

Texas General Academic Institutions: Increasing Successful Community College Transfer

Appendices

**A Report to the Texas Legislature per Senate Bill 1,
87th Texas Legislature**

Fall 2021 Report

Appendices

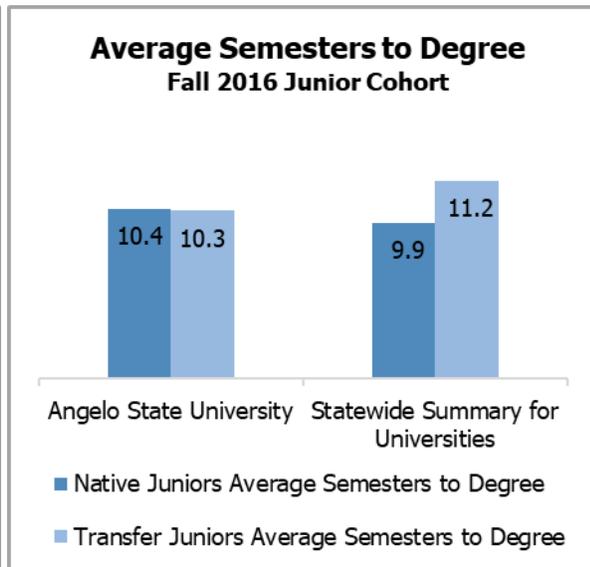
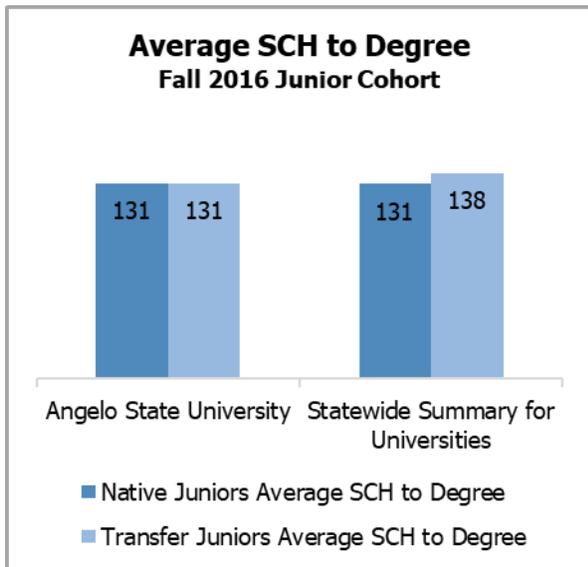
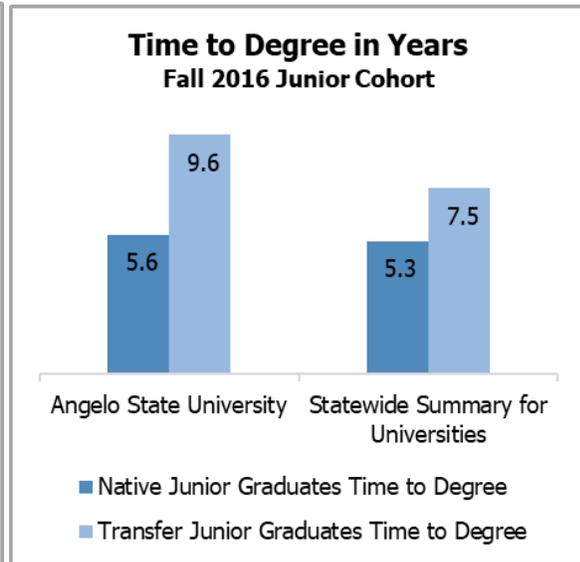
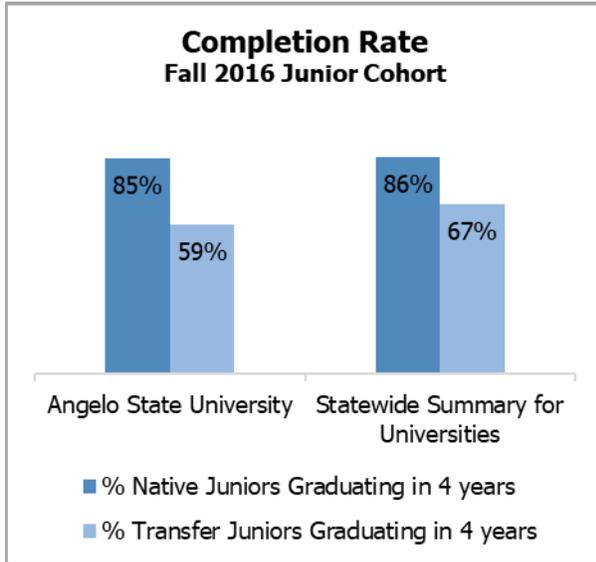
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Appendix A: Institutional Profiles

Master's Institutions Peer Group

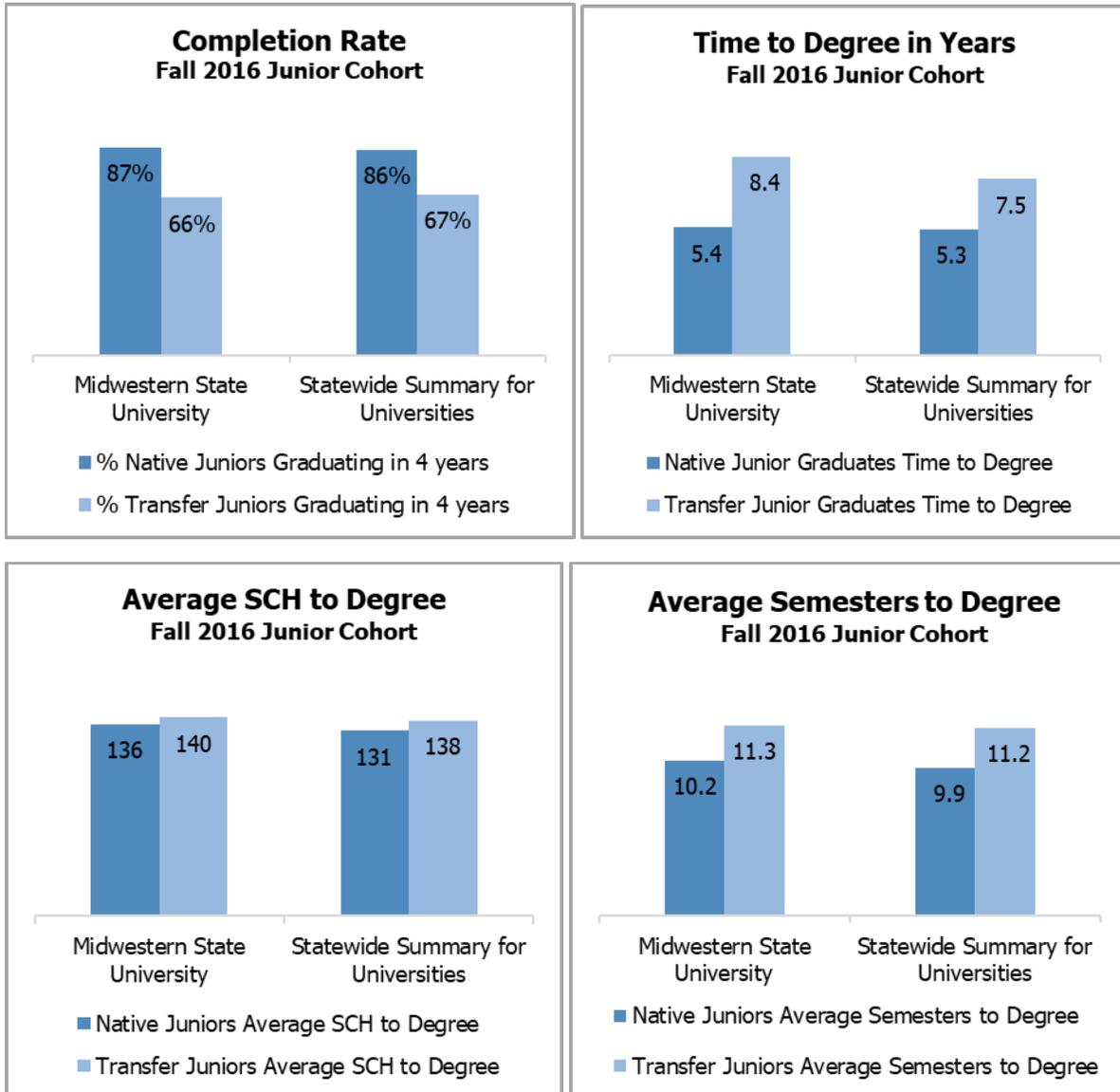
Angelo State University



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.

Distance from areas with large community college student populations ranks as first among Angelo's barriers to transfer.

