisors made 611 community college visits, advising 2,541 students face to face on their campuses. Additionally, appointments are

offered over the phone or through email communication. In the fall of 2018, Undergraduate Admissions began offering transfer students a customized campus visit experience. Every Friday and select Mondays transfer students who visit campus have a personalized presentation specifically geared toward their needs as a transfer student and explaining how their credits will transfer.

10. 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.)*

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Commuting/transportation assistance
- Learning communities
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

Re-enrollment outreach contacts and academic early-alert responses are handled initially by success coaches, 1/3 of which are currently-enrolled transfer students. Coaches' transfer experiences facilitate the development of rapport with students, express the institution's care and concern, foster a sense of community, enhance credibility, and encourage positive action. Centrally-coordinated re-enrollment outreach also encourages advisors to engage potentially-underenrolled students for whom it is appropriate to consider adding additional coursework, facilitating progress-toward-degree.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Peer Success Coaching assists in student adjustment, satisfaction, persistence, and progress toward degree by deliberately engaging target populations, including transfer students, with a personal connection and, where appropriate, with relevant, timely tips and resource referrals "to support learning and success" (Koring and Campbell, 2005, p.11).

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

The Office of Undergraduate Admissions employs four full time advisors and two student positions dedicated to advising transfer students. Advisors are assigned specific community college campuses to conduct advising services and recruitment efforts. Strong relationships have been built to ensure community college advising offices have a point of contact to assist students with the transfer process. Students are tracked through our student information system and follow up with students is a critical part of the success of our advising services. Since implementing this program in the spring of 2017 these advisors have made 611 visits to community colleges, have conducted 2,541 face to face appointments, have conducted 4,502 advising appointments. In addition, that have provided 1,867 students with general information about transferring to TTU. Since implementing full time transfer advising, we've seen a 4% increase in transfer student admissions for Fall 2019.

b. persistence (retention)

Transfer Connection is a collaborative collection of programs and services that provide transfer students with opportunities to create connections with students, faculty, and staff, and to the university community. Transfer students have the opportunity to participate in programs such as the Transfer Techsans social organization, a leadership retreat, welcome week activities, etc. In addition, transfer students attend a specialized orientation program that focuses on academic advising, connections with other transfer students, and an introduction to the services available to them at the university. Criteria to determine effectiveness include attendance numbers, membership in the social organization, and program evaluations.

c. success (completion)

(No response provided by institution)

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 4,448,142
- Percent of new transfer students who were recipients: 29%
- Average annual award per student: \$ 4,440

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	WECM courses come in as FALL THROUGH and inapplicable toward degree unless student is in a BAAS program in which WECM hours

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
		(as part of an AAS degree) are counted OR unless student's dean approves the application of the WECM course toward the academic degree.
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	All records received from students are added to the student record in the student information system.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

1. Animal Science a. New Mexico Junior College 2. Chemical Engineering a. Midland College 3. Civil Engineering a. Midland College 4. Computer Engineering a. Midland College 5. Computer Science a. Midland College 6. Construction Engineering a. Midland College 7. Electrical Engineering a. Midland College 8. Environmental Engineering a. Midland College 9. Industrial Engineering a. Midland College 10. Mechanical Engineering a. Midland College 11. Petroleum Engineering a. Midland College 12. Multidisciplinary Studies with Elementary EC-6 Certification (2+1) a. Alamo Colleges District b. Austin Community College c. Central Texas College d. Howard College e. Houston Community College f. Lone Star College 13. Multidisciplinary Studies Elementary EC-6 Certification a. Lone Star College 14. Multidisciplinary Studies with Middle Level Math Concentration a. Alamo Colleges District 15. Plant and Soil Science a. Central Texas College 16. Studio Arts, BA a. Brookhaven College 17. Studio Arts, BFA a. Brookhaven College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

36

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

3

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

12

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Time limitations for faculty and personnel at Texas Tech and the partner institutions can create barriers in developing and completing articulation agreements. Our office continues to address this issue by being the centralized location for agreements, managing the progress of agreements, and being in constant contact with the departments between the two institutions. Curriculum changes amongst partner institutions and TTU can at times create a barrier in delaying completion time.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Creating articulation agreements allows for seamless pathways for students to become Red Raiders. Texas Tech University participates in articulation agreements as a means of empowering our diverse student populations and aims to help create a greater platform for success once students transfer into Texas Tech. Texas Tech participates in articulation agreements to increase collaboration by partnering with community colleges in Texas. By

creating articulation agreements, we support completion goals by expanding the ability for students to engage in higher education through various programs.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

TTU's faculty continues to be supportive and eager to create articulation agreements. When creating articulation agreements, faculty communication between institutions is essential. The faculty at TTU is willing and excited to discuss programs, evaluate, and collaborate with partnership institutions. Our goal is to create the best agreement for students to fully engage in the community college coursework, before transferring to TTU.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Texas Tech University's administration continues to be committed and supportive of articulation agreements, growing partnerships with institutions in Texas, and providing degree accessibility across the state. Our administration promotes support and collaboration amongst community colleges within Texas. Texas Tech's administration also encourages new articulation agreements that create seamless pathways to promote transfer students, facilitate degree accessibility, and successful completion of baccalaureate degrees.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

(No response provided by institution)

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

We describe the ACGM and the LOP to faculty at least twice per year during different meeting opportunities.

b. Field of Study Curriculum

We are very engaged in this process and have worked with our Faculty Senate to encourage broad understanding. We always nominate TTU faculty to FOS Advisory Committees.

c. Texas Core Curriculum

We are very engaged with the core curriculum and have an entire website devoted to explaining the core and assisting faculty with proposing new or modifying existing courses for the core.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

N/A

b. Field of Study Curriculum

Please see above.

c. Texas Core Curriculum

Please see above.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	251	927
University core curriculum	166	(No response provided by institution)
Degree program major requirements	1,102	(No response provided by institution)

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Class schedule (TCCNS course equivalents)
- Student information system degree audit (TCCNS course equivalents)

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

1. Students transferring with excessive hours
2. Students undecided about their major
3. Inaccurate and/or inadequate advising at the community college
4. Program admission requirements that are different from your institution's admission requirements
5. Transfer students' interest/demand for degree programs not offered at your institution
6. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
7. Lack of adequate and appropriate services for online transfer students
8. Distance from areas with large community college student population

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Inadequate or incorrect advising at community colleges by community college advisors has been a barrier in the past at our institution. With the implementation of full-time transfer advisors from Undergraduate Admissions we have helped to eliminate this barrier. Advisors hold regular appointments at the major community college feeder campuses to conduct advising appointments with students seeking to transfer to TTU. In addition, our Advisors began hosting professional development seminars for community college advisors designed to update community college advisors on degree programs at TTU.