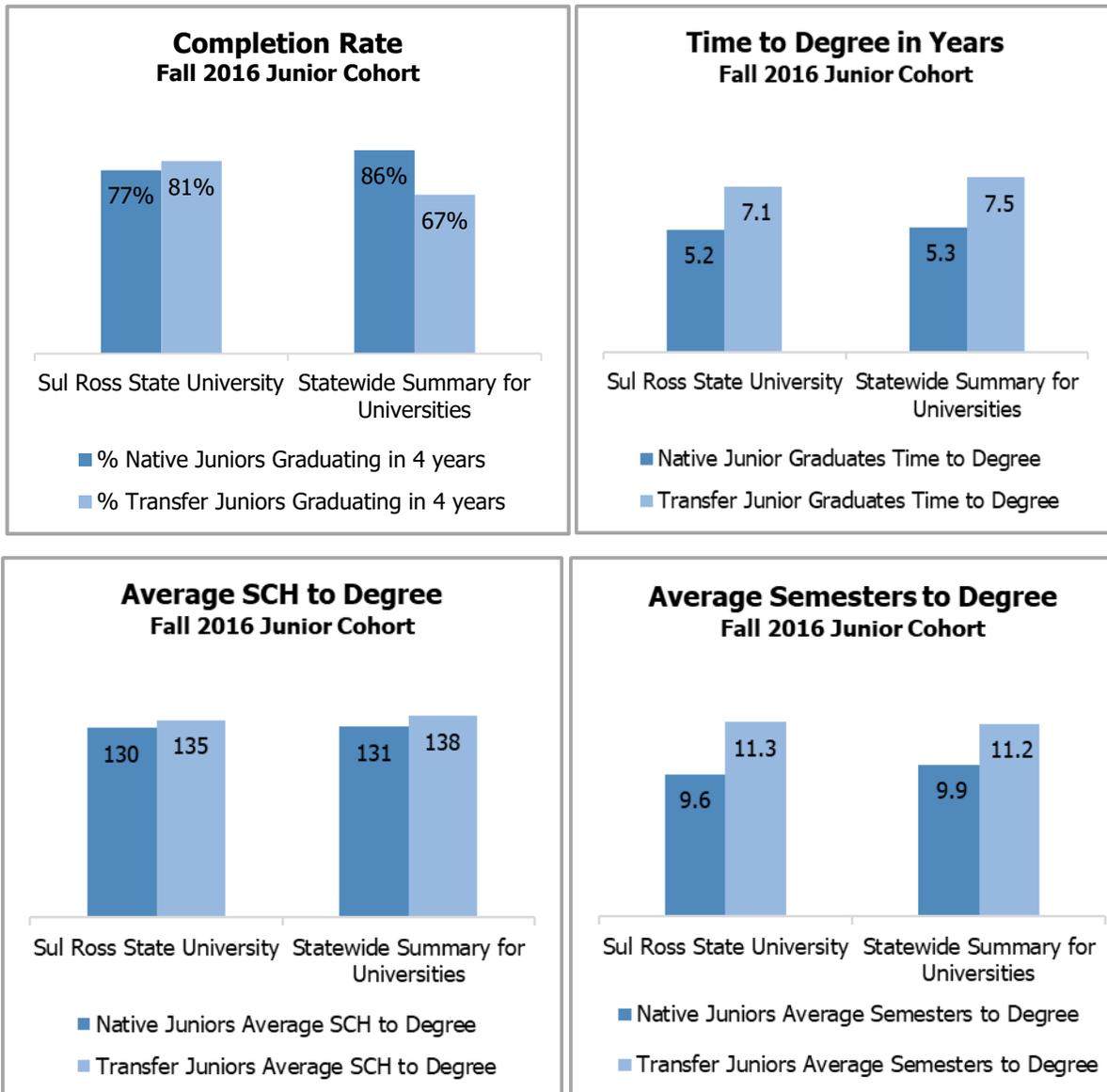
Midwestern State University



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.

The top barrier to transfer for MSU Texas concerns admission requirements, specifically differences between what programs requires and what the institution prescribes.

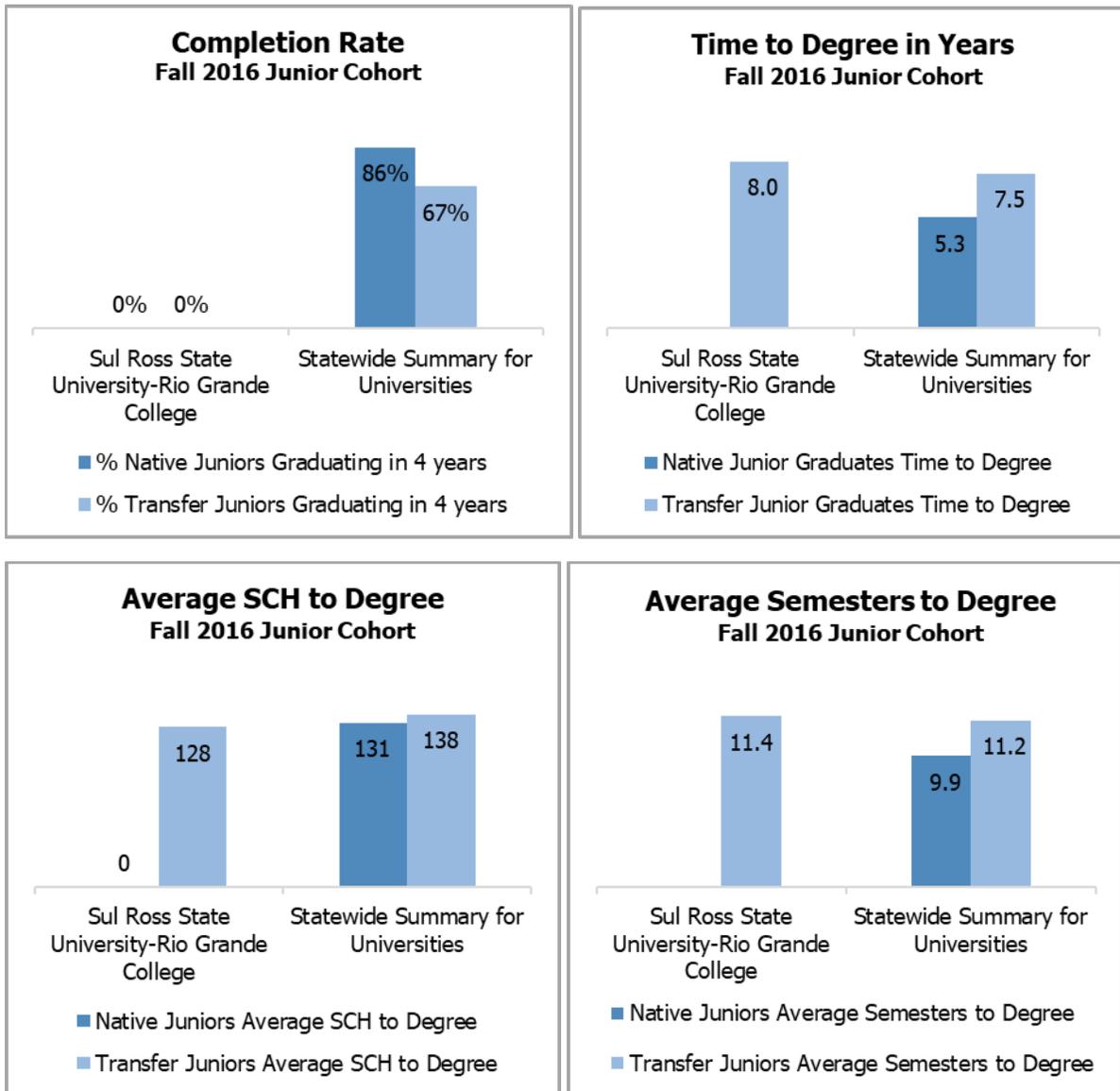
Sul Ross State University



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.

The institution lists one barrier to transfer, specifying its challenge related to its location and distance from areas with a large community college student population.

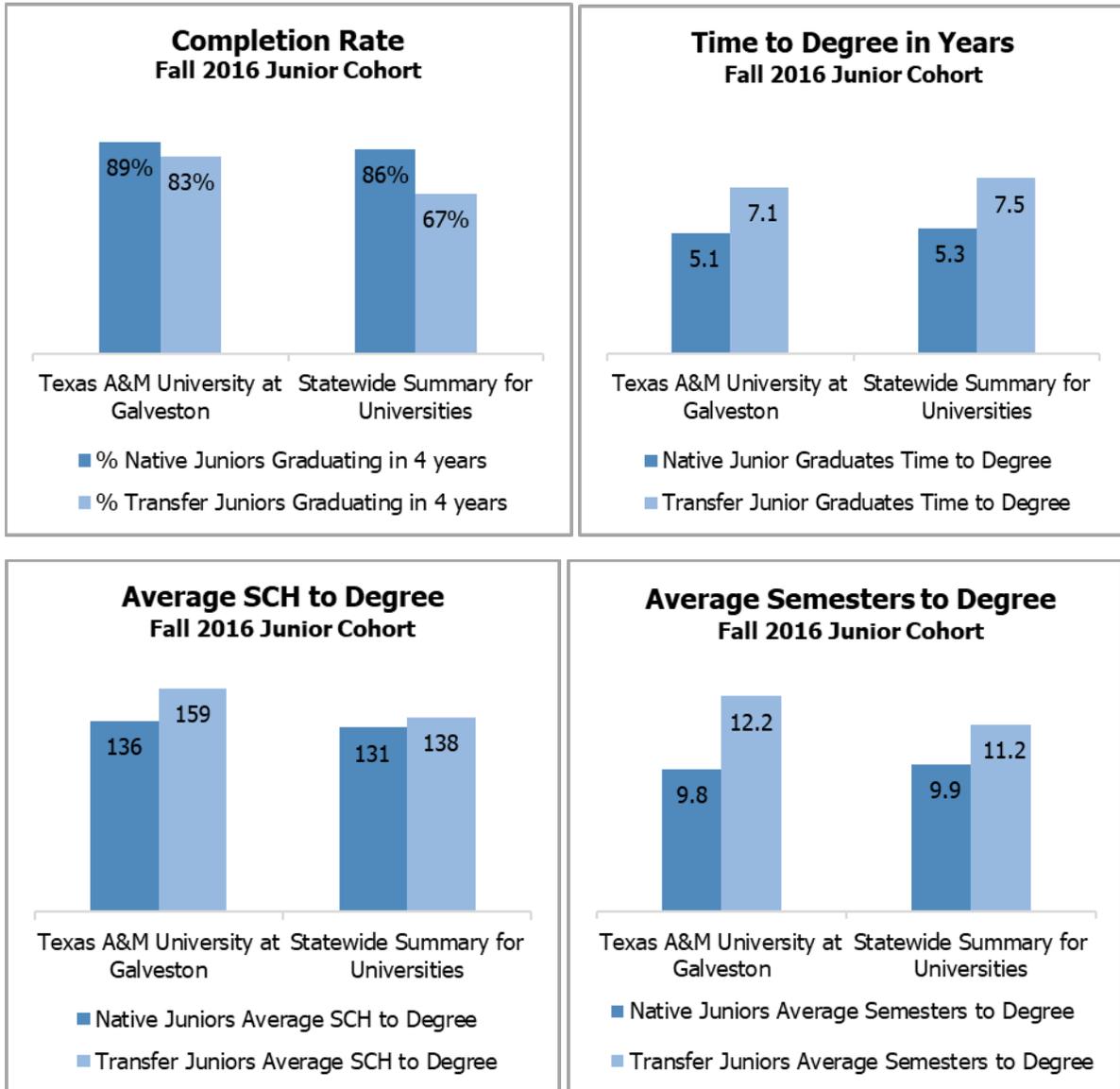
Sul Ross State University-Rio Grande College



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.