43. 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.)

(No response provided by institution)

The University of Texas at Arlington

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

3500

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

3150

3. Does your institution have a goal for degree completion for your community college transfer students?

55% within 4 years of beginning studies

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Assignment of student mentors
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

In 2018-19 UTA conducted application drives at community college partner campuses. In Spring 2019 UTA hosted the All-Texas Academic recognition ceremony.

10. 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.)*

- 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
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

UTA has learning communities and first-year experience courses that are tailored to working with transfer students and transfer student cohorts. We also offer peer mentoring and academic support that is designed to address the unique needs of transfer students. UTA offers transfer orientations, transfer open houses and individual advising to encourage persistence and retention of transfer students. In addition, we offer writing and math labs for all students.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

UTA initiated a "nudging" campaign using the Civitas tool in order to have targeted interventions with certain cohorts of students in 2018-19. We also developed our transfer first year experience course. Transfer students are also now able to be advised and get registered at orientation.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

UTA regularly has transfer specialists meet students at community college campuses which are measured by the number of students served.

b. persistence (retention)

Academic advising is critical to transfer student success and is the cornerstone to persistence, for which the measurement criterion is student persistence rates. UTA offers the Transition and Student Success Center for working with transfer populations and this includes innovative services like virtual transfer guidance. Our newly developed transfer first year experience course will also be an important retention effort. We've also expanded the Emergency Assistance Fund to be an Emergency Assistance Program to address not only financial crises, but also food insecurity, homelessness and other basic needs.

c. success (completion)

Academic advising and our IDEAS (Innovation, Diversity, Excellence, Access and Success) Center are both critical factors for completion which is measured using graduation rates and degree conferrals. The IDEAS Center is a center in our library's academic plaza and offers peer mentoring and academic support free of charge. The services are specifically marketed most heavily to transfer students.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 1,781,000
- Percent of new transfer students who were recipients: 17%
- Average annual award per student: \$ 3,100

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	(No response provided by institution)
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	No	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

62

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

43

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

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 plan, developing specialized articulation agreements has a return on investment that is questionable.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Articulation agreements build pathways that not only help students transfer and take the best courses for their goals, but they also facilitate healthy relationships between our university and the community colleges from which our students transfer.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

The attitude of faculty toward articulation agreements is largely positive. These are seen as positive steps to help students identify courses that will transfer, and which they need for a particular degree program at the university, while encouraging collaboration between institutions to develop curriculum that suits the needs and interests of both.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

The general attitude of the administration is similar to that of the faculty, in that articulation agreements established between schools ensures the smooth transfer of credit between the educational institutions, giving students better opportunity to meet their educational goals efficiently and effectively.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Mathematics, Nursing, Social Work, Curriculum and Instruction, Music, Bioengineering, Civil Engineering, Computer Science and Engineering, Electrical Engineering, Industrial, Manufacturing and Systems Engineering, Materials Science and Engineering, Mechanical Engineering, Aerospace Engineering, Software Engineering, Construction Management, Theater Arts, Linguistics

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

UTA actively participates in sending representatives to THECB to participate in the plan to align TCCNS course. The Texas Common Course Number Index is made available to faculty through the UTA Catalog.

b. Field of Study Curriculum

UTA Faculty have participated in practically every FOS committee constituted so far. Faculty are also informed through the UTA Catalog with links to the THECB's approved field of study curricula. Meetings on FOS, including with THECB representatives, have been conducted.

c. Texas Core Curriculum

UTA's Undergraduate Faculty Assembly has engaged faculty through Core Curriculum Committee Chair Sergio Espinosa, Music and past chair Diane Lange. UCC is responsible for approving new courses, deleted courses, course changes, and curriculum changes, and ensure alignment with Texas Core Curriculum.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

The 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. Information was also included on TCCNS and common course number equivalents in UTA's catalog, degree/curriculum guides, transfer admission webpages, and in the Class Search module of UTA's student information system.

b. Field of Study Curriculum

Field of study curriculum was implemented and is reviewed through a representative group of faculty and reviewed by the Undergraduate Assembly.

c. Texas Core Curriculum

The UTA Core Curriculum Committee is composed of 12 members representing all of the colleges/schools. They are charged with the review and implementation of core classes. Information is disseminate through the colleges and made broadly available through the Provost's website which includes UTA Core syllabi, criteria for component areas, objectives for component areas and requirements for core courses. In particular the meetings of the Core Curriculum committee are disseminated to the Undergraduate Curriculum Committee and shared widely with the Undergraduate Assembly and all the faculty at UTA.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	177	592

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)
University core curriculum	75	43
Degree program major requirements	145	201

38. 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.)*

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- Class schedule (TCCNS course equivalents)
- Recruitment materials (TCCNS course equivalents)
- Recruitment materials (explanation and significance of the common course numbering system)
- various materials

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

1. Lack of financial aid support (federal, state, and institutional) for transfer students
2. Inaccurate and/or inadequate advising at the community college
3. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
4. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
5. Students transferring with excessive hours
6. Transfer students' interest/demand for degree programs not offered at your institution
7. Program admission requirements that are different from your institution's admission requirements
8. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
9. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
10. Transfer students unprepared for the rigor of university curriculum
11. Degree programs at capacity at your institution
12. Students undecided about their major

40. 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.)

Disjointed nature academic records because students attend many colleges and universities, therefore, they have many transcripts to collect, evaluate, advise about and apply to degree programs. This is a complicating factor for everyone involved, students, advisors, admissions staff, evaluators at high schools, universities and community colleges.

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

It is likely the increasing number of younger students taking college courses in high school will result in increases in numbers of courses that don't eventually apply to the final choices of major.

The University of Texas at Dallas

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

No

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

No

3. Does your institution have a goal for degree completion for your community college transfer students?

UT Dallas plans to increase 4-year transfer graduation rates to 70% and 2-year graduation rates to 55% in 5 years as part of its Quality Enhancement Plan goals.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- University campus preview day(s) exclusively for prospective transfer students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

(No response provided by institution)

10. 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.)*

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Childcare services on campus
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

Two successful pilot programs, the Transfer Mentor Program (under the Office of Undergraduate Education) and the Transfer Leadership Program (under the Office of Student Transition Initiatives and the Office of Student Transition Programs within Student Affairs) were conducted during fall 2017-spring 2018. Pilot data showed an improvement in persistence and completion rates for participating transfer students. These programs were fully implemented in fall 2018.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

The Transfer Mentor Program provides transfer students with one-on-one interaction with peers, a community of community of fellow transfer students, to help them succeed at UT Dallas. The Transfer Leadership Program provides existing transfer students with resources and training opportunities to become future student mentors. These programs' goals aim to increase the retention rates from year one to year two for transfer students to 85%, an increase of about 5% over current values for fall-to-fall retention and spring-to-spring retention and increase 4-year graduation rates to 70%.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Articulation agreements with Dallas County Community College District and Collin College, which are our primary feeder institutions, continue to be essential. Effectiveness is assessed by the number of enrollees from these institutions.

b. persistence (retention)

The Student Success Center's programs aid students in need of help in core/gateway courses. Students who utilize the services, compared to those who do not, have higher retention (persistence) and completion (success) rates.

c. success (completion)

Communication (such as articulation agreements, campus meetings, advising) between community colleges and UT Dallas ensure that students do not enter UT Dallas with excessive credit hours and that their course content is sufficient in rigor and content. Proper and accurate advising ensure that students' transfer credit hours are appropriately applied to degree programs/majors. Information regarding upper-level coursework should be disseminated to assist transfer students in making good decisions in their selected majors.

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

- 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
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 5,105,000
- Percent of new transfer students who were recipients: 96%
- Average annual award per student: \$ 1,932

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	UT Dallas' transfer policy does not allow transfer of Workforce Education Course Manual (WECM) or technical courses.
Calculation for the transfer GPA for admission	No	UT Dallas' transfer policy does not allow transfer of Workforce Education Course Manual (WECM) or technical courses.
Student's record in the student information system	No	UT Dallas does not award credit for Workforce Education Course Manual (WECM) or technical courses.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

15

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

2

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

It requires time, personnel, and resources to update degree requirements during the annual catalog cycle; the revisions lead efforts to keep the transfer plans/guides up-to-date.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Articulation agreements streamline the processing of transfer credits between Texas community colleges and UT Dallas.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

UT Dallas faculty support articulation agreements and believe in their importance to transfer student success. They work with faculty colleagues and university administrators to ensure that these articulation agreements remain up-to-date.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

UT Dallas' administration fully support articulation agreements and believes in their importance to transfer student success.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

During the 2018-2019 school year, UT Dallas re-established its communication channels by attending meetings with key personnel from Dallas County Community College District, Collin College, and Tarrant County College District through the newly created Office of Community College Relations. It is expected that UT Dallas faculty will start meeting with faculty in community colleges to review the program and course requirements for alignment purposes in the future.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

UT Dallas administration disseminates information to faculty and engages them in ongoing dialogues at monthly meetings of the Council for Undergraduate Education, the Committee on Educational Policy, Dean's Caucus, and the Academic Senate as well as in numerous

subcommittee meetings and during discussions between the Office of the Registrar and academic personnel in each school.

b. Field of Study Curriculum

UT Dallas administration disseminates information to faculty and engages them in ongoing dialogues at monthly meetings of the Council for Undergraduate Education, the Committee on Educational Policy, Dean's Caucus, and the Academic Senate as well as in numerous subcommittee meetings and during discussions between the Office of the Registrar and academic personnel in each school.

c. Texas Core Curriculum

UT Dallas administration disseminates information to faculty and engages them in ongoing dialogues at monthly meetings of the Committee on the Core Curriculum, Council for Undergraduate Education, the Committee on Educational Policy, Dean's Caucus, and the Academic Senate as well as in numerous subcommittee meetings and during discussions between the Office of the Registrar and academic personnel in each school.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

The latest version of the Lower Division Academic Course Guide Manual is reviewed and disseminated to faculty. UT Dallas administration engages faculty in ongoing dialogues at monthly meetings of the Committee on the Core Curriculum, Council for Undergraduate Education, the Committee on Educational Policy, Dean's Caucus, and the Academic Senate as well as in numerous subcommittee meetings and during discussions between the Office of the Registrar and academic personnel in each school.

b. Field of Study Curriculum

UT Dallas appoints faculty and submits the nomination form whenever there is a call to serve on the Field of Study Advisory (FOS) Committees. Currently, there are seven UT Dallas faculty representatives on the THECB FOS Advisory Committees with an additional two members being considered by the CAWS on June 19, 2019 and by the THECB full board on July 25, 2019. The Office of the Provost, along with the FOS representatives, stay informed regarding the FOS activities. UT administration then disseminates information to faculty and engages them in ongoing dialogues at monthly meetings of the Council for Undergraduate Education, the Committee on the Core Curriculum, the Committee on Educational Policy, Dean's Caucus, and the Academic Senate as well as in numerous subcommittee meetings and during discussions between the Office of the Registrar and academic personnel in each school.

c. Texas Core Curriculum

The Committee on the Core Curriculum is charged to evaluate existing and newly proposed courses for inclusion in the university's core curriculum. This evaluation includes a periodic review and discussion of lower division courses offered by Texas public colleges, which may be substituted to satisfy a core curriculum requirement at UT Dallas. Prior to recommending any changes, the Committee seeks input from faculty and other interested parties within UT Dallas, specifically the Council for Undergraduate Education and during discussions between the Office of the Registrar and academic personnel in each school. Resulting recommendations, along with communication of all academic requirements for undergraduate admission and graduation, including transfer admission requirements, are forwarded to the Committee on Educational Policy and to the Academic Senate for final consideration and approval. UT Dallas administration then submits the core curriculum requests to THECB for final approval.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	THECB has this information already as reported on the CBM003.	THECB has this information already as reported on the CBM003.
University core curriculum	THECB requires we report our core curriculum courses. Therefore, they would already have this information.	THECB requires we report our core curriculum courses. Therefore, they would already have this information.
Degree program major requirements	Major requirements are typically upper-level.	Major requirements are typically upper-level.

38. 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.*)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Information about UT Dallas' Course Numbering System, including TCCNS and transfer credits, can be found in the online Undergraduate Catalog. The Office of the Registrar provides an online Transfer Equivalencies system and also provides Transfer Plans for each UT Dallas' undergraduate degree program which are housed on the transfer admissions webpages. The Office of the Registrar also handles degree audits through Peoplesoft.

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

1. Students transferring with excessive hours
2. Inaccurate and/or inadequate advising at the community college
3. Lack of financial aid support (federal, state, and institutional) for transfer students
4. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
5. Transfer students unprepared for the rigor of university curriculum

40. 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.)

Communication channels between community college and UT Dallas personnel could be improved upon and strengthened.

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

During 2018-2019, the University created the "Office of Community College Relations" in order to establish clearer, more effective communication lines between community colleges and UT Dallas.

43. 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.)

No.