Sul Ross-Rio Grande identifies, as the top barrier to transfer, the institution's not offering degree programs to meet transfer students' interest and/or demand.

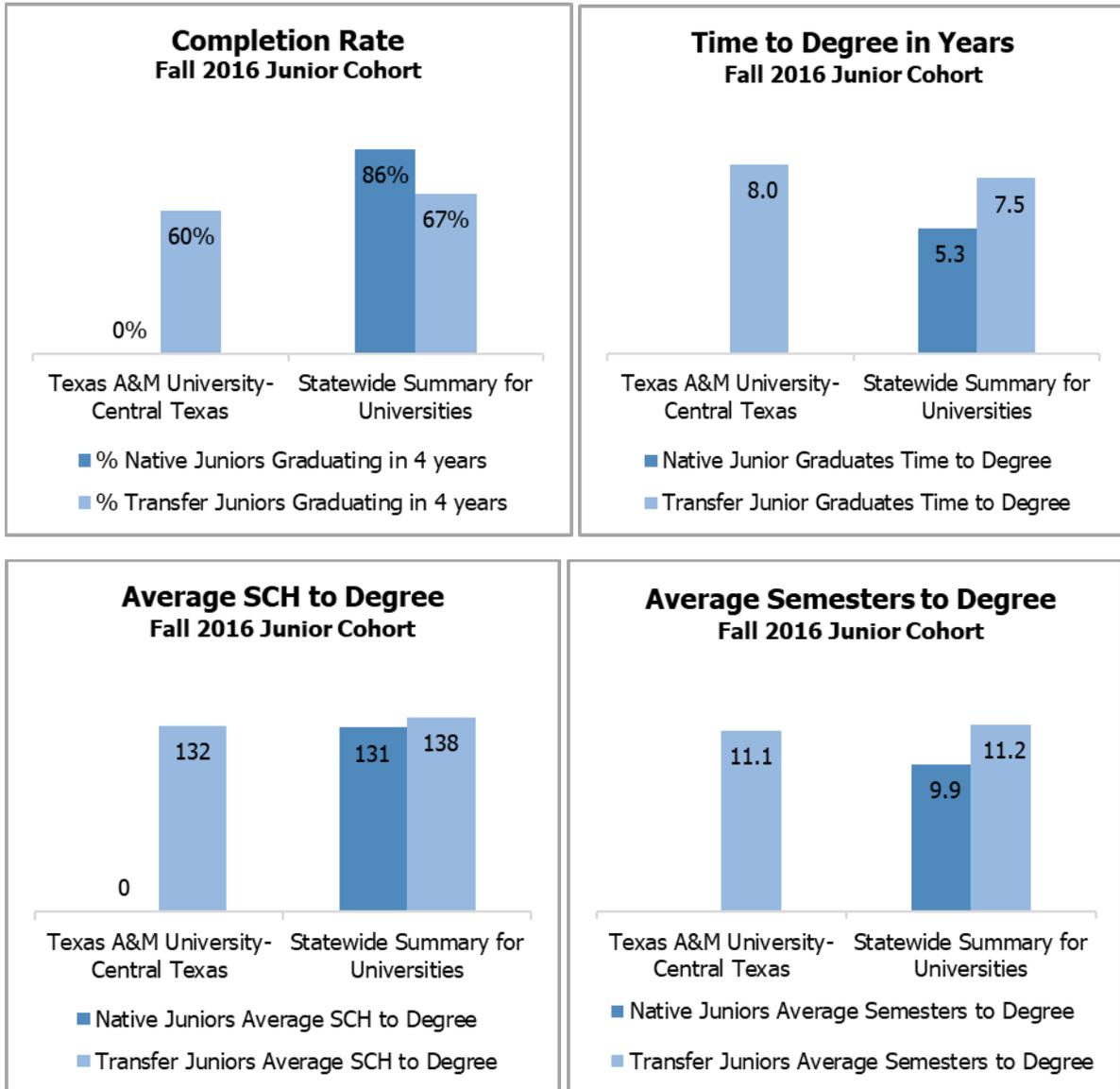
Texas A&M University at Galveston



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 elevated students' indecision about their majors as the top barrier to transfer.

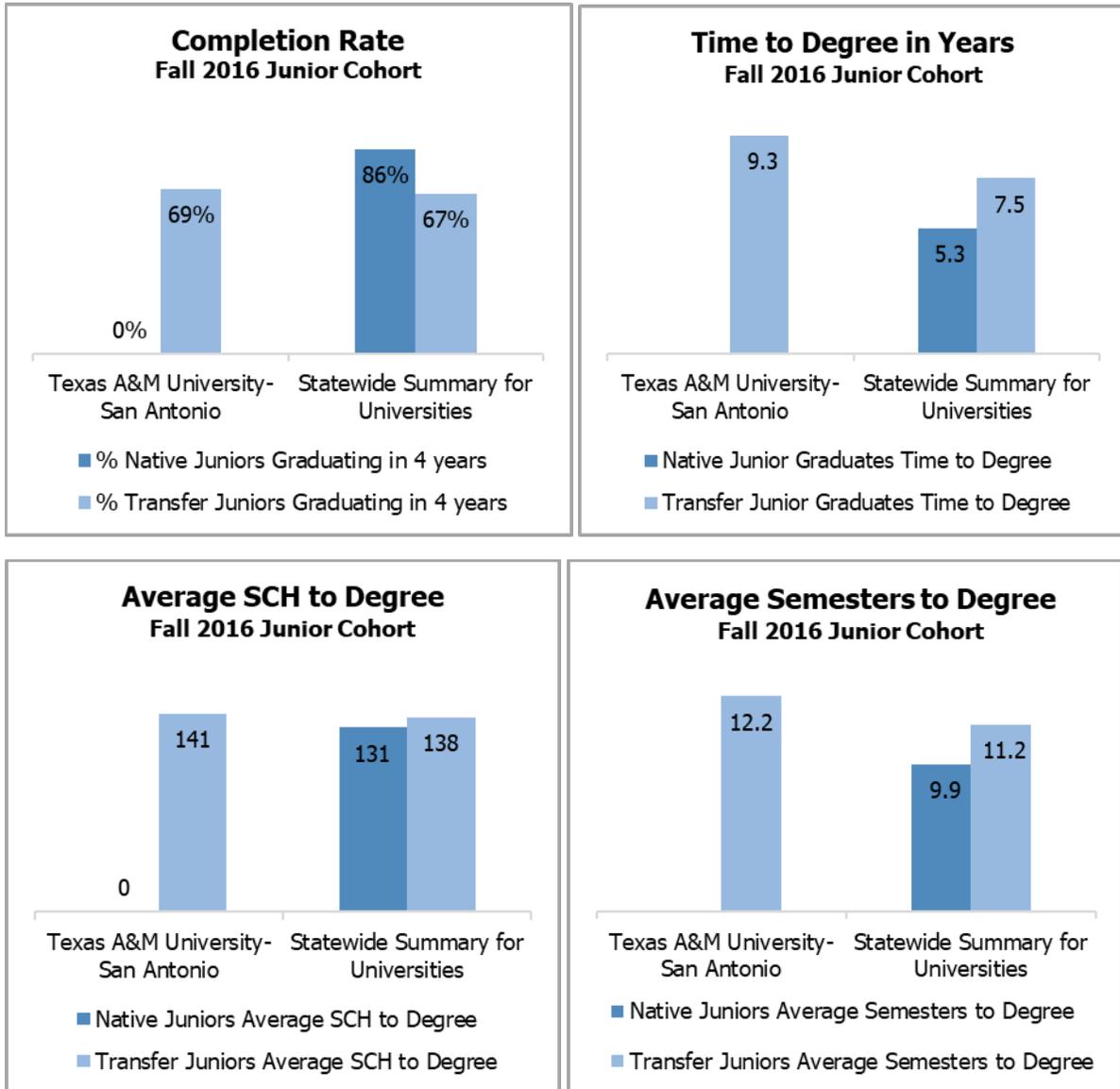
Texas A&M University-Central Texas



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.

The institution views a lack of resources as the top barrier to facilitating transfer of students from community colleges.