The University of Texas at El Paso

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

No

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

No

3. Does your institution have a goal for degree completion for your community college transfer students?

No

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus tour
- Food services/meals

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) exclusively for prospective transfer students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

In 2018-2019, UTEP launched "Transfer Day," a university campus preview day exclusively for transfer students. Hosted by Admissions and Recruitment, the event included onsite admission, preliminary advising, and transfer credit evaluation for newly admitted transfer students. College representatives provided other college-specific information. The event also provided information about: financial aid and military benefits, parking, student organizations, accommodations and

support services, recreational sports, campus housing, study abroad opportunities, library services, and counseling.

10. 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.)*

- Writing lab
- Math lab
- Childcare services on campus

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

As part of our advising redesign, year three, we are working to enhance our protocol and service plan for incoming transfer students. We are working toward providing incoming transfer students holistic advising services in their first year to assist with transfer issues.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

While UTEP did not launch any new programs in 2018-2019, we did continue to build on holistic advising activities, as noted above. These were intended to target retention and completion efforts.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

The 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.

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 Grant (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 continue to play a vital role in completion of 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. In the upcoming year, UTEP will examine recently-approved fields of study and the manner in which they may affect existing or new agreements. Second, the BAAS is a new pathway for completion of the Baccalaureate degree, developed specifically to support students who are working in technical fields and have the AAS technical degrees, but need to complete a Baccalaureate to enhance

their career opportunities. We have a dedicated advising team who will support this new set of students and assure alignment and completion of the degree.

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

- 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
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 1,150
- Percent of new transfer students who were recipients: 1%
- Average annual award per student: \$ 575

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Technical credits are only counted in the transfer earned hours for students pursuing the BAAS. Students pursuing that degree are granted a block of credit for completion of an AAS degree. In all other cases, technical credits are not counted toward the earned hours.
Calculation for the transfer GPA for admission	Yes	(No response provided by institution)
Student's record in the student information system	Yes	Technical credits are only counted in the transfer earned hours for students pursuing the BAAS. Students pursuing that degree are granted a block of credit for completion of an AAS degree. In all other cases, technical credits are not counted toward the earned hours.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

17

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

1

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

1

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Articulation agreements require working with faculty members from both institutions to identify 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 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 necessary to engage in continuous improvement to maintain articulation agreements.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Articulation agreements are often critical to ensuring that transfer students are able to continue their degree plans seamlessly. They help in demonstrating our commitment to transfer students by offering a promise of credit and a pathway to the bachelor's degree. In some cases, the articulation agreement is also reflective of agreements among the faculty at both institutions, including agreements related to learning objectives and other common goals and approaches. Articulation agreements also contribute to savings of time and money, and encourage completion of bachelor's programs.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Overall faculty members are supportive of articulation agreements. Given our institutional mission of access and excellence, and our commitment to supporting the successful transfer of students from El Paso Community College, our faculty members understand the value of vertical alignment and articulation agreements. In particular, they understand the value of articulation agreements to student success.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Our administration is very supportive of articulation agreements. As with our faculty members, our administration deeply understands the value of articulation agreements in creating a seamless transition process for students transferring from two-year schools. Due largely to the critical role of articulation agreements in creating positive transfer experiences for our students, administrators have very positive attitudes toward articulation agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Mathematical Sciences, English, Business, Education

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

None at this time

b. Field of Study Curriculum

Our curriculum office reaches out to faculty chairs and directors of programs where field of study curricula are being developed or modified. There have been multiple meetings between faculty and academic affairs administration regarding setting these up.

c. Texas Core Curriculum

Our curriculum office regularly works with relevant departments to share updates in our approved core curriculum. Recently, we have begun meeting with academic leaders in each College/School, to review the expectations for accepting transfer credit.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Not applicable

b. Field of Study Curriculum

The Academic Affairs curriculum office shares the recommendations of the THECB committees updating or creating these curricula with relevant faculty and provides feedback from faculty back to the THECB committees. There have also been meetings between enrollment personnel from the local community college and UTEP to discuss automated processes that will be set up in the student information system. These processes will be in place before the fall 2019 semester.

c. Texas Core Curriculum

All proposals for additions or changes to the Core Curriculum are reviewed/approved by department, college, and university undergraduate curriculum committees, as well as the Faculty Senate. The curriculum office in Academic Affairs works closely with the Registrar's Office in Enrollment Services to assure that core course transfer policies are followed. When advisors note any discrepancies in how these credits are articulated on a degree audit, they reach out directly to the curriculum office. We troubleshoot the issue with the advisor and the relevant professional staff members to resolve any errors in the transfer of core courses and their applicability to degree programs, when relevant.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	184	554
University core curriculum	78	30
Degree program major requirements	83	133

38. 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.)*

- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Student information system degree audit (TCCNS course equivalents)

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

1. Lack of financial aid support (federal, state, and institutional) for transfer students
2. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
3. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
5. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
6. Degree programs at capacity at your institution
7. Students transferring with excessive hours
8. Program admission requirements that are different from your institution's admission requirements
9. Inaccurate and/or inadequate advising at the community college

40. 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.)

Not applicable – all significant barriers are captured in our response to item 39

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

No – all factors affecting transfer are addressed in our response to item 39.

The University of Texas at San Antonio

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

3213

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

2988

3. Does your institution have a goal for degree completion for your community college transfer students?

We have set the following graduations goals for our community college transfer students after transfer: Graduate in 2 years-19%; Graduate in 3 years-50%; Graduate in 4 years-65%; Graduate in 6 years-67%.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Financial aid advising
- Registration
- Assignment of student mentors
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- Permanent transfer advisor on community college campus
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

Transfer preview days at the local community college –Palo Alto and St Philips. These preview days were conducted in the fall and spring. These days allowed for prospective students to visit with Admissions, Advisors and colleges on their respective community college campuses. They were held before at San Antonio College and Northwest Vista, but this year, new recruitment programs included St. Philips (19) and Palo Alto (4). Also, we initiated MOUs with the Alamo Colleges for two new bridge programs for their students.

10. 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.)*

- 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
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

The Roadrunner Transition Experience offers programming and services for transfer students to the 4-year UTSA campus. Aimed at in-coming Roadrunners who are excluded from the freshman First Year Experience, it trains and makes available transition-peer mentors who ensure students have access to peers who are eager to support them. It creates resources and programs that provide a rich transition experience to increase transfer student retention and graduation rates.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

In May 2019 the institution established a Transfer & Transition Student Success Services unit with the division of Student Success. The goal of Transfer & Transition Student Success Services is to collaborate with the Division of Strategic Enrollment to provide seamless and efficient programming and services to transfer students and students transitioning to UTSA through special programs such as Alamo Runners and Alamo On TRAC. The programs are provide a clear pathway into the University for students who apply as freshman but either were not admitted or elected to begin at Alamo College.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

The UTSA Transfer plans/guides that are designed in a semester by semester format that both UTSA Admissions Counselors and Community Colleges Advisors utilize with perspective transfer students. The Transfer Credit Calculator allows for students to provide their information to the UTSA admissions office so that we can connect with these prospective students and provide information on our academic programs and how to better serve and counsel the students on admission and application. From this comes the invite to Transfer Tuesdays and other key visit days.

b. persistence (retention)

The mandatory 1st semester academic advising appointment; academic advising campaigns; and outreaches performed by UTSA Academic Advising. Before the student registers for their first term at UTSA, they are required to have an academic advising appointment. During this first appointment, the student develops a rapport with their assigned academic advisor; has their questions answered regarding how their transfer work applies to their degree, as well as, learning of the requirements left to complete their degree. They are also introduced to resources such as DegreeWorks and informed of other important resources to help them be successful.

c. success (completion)

The Academic Advisor caseload review and campaigns. The academic advisors monitor their assigned student caseload, ensuring students are enrolled in appropriate courses and ensure they are on track for completion of the degree program. The academic advisors stay connected with their students via email and semester campaigns.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 2,609,948
- Percent of new transfer students who were recipients: 38%
- Average annual award per student: \$ 2,121

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

(No response provided by institution)

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	If the class does not transfer, it is not counted in earned hours
Calculation for the transfer GPA for admission	No	If the class does not transfer, it is not counted in GPA hours
Student's record in the student information system	No	If the class/course does not transfer, then the course is not recorded

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

0

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

19

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

The process of aligning courses for programs that have limited courses with TCCN equivalents. No common TCCN across Texas public institutions.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

It is critical to helping ensure transfer student success. The agreements help ensure constituents at both institutions have resources developed and allocated to support the students seamless transfer to UTSA from the community college.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

The faculty are open to these agreements. They are open to reviewing curriculum and syllabi from community colleges to be able to add courses that may not have TCCN equivalents to transfer. If there are critical components missing, they let the Senior Director of Transfer and Transition Student Success Services know.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

The university administration is always supportive of current articulation agreements and the development of new agreements. The articulation agreements contribute to strategic enrollment, the diversity of the campus and San Antonio's cultural and economic ecosystem.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

(No response provided by institution)

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Faculty awareness has been raised through working with the associate deans of each college. They work with the department chairs, program coordinators, and faculty to facilitate conversations related to these courses. Information is available through the Associate Vice Provost of Undergraduate Studies.

b. Field of Study Curriculum

Faculty awareness has been raised through working with the associate deans of each college. They work with the department chairs, program coordinators, and faculty to facilitate conversations about the Field of Study. In addition, we have actively been nominating faculty to serve on the advisory committees and departments have been reviewing and commenting on the draft FOS.

c. Texas Core Curriculum

Academic departments are a part of the review process for both courses put into the core and assessment of these courses. In addition faculty senate approves the core curriculum. The UTSA Core Curriculum website provides information for faculty related to THECB TCC requirements.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

Academic departments determine equivalencies when reviewing/creating degree programs and/or developing Core Curriculum courses. 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. It is a two-year review process.

b. Field of Study Curriculum

Academic departments review the field of study curriculum and determine to which course in the curriculum the field of study is equivalent. This information is shared with academic advisors so students receive the proper credit for courses they are transferring.

c. Texas Core Curriculum

This is overseen by the Associate Vice Provost of Undergraduate Studies. This person is the liaison between departments and colleges to ensure implementation occurs of the core curriculum and the policies that accompany the core curriculum. Faculty from across UTSA are involved in TCC oversight. The Core Curriculum Committee (CCC) and the University Curriculum Committee reviews all Core Curriculum course proposals and makes recommendations to the Faculty Senate.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	214	273
University core curriculum	92	44
Degree program major requirements	214	245

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)

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

1. Program admission requirements that are different from your institution's admission requirements
2. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
3. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
4. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
5. Lack of financial aid support (federal, state, and institutional) for transfer students
6. Students transferring with excessive hours
7. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
8. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
9. Transfer students' interest/demand for degree programs not offered at your institution
10. Inaccurate and/or inadequate advising at the community college
11. Degree programs at capacity at your institution
12. Lack of adequate and appropriate services for online transfer students
13. Distance from areas with large community college student population
14. Transfer students unprepared for the rigor of university curriculum
15. Students undecided about their major

40. 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.)

Possibly not offering more classes/degrees online for those transfer students that work during the day and can't attend classes until night or weekends.

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

During the school year, we were able to implement the transfer portal for students to be able to have an unofficial evaluation done to determine the transferability of courses. With the timeliness of the portal, we are able to begin evaluations at a faster rate and meet the needs and questions presented by the students. There are also conversations regarding the course and program alignment with certain community colleges.

43. 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.)

The emerging of specific admission requirements for transfers for specific academic programs. Requirements were initiated this year for key majors. If a student is not admitted into the major, then they are placed in a studies track. This could be a barrier with the number of hours and time it may take a student to get out of the studies into the major. There is discussion of revisiting this and determine the best method.

University of Houston

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

Community college transfer students are not tracked separately.

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?

Community college transfer students are not tracked separately.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Assignment of student mentors
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

Transfer Tuesdays were implemented for prospective transfer students to learn about opportunities to completing a baccalaureate degree at UH.

10. 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.)*

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus
- Commuting/transportation assistance
- Learning communities

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

Education Advisory Board's Navigate student app helps keep students on track for timely completion. The app provides reminders about upcoming tasks and deadlines, connects students to campus resources and events, and helps with major and career exploration.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

(No response provided by institution)

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

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 for them. We obtain their contact information to allow for purposeful and strategic follow-up.

b. persistence (retention)

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 Alvin Community College, College of the Mainland, Galveston College, Houston Community College, Lone Star College, San Jacinto College, Victoria College, and Wharton County Junior College to increase retention and completion while decreasing excess credits and time to degree for transfer students.

c. success (completion)

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 Alvin Community College, College of the Mainland, Galveston College, Houston Community College, Lone Star College, San Jacinto College, Victoria College, and Wharton County Junior College to increase retention and completion while decreasing excess credits and time to degree for transfer students.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

No

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$
- Percent of new transfer students who were recipients: %
- Average annual award per student: \$

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

Yes. The minimum GPA increased to 2.50 for assured admission and 2.25 for individual review to better support student success.