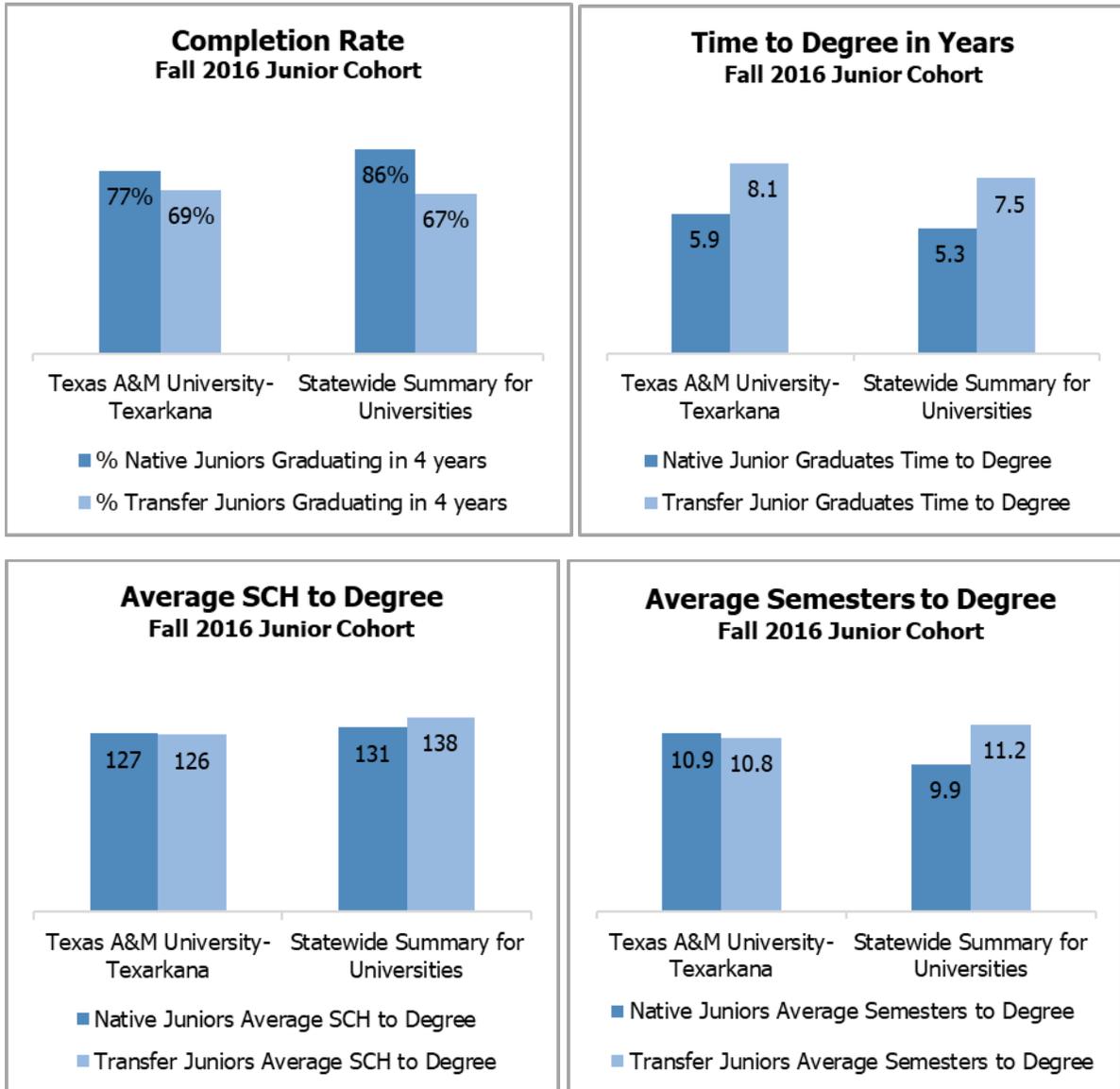
Texas A&M University-San Antonio



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.

As its most significant barrier to transfer, TAMU-San Antonio lists advising students received that leads to completion of an associate degree with courses not applicable to the bachelor's degree they want to pursue.

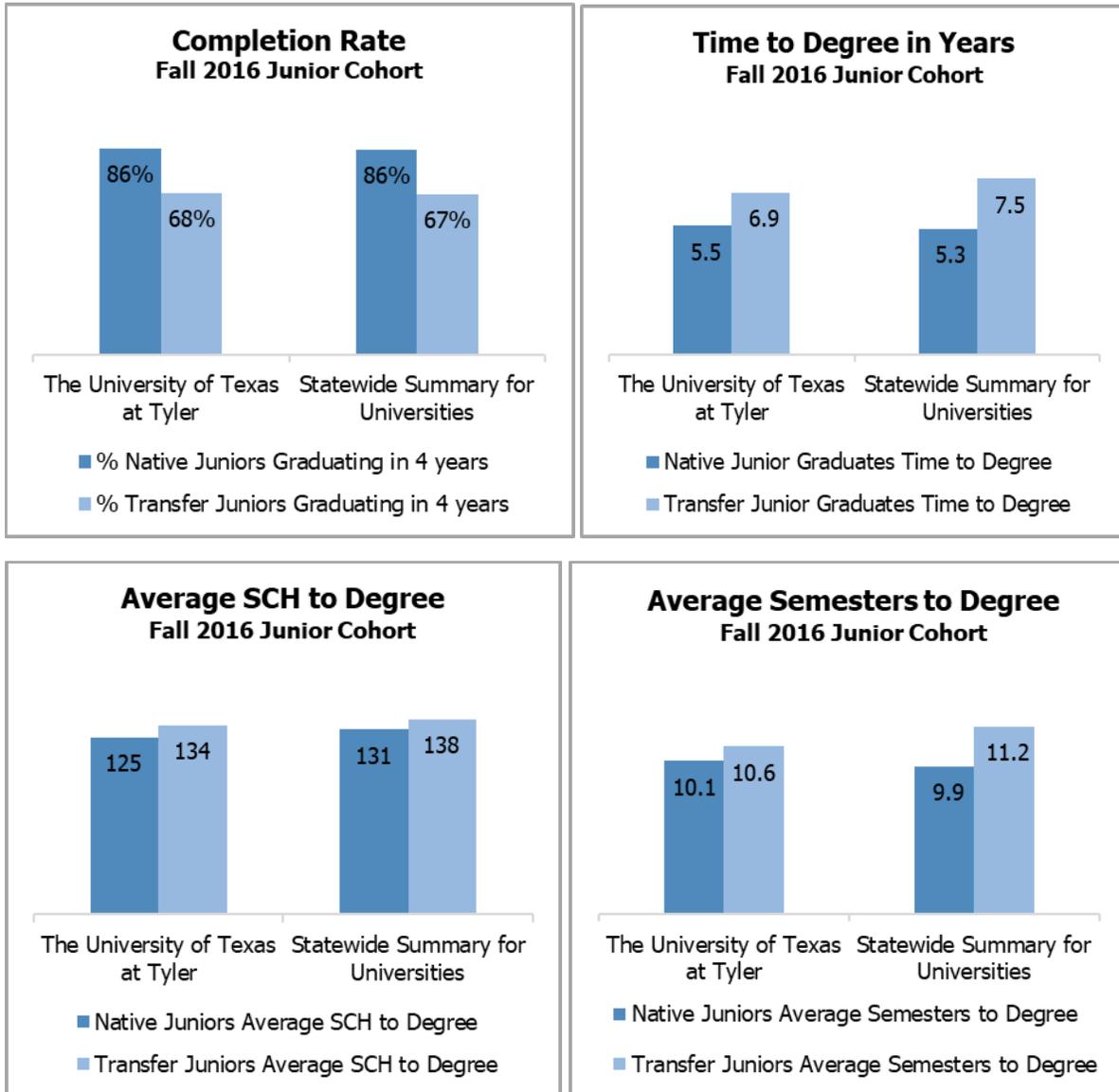
Texas A&M University-Texarkana



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.

Students transferring with excessive hours is ranked first among TAMU-Texarkana's barriers to transfer.

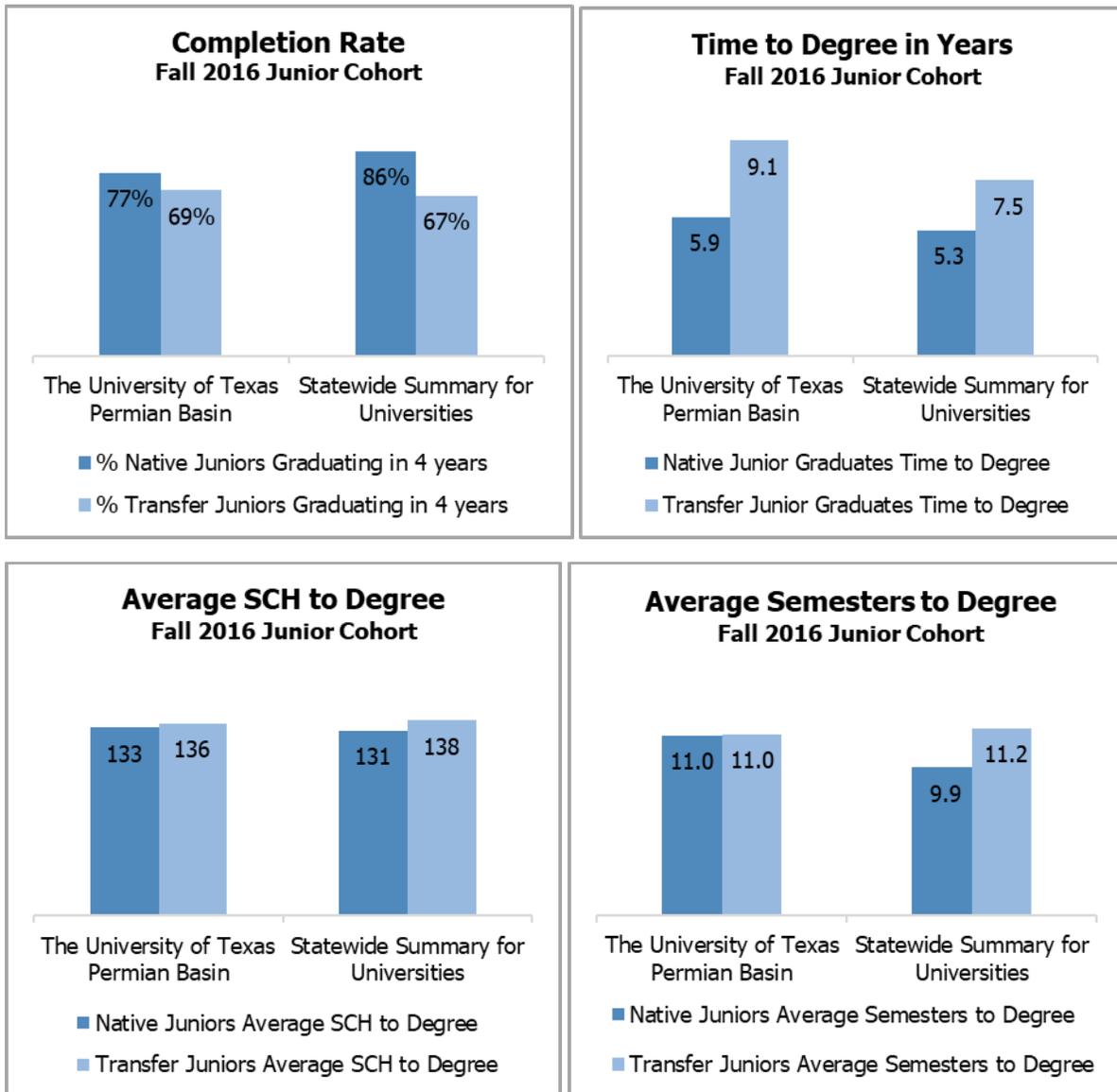
The University of Texas at Tyler



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.

Students transferring with excessive hours is the most significant barrier to transfer reported by UT-Tyler.