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	(No response provided by institution)
Calculation for the transfer GPA for admission	Yes	(No response provided by institution)
Student's record in the student information system	Yes	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

18

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

18

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

(No response provided by institution)

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

The University of Houston participates in articulation agreements to establish seamless transfer pathways for students in support of timely completion.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Faculty support participation in articulation agreements to establish seamless transfer pathways and facilitate timely completion.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

University of Houston administration supports participation in articulation agreements to establish seamless transfer pathways and facilitate timely completion.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Mechanical Engineering, Chemistry, Biology, Computer Science, Psychology, Art, Music, Foreign Languages

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

TCCNS considered in course proposals submitted to the Faculty Senate Undergraduate Committee.

b. Field of Study Curriculum

UH faculty are nominated for THECB Field of Study committees and have been selected to serve. Field of Study Curriculum is also discussed at Houston GPS meetings focused on designing seamless transfer degree maps.

c. Texas Core Curriculum

Through the Faculty Senate Undergraduate Committee, faculty were involved in the review and revision of the assessment of core objectives.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

ACGM courses and learning outcomes have been discussed at Houston GPS meta-major and discipline-specific meetings.

b. Field of Study Curriculum

FOS requirements are included in degree requirements.

c. Texas Core Curriculum

Course eligibility for Texas Core Curriculum is reviewed and evaluated by the Faculty Senate Undergraduate Committee prior to submission. Approved courses are communicated as appropriate.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	119	891
University core curriculum	51	98
Degree program major requirements	8	52

38. 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.)*

- Catalog course descriptions (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Class schedule (TCCNS course equivalents)
- Recruitment materials (TCCNS course equivalents)
- Transfer Equivalency Guides

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

1. Program admission requirements that are different from your institution's admission requirements
2. Lack of financial aid support (federal, state, and institutional) for transfer students
3. Transfer students' interest/demand for degree programs not offered at your institution
4. Students transferring with excessive hours

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

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.

43. 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.)

There are currently no emerging issues likely to cause barriers to transfer in the future.

University of North Texas

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

4050

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

89%

3. Does your institution have a goal for degree completion for your community college transfer students?

2800

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

This year we implemented Frisco Fast Pass. This program brought together program information, pre-advising, and admission information for our newest branch campus, UNT at Frisco. Held on the UNT at Frisco campus and open to any interested transfer student whether interested in Frisco or Denton enrollment, this program brought UNT information to interested students in closer proximity to our largest feeder community colleges.

10. 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.)*

- 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

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

UNT's Transfer Center offers a central location where transfer students can go to receive assistance with any challenges they may have, information on services available, connection to other transfers, a lounge to hang out between classes and staff that are trained in the special needs of transfer students. Although not all the services are actually located in the Center, the staff there can direct students to the correct place to receive any assistance they need.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

none reported

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

Transfer Debut - effectiveness measured by attendance, number applying and number enrolling

b. persistence (retention)

Academic advisors - measured by number of students retained and their progress toward graduation

c. success (completion)

Academic advisors - measured by successful completion of degree programs

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

- 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
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 27,824,142
- Percent of new transfer students who were recipients: 73%
- Average annual award per student: \$ 9,422

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	WECM courses are not used as transfer earned hours unless the student intends to join our Bach of Applied Science program and/or the courses are reviewed and approved for use by an academic advisor.
Calculation for the transfer GPA for admission	No	WECM courses are not used as transfer earned hours unless the student intends to join our Bach of Applied Science program and/or the courses are reviewed and approved for use by an academic advisor.
Student's record in the student information system	Yes	Courses are listed as part of the transfer student's record to allow for review by an advisor

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

67

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

Limited resources on both sides limit the opportunity to work through, design and agree upon official articulation agreements. Transfer Pathways have often taken the place of official articulation agreements due to their ease in structure and use by students and community college advisors.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

UNT participated in articulation agreements at the request of the community college or UNT department. An official articulation agreement, when completed and initiated, provide a peace of mind to students and assists in outlining specific courses to be used at both campuses toward a degree.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

UNT is very willing to work with community college partners on official articulation agreements. Currently we have fewer requests for articulation agreements and more for transfer pathways however.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

The administration is supportive in our efforts to either complete articulation agreements or transfer pathways, which ever one is preferred by our partners and deemed most effective for the student.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

BA in Biology, Collin College; BS in General Business, Collin College; Worked remotely with faculty (not face to face) with NCTC DCCD and Collin College for following degree plans. B.S. in Biomedical Engineering; B.S. in Computer Engineering; B.S. in Computer Science; B.S. in Electrical Engineering; B.S. in Materials Science & Engineering; B.S. in Mechanical and Energy Engineering; B.S.E.T. in Construction Engineering Technology; B.S.E.T. in Electrical Engineering Technology; B.S.E.E. Mechanical Engineering Technology

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses
none reported

b. Field of Study Curriculum

The Vice Provost for Academic Administration notifies department chairs when a FOS request is made. The department chairs either provide nominees or review the proposed FOS with their faculty and provide feedback. The Vice Provost for Academic Administration then submits this information to the THECB.

c. Texas Core Curriculum

Collectively, the faculty carries out its responsibility for the curriculum through a series of tiered committees, beginning at the level of the academic program and advancing through college/school committees and on to university-wide committees. Each of these faculty committees provides oversight and approval of curricular adoptions, modifications and deletions. The University Undergraduate Curriculum Committee (UUCC) consists of faculty members concerned with the academic integrity of the institution, the quality of the course and programmatic offerings, and the realization that the institution is diverse and that the academic programs it offers will be similarly diverse. The UUCC is a committee of the Faculty Senate and works with the Oversight Committee on the Core Curriculum to approve and assess courses in the Texas Core Curriculum. This oversight committee consists of 11 voting members. A majority of the voting members are tenured faculty and the committee has one representative from each Faculty Senate group. The administrative co-chair of the committee (i.e., Director of the Core) supports faculty in the development of individual course level assessment of mandated core objectives and makes their recommendation for final course approval to the UUCC and Faculty Senate.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

none reported

b. Field of Study Curriculum

Vice Provost for Academic Administration takes the lead in assuring initiative is completed.

c. Texas Core Curriculum

Registrar requests review of the Texas Core Curriculum each catalog year and posts the TX Core Curriculum crosswalk in the catalog.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	181	688
University core curriculum	67	95
Degree program major requirements	114	417

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Class schedule (TCCNS course equivalents)

- Student information system degree audit (TCCNS course equivalents)

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

1. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
2. Inaccurate and/or inadequate advising at the community college
3. Lack of financial aid support (federal, state, and institutional) for transfer students
4. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
5. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
6. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
7. Students transferring with excessive hours
8. Program admission requirements that are different from your institution's admission requirements
9. Lack of adequate and appropriate services for online transfer students
10. Transfer students unprepared for the rigor of university curriculum
11. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
12. Transfer students' interest/demand for degree programs not offered at your institution
13. Students undecided about their major
14. Degree programs at capacity at your institution
15. Distance from areas with large community college student population

40. 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.)

More students being advised and enrolling in certificate/non-transfer programs at the community colleges

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

Higher number of students looking to transfer in WECM courses but not willing to consider the BAAS track to degree.

Research Institutions

Texas A&M University

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

Community college transfer students are not tracked separately.

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?

Community college transfer students are not tracked separately.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- Academic advising on community college campuses
- Financial aid advising on community college campuses
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

The Texas A&M Transfer Course Sheets, a self-advising tool for students and a resource for community college advisors now include a four semester schedule planner to aid in the selection of coursework while completing an associate degree. The Office of Admissions staff collaborate with community colleges during the year to review this specific information with advising staff.

10. 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.)*

- 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
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

The Transfer Student Program at Texas A&M University offers transfer students the opportunity to be connected with student peer mentors, connects students with high impact programming opportunities, partners with Tau Sigma National Honor Society for recognition and awards, in addition to creating social & academic events along with health and well-being insight. - [http://successcenter.tamu.edu/Transfer-Student-Program-\(TSP\)](http://successcenter.tamu.edu/Transfer-Student-Program-(TSP))

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

None to address

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

The Office of Admissions at Texas A&M University welcomes prospective transfer students to attend one of six Transfer Information Sessions (TIS). These information sessions are scheduled for three dates in the fall and three dates in the spring on Friday afternoons to allow for student transportation. TIS 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 also 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.

b. persistence (retention)

Academic Success Center – Transfer Student Program / The Academic Success Center represents a collaboration between Academic Affairs and Student Affairs at Texas A&M University. Their 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. The 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.

c. success (completion)

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.

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

- 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
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 173,900
- Percent of new transfer students who were recipients: 3%
- Average annual award per student: \$ 1,954

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	We do not routinely transfer courses that are workforce related or technical, i.e. leading to a certificate or AAS degree
Calculation for the transfer GPA for admission	No	We do not routinely transfer courses that are workforce related or technical, i.e. leading to a certificate or AAS degree
Student's record in the student information system	No	We do not routinely transfer courses that are workforce related or technical, i.e. leading to a certificate or AAS degree

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

College of Engineering – Midland College, College of Veterinary Medicine & Biomedical Sciences – Trinity Valley Community College, College of Veterinary Medicine & Biomedical Sciences – Lone Star College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

40

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

18

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

None to report at this time.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

Articulation agreements provide guided pathways for students into specific programs with the appropriate coursework completed to be successful. The Office of Admissions works closely with our colleges and departments to facilitate program articulation agreements as needed.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

Faculty find them useful to meet specific program and academic readiness goals.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

Texas A&M finds articulation agreements useful to meet specific university program, enrollment and outreach goals. Several Academic Colleges have articulation agreements across Texas. Automatic admission requirements, program location determination and participation guidelines are managed by the TAMU Academic Colleges in partnership with the Office of Admissions.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

The Texas A&M University College of Liberal Arts has been working with Blinn College to align DRAM 1310 with Texas A&M THAR 201. THAR 201 meets the Texas A&M University creative arts component area core requirement and also our university-required international and cultural diversity graduation requirement. As such, this alignment applies to all of Texas A&M University undergraduate programs.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Faculty advisors and administrators engaged in undergraduate advising or administration are aware of ACGM learning outcomes. The associate/assistant deans for undergraduate programs across the colleges meet regularly and discuss changes or emerging issues related to the ACGM learning outcomes. Texas A&M University also strives to maintain a representative on the THECB ACGM committee.

b. Field of Study Curriculum

Faculty administrators and advisors in departments and colleges with existing or in-development FOSC are aware of the related requirements and have developed plans to incorporate FOSC courses in the related degree plans. The provost's office actively seeks representatives for FOSC development committees and solicits feedback during FOSC public comment periods.

c. Texas Core Curriculum

The Core Curriculum Committee of the Texas A&M University Faculty Senate provides administrative oversight of our core curriculum and screen all new courses for potential inclusion in our core. In addition, the Core Curriculum Committee recertifies courses for continued inclusion in the core on a staggered four-year rotation. Annual workshops are provided to assist faculty members wishing to propose new courses for the core curriculum or needing to have existing core courses recertified.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

As previously noted, we strive to maintain a faculty representative on the THECB ACGM committee. We also encourage colleges and departments having ACGM-equivalent courses to stay informed about changes in learning outcomes and course revisions and additions.

b. Field of Study Curriculum

Faculty administrators and advisors in departments and colleges with existing have developed plans to incorporate FOSC courses in the related degree plans. The provost's office actively seeks representatives for FOSC development committees and solicits feedback during FOSC public comment periods.

c. Texas Core Curriculum

The Core Curriculum Committee of the Texas A&M University Faculty Senate provides administrative oversight of our core curriculum and screen all new courses for potential inclusion in our core. In addition, the Core Curriculum Committee recertifies courses for continued inclusion in the core on a staggered four-year rotation. Annual workshops are

provided to assist faculty members wishing to propose new courses for the core curriculum or needing to have existing core courses recertified.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	170	534
University core curriculum	102	109
Degree program major requirements	116	364

38. 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.)

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- Recruitment materials (TCCNS course equivalents)
- Recruitment materials (explanation and significance of the common course numbering system)
- core.tamu.edu

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

1. Inaccurate and/or inadequate advising at the community college
2. Lack of financial aid support (federal, state, and institutional) for transfer students
3. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
4. Program admission requirements that are different from your institution's admission requirements
5. Degree programs at capacity at your institution
6. Students transferring with excessive hours

40. 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.)

None to address

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

43. 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.)

None to report.

The University of Texas at Austin

1. Does your institution have a goal for the number of new community college transfer students for fall 2019?

700

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2019 to spring 2020?

No

3. Does your institution have a goal for degree completion for your community college transfer students?

70% of our students will graduate within 3 years of transfer to the University.

4. Does your institution require academic advising for new transfer students?

Yes

5. Do your institution's academic advisors receive training specific to transfer students?

Yes

6. Does your institution offer an orientation program specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation that includes transfer students. *(Order of selected responses does not reflect order of importance to the institution.)*

- Advising with professional advisors
- Advising with faculty advisors
- Financial aid advising
- Registration
- Student organizations
- Assignment of student mentors
- Meetings specific to academic program majors
- Career services
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Food services/meals
- Parent/family participation
- Testing

8. What student outreach efforts did your institution conduct or participate in during the 2018-2019 school year? *(Order of selected responses does not reflect order of importance to the institution.)*

- Regular recruitment visits on community college campuses
- Transfer fairs on community college campuses
- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2018-2019. (Please limit your response to 600 characters.)