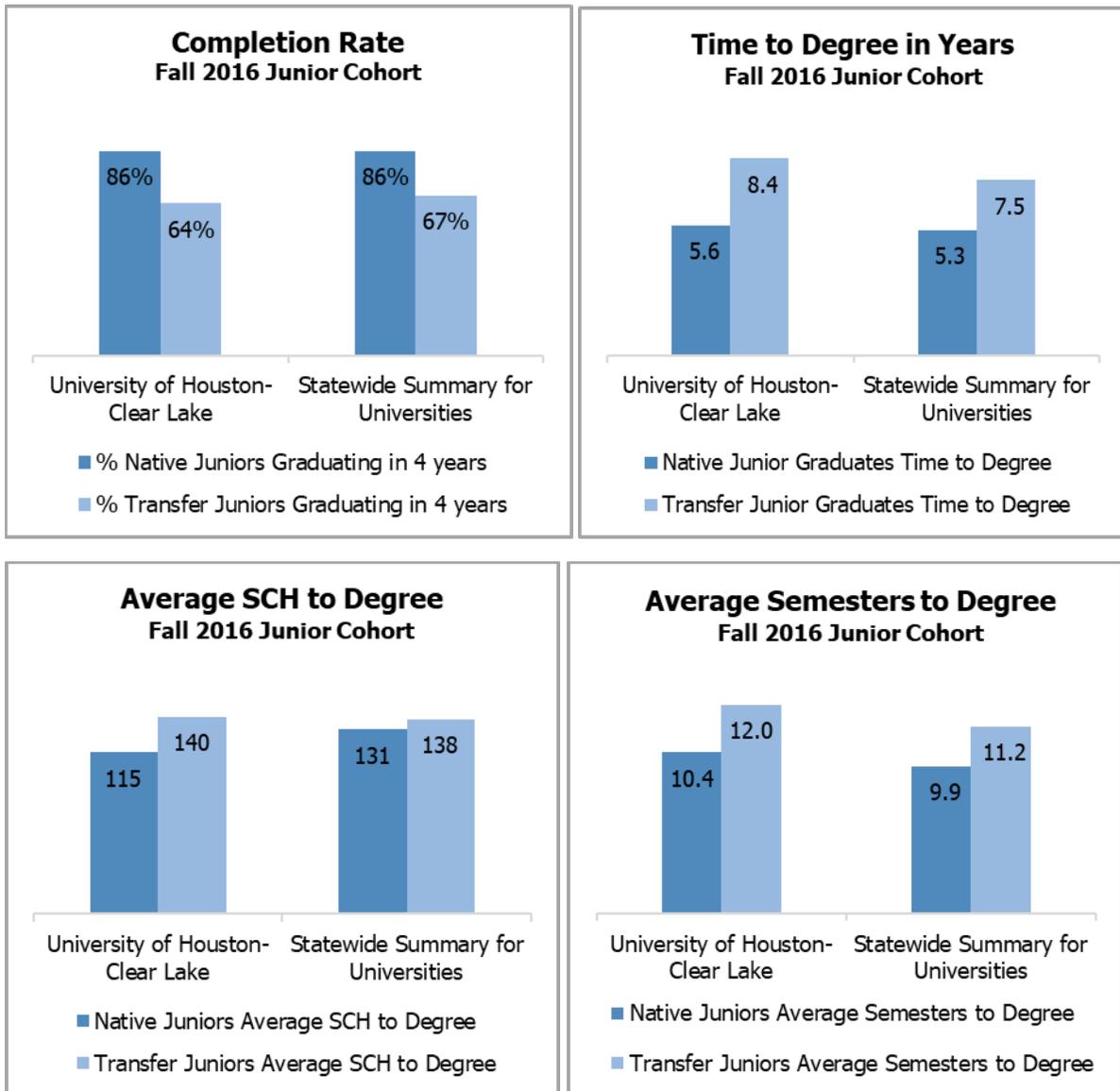
The University of Texas Permian Basin



The University of Texas 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.

UT-Permian Basin's top barriers to transfer concerns advising. Ranked as the most significant barrier is students' completion of an associate degree with courses that are not applicable to the bachelor's degree.

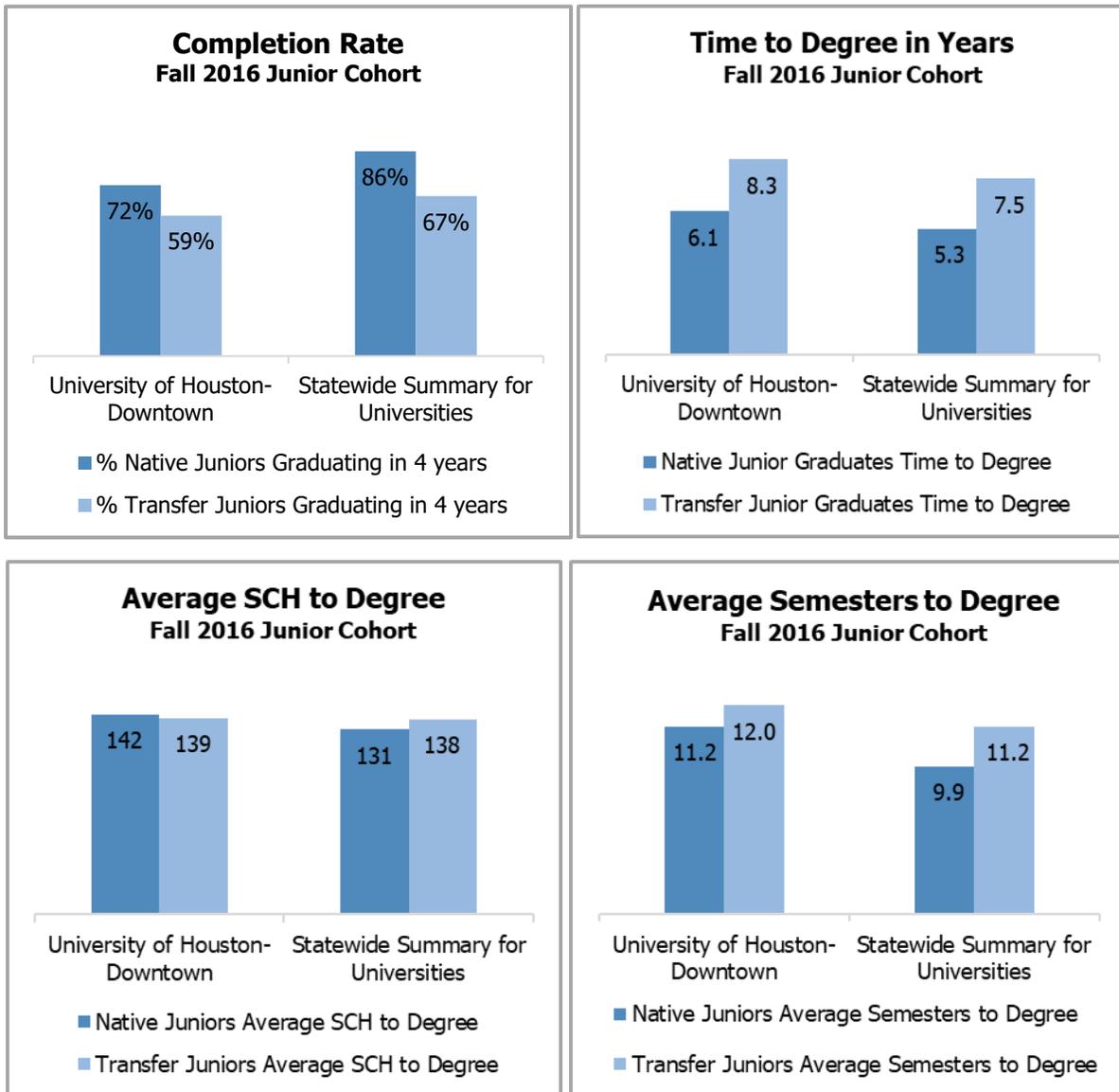
University of Houston-Clear Lake



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.

For this year's report, UH-Clear Lake names the lack of timely or accurate transcript evaluation as its top barrier to transfer.

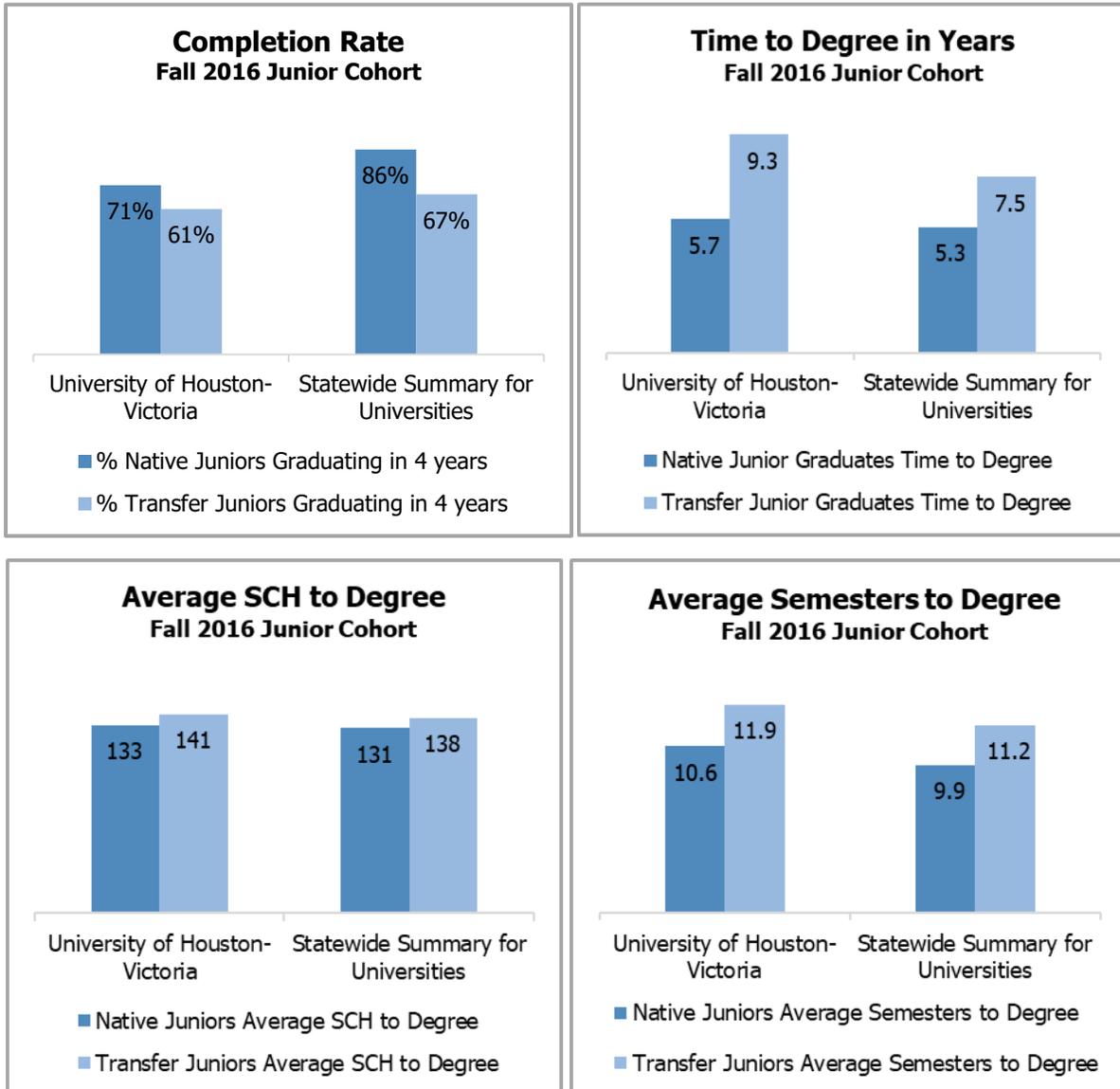
University of Houston-Downtown



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.

The most problematic barrier to transfer for UH-Downtown in this year's report is the lack of financial support for transfer students.

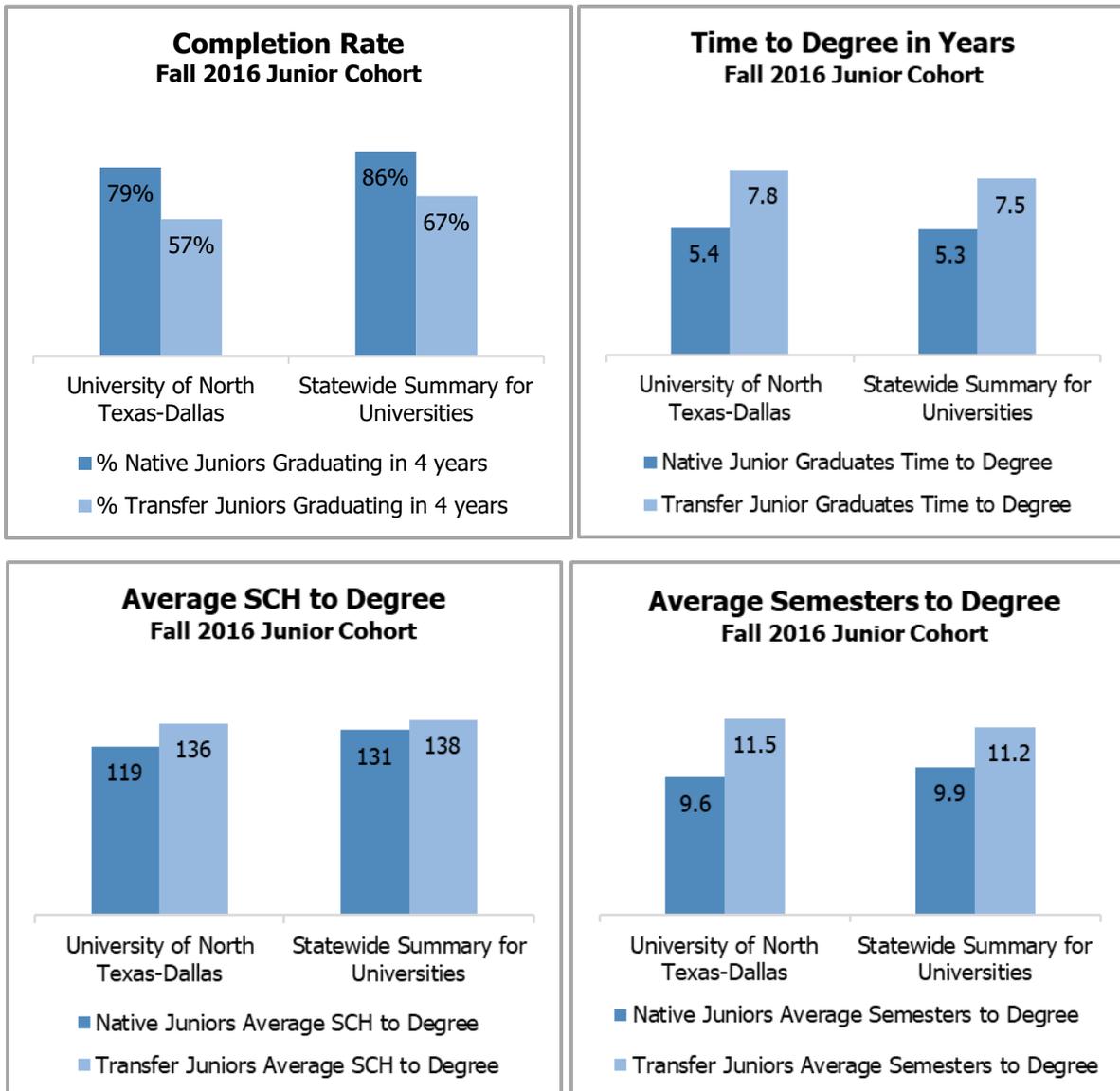
University of Houston-Victoria



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 states that its most significant barrier to transfer is due to the institution's not offering degree programs to meet transfer students' interest and demand.

University of North Texas-Dallas

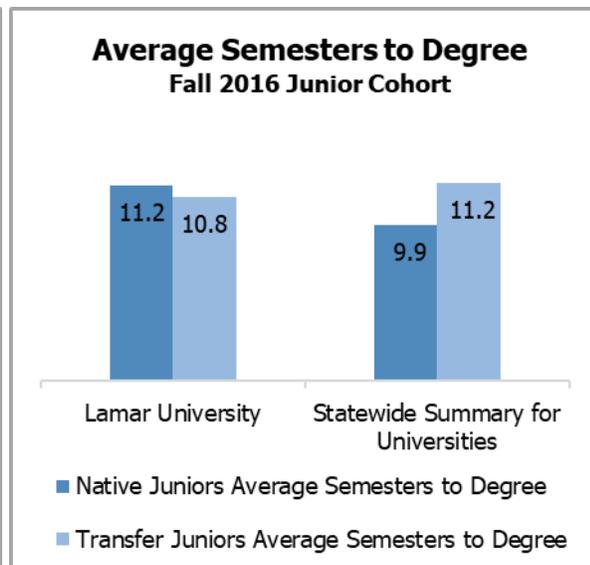
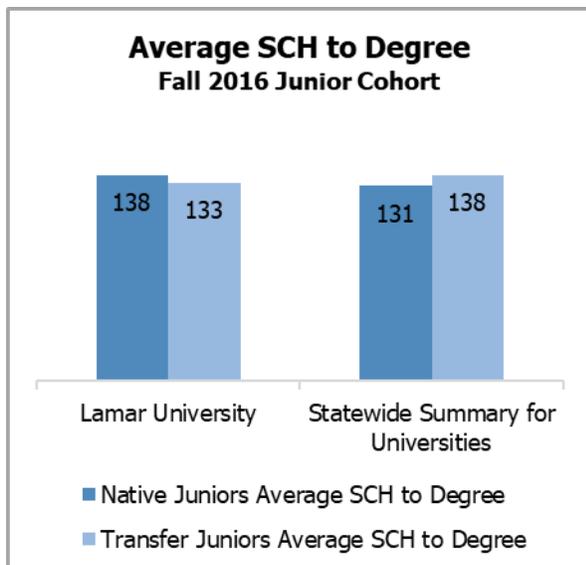
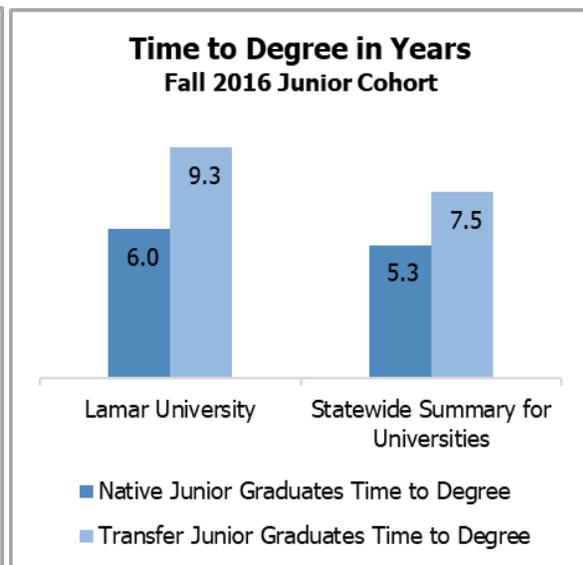
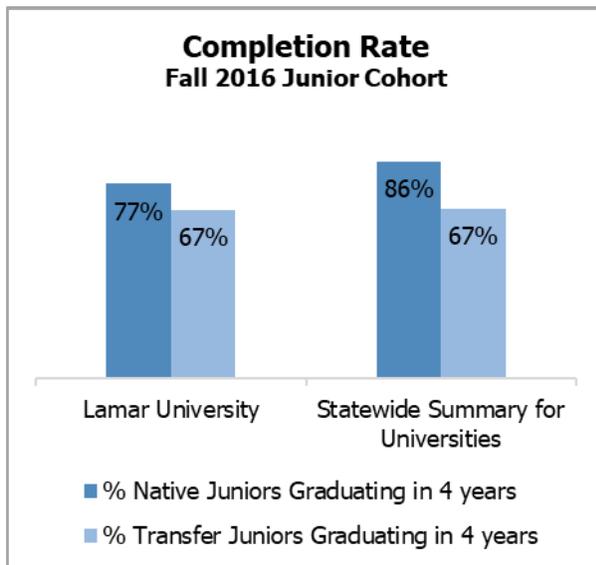


University of North Texas-Dallas (North Texas-Dallas) receives transfers from several community colleges. Most of its transfer students come from Dallas County Community College District campuses.