(No response provided by institution)

10. 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.)*

- 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
- First-year transfer experience

11. Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)

The Transfer-Year Experience Program creates transfer-specific academic spaces, connects transfer students to experienced mentors, and builds avenues for transfer students to establish peer networks.

12. List and briefly describe student success programs initiated for the first time in 2018-2019 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

No new programs were initiated.

13. For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)

a. number (enrollment)

(No response provided by institution)

b. persistence (retention)

The Transfer Year Experience Program offers comprehensive wrap-around service to transfer students including learning communities, social support (including the transfer student organization and the transfer student lounge), and transfer-specific signature courses. This effort tracks the persistence of transfer students for each semester.

c. success (completion)

Transfer students are comprehensively tracked by each college and school using our Progress-to-Degree tool. This tool helps academic advisors determine how student credits count toward their degree while also tracking progress toward timely graduation. Although the university does not yet have a 70 percent 3-year transfer graduation rate, we continue to make progress on this goal.

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

- 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
- Information about course transfer policy
- Course equivalency guides or database

15. Does your institution have institutional and/or departmental scholarships/grants designated exclusively for community college transfer students?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2018-2019 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 689,105
- Percent of new transfer students who were recipients: 43%
- Average annual award per student: \$ 1,288

17. Has the minimum GPA for transfer admissions changed from the 2017-2018 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2017-2018 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2017-2018 requirement?

No

20. Has the institutional limit on semester credit hours that transfer from a community college and may be applied to a degree changed from 2017-2018?

No

21. Are technical/workforce courses completed by transfer students included in the following calculations and records? Explain the response.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATION S/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	(No response provided by institution)
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	No	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2018-2019 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2018-2019 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?

1

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?

0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?

1

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)

The articulation agreements cannot include an admissions guarantee. Otherwise, we offer (and provide) all of the other elements of articulation.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)

n/a

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)

n/a

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)

n/a

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2018-2019 school year.

Faculty members from UT Austin have served on THECB Field of Study Curriculum (FOSC) Committees to discuss alignment of courses for specific majors across the state, with particular emphasis on recommendations for courses in the ACGM that prepare students for four year degrees. In the 2018-19 academic year, these include the following FOSC committees: Architecture Communications** Computer Science/Information Technology** Drama** Economics* Engineering English Language & Literature Fine Arts* Health and Wellness* Journalism* Management and Information Systems Mathematics* Mexican American Studies Multidisciplinary Studies (Teaching) Grades 4-8* Music Nursing Political Science Psychology Social Work Sociology * indicates the number of times the FOSC committee met or is scheduled to meet in 2018-19 In addition, UTAustin faculty have been nominated to serve on four upcoming FOSC committees: Chemistry Communication Disorders Government/Political Science History (Teaching Track) Other cross-institutional discussions include: * The College of Nursing has a formal standing articulation agreement with Austin Community College. * The University's representative on the Undergraduate Education Advisory Committee participated in discussions of the whole and in small-group discussions with representatives from other 4-year institutions and several 2-year institutions about transfer policies relating to core curriculum and field of study courses.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Many but not all lower division courses at UT Austin are aligned to the ACGM and TCCNS. Faculty involved in teaching these courses and subsequent courses in a sequence have been informed about the work of this project and are generally familiar with the guidelines and objectives for these courses, especially those affected by their teaching.

b. Field of Study Curriculum

Faculty representatives on FOS committees, their chairs, and some of their colleagues involved in overseeing lower-division degree requirements in related majors are aware of this initiative. The School of Undergraduate studies has also encouraged the academic deans in all colleges offering undergraduate degrees to keep their faculty members apprised of this initiative.

c. Texas Core Curriculum

Many faculty members at UT Austin, including particularly those who teach courses in the core curriculum, are aware of this initiative. To a large extent, this is because of the campus-wide efforts to review and approve courses proposed to be included in our core list and also our annual efforts to assess the courses in the core curriculum. Another contributing factor is that since we count all writing flag courses to fulfill one part of the communication foundation component area, and we have many hundred writing flag courses, these faculty members are also aware of the core curriculum requirements.

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.

a. ACGM Learning Outcomes Project to align TCCNS courses

The Office of the Registrar and the Office of Admissions review state requirements and UT Austin lower-division courses to determine ACGM alignment. Academic units (departments, or schools and colleges) can recommend adjustments when changes occur either on our campus or in the ACGM.

b. Field of Study Curriculum

The Office of the Executive Vice President and Provost, in consultation with the relevant academic units, nominates a faculty representatives to serve on each FOS committee. Those who are actually appointed share information about the discussions and recommendations of these committees with the affected academic units and the provost's office. Faculty, in collaboration with the provost's office also prepare public comments regarding the impact of proposed FOSCs. Changes to our policies and procedures are then considered by the related academic units, college/school administration, (sometimes the campus Educational Policy Committee), and the Faculty Council, which ultimately makes recommendations to the provost.

c. Texas Core Curriculum

The School of Undergraduate Studies oversees the core curriculum at UT Austin. This unit includes faculty and administrative representation from across the campus; it reviews and approves courses to be allowed to fulfill core curriculum requirements (making sure they include the required core objectives), and after subsequent approval by the Faculty Council, Provost, and President submits these courses to the THECB for review. The School of Undergraduate Studies also works with many faculty members across campus to conduct regular assessment of the courses in the component areas of the core curriculum, to assure continued alignment to the state guidelines. Finally, the Office of Admissions, the Office of the Registrar, and the School of Undergraduate Studies collaborate to assure appropriate recognition of transferred core courses from other Texas public institutions, as well as core complete status from those institutions.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2018-2019 school year?

No

37. Indicate the number of lower-division courses in your institution's 2018-2019 undergraduate catalog that fall into each of the categories below. Note: This information is not reported in CBM reports. 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 <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)
2017-2018 undergraduate catalog (core, major requirements, electives)	302	1467

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)
University core curriculum	65	129
Degree program major requirements	140	Unknown (requires manual comparison of lower-division course inventory to each undergraduate degree plan)

38. 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.)*

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- (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.

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

1. Degree programs at capacity at your institution
2. Transfer students unprepared for the rigor of university curriculum
3. Students transferring with excessive hours
4. Students advised to complete an associate degree that includes courses not applicable to the bachelor’s degree prior to transferring

40. 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.)

(No response provided by institution)

41. During the 2018-2019 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2018-2019 school year and explain the resolution. (Please limit your response to 600 characters.)

Restrictive admissions prerequisites were reviewed this cycle, resulting in the elimination of one set of prerequisites. The change (scheduled to take effect next cycle) will provide greater admission access for that major program (Economics). Also, partnered with a two-year institution in creating a course level articulation designed to improve course offerings (Blinn College) and credit acceptance at UT Austin.

43. 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.)

n/a