As its top barrier to smooth transfer, North Texas-Dallas has consistently listed excessive hours accrued before transfer as the most problematic. Advising students received prior to transfer is listed by the institution as additional top barriers to transfer.

Comprehensive Institutions

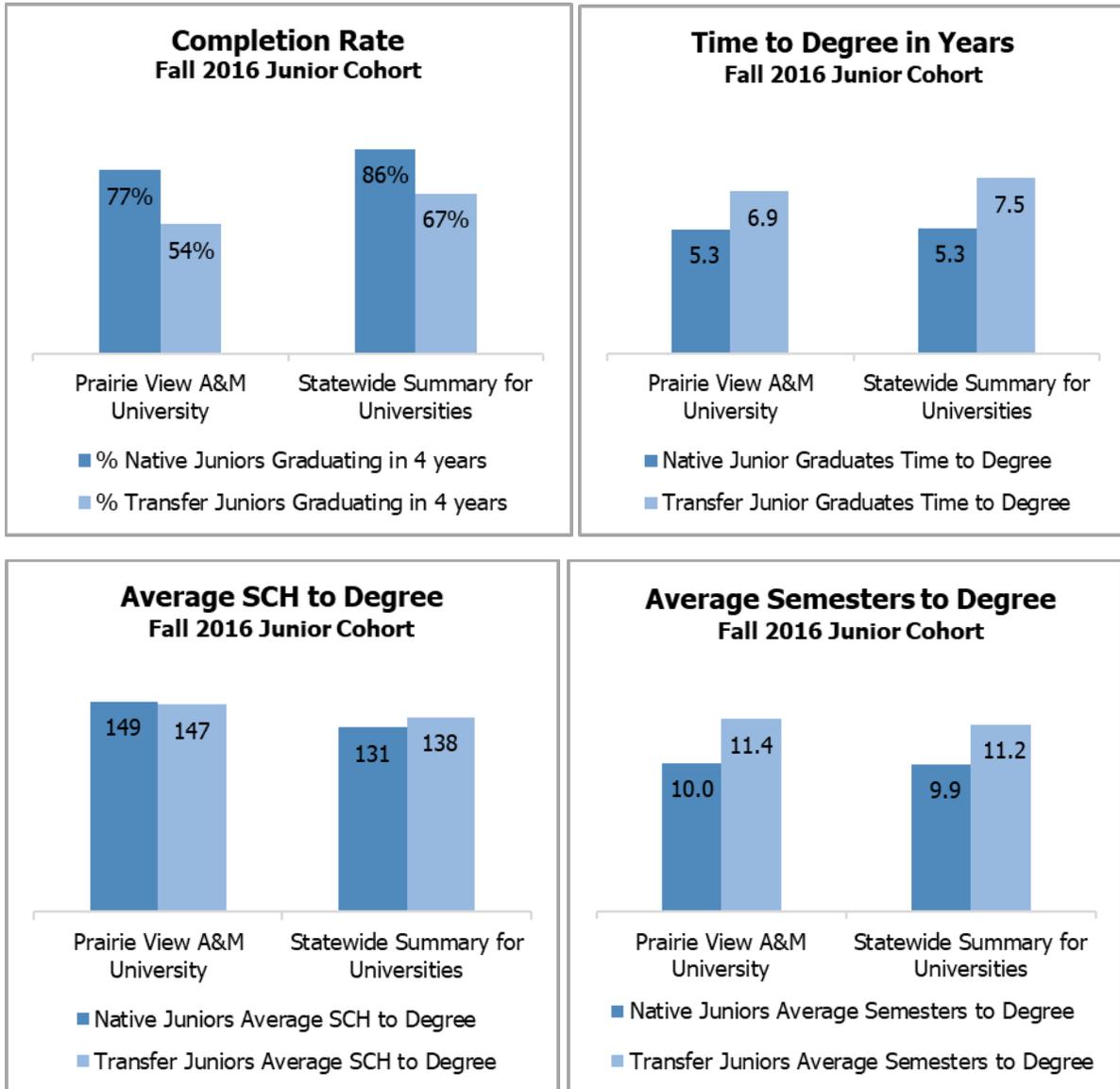
Lamar University



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

The institution lists only one barrier to transfer in this year's report, perceiving it problematic when students were advised to complete an associate degree that includes courses not applicable to the bachelor's degree.

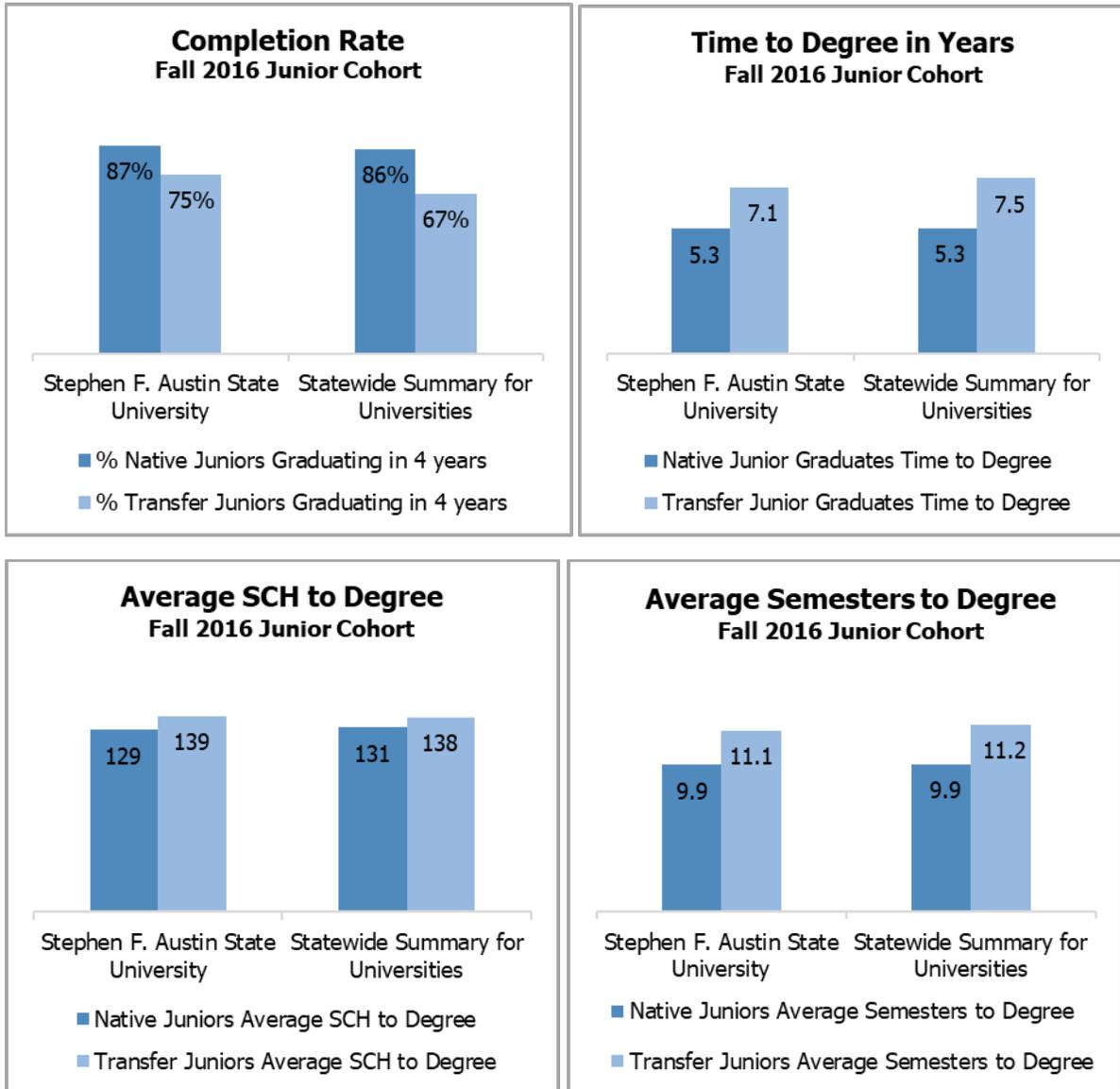
Prairie View A&M University



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.

Insufficient resources at the institution to facilitate smooth transfer of students from community colleges is ranked as the most significant barrier faced by the institution.

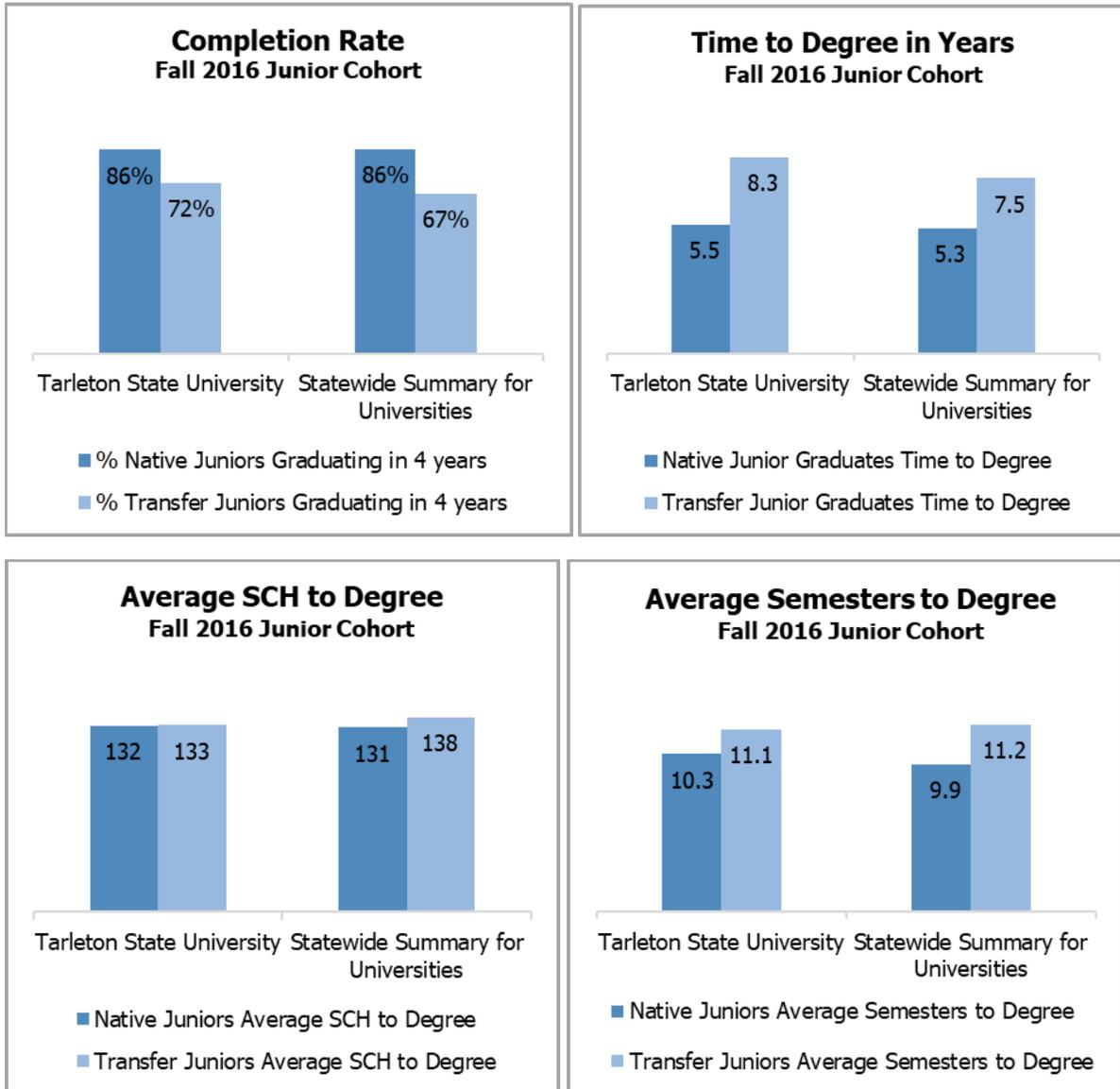
Stephen F. Austin State University



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.

Among the many barriers to transfer identified by SFA, the most problematic is the lack of institutional resources to facilitate the process for students coming from community colleges.

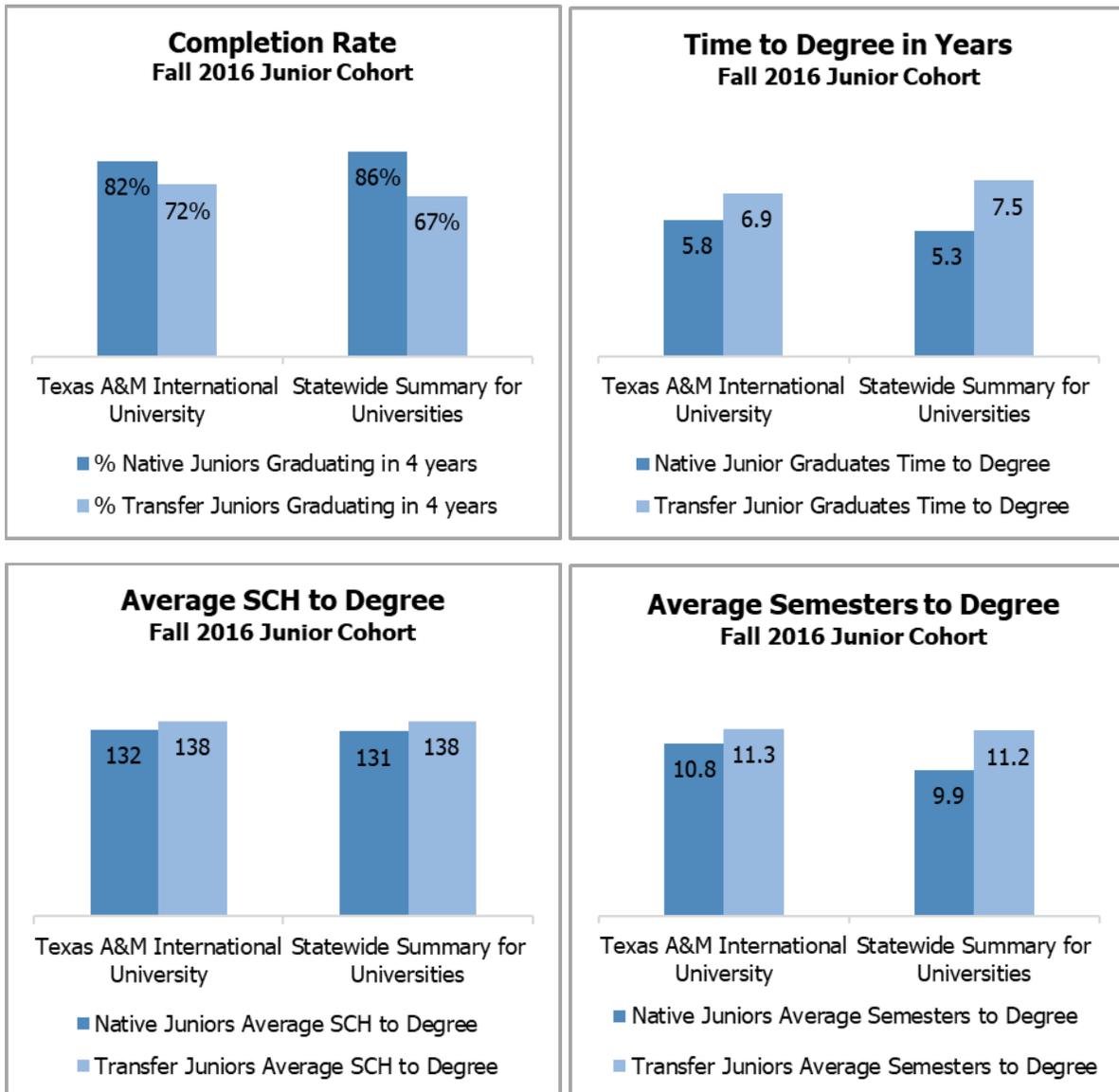
Tarleton State University



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.

The institution considers the lack of financial support for transfer students the most significant barrier to transfer.

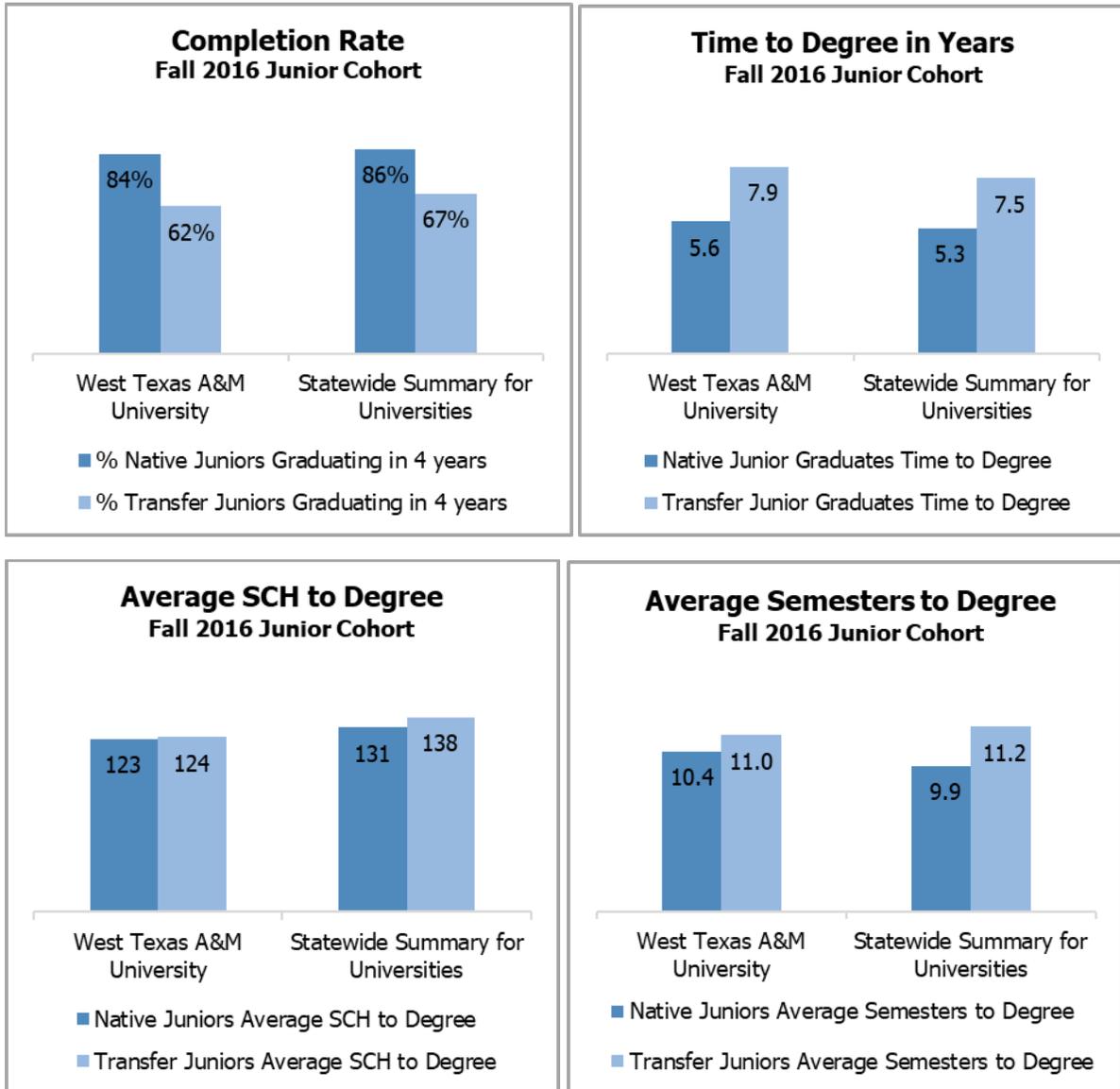
Texas A&M International University



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.

The institution names many barriers to transfer in this year's report and ranks as first the lack of financial support for transfer students.

West Texas A&M University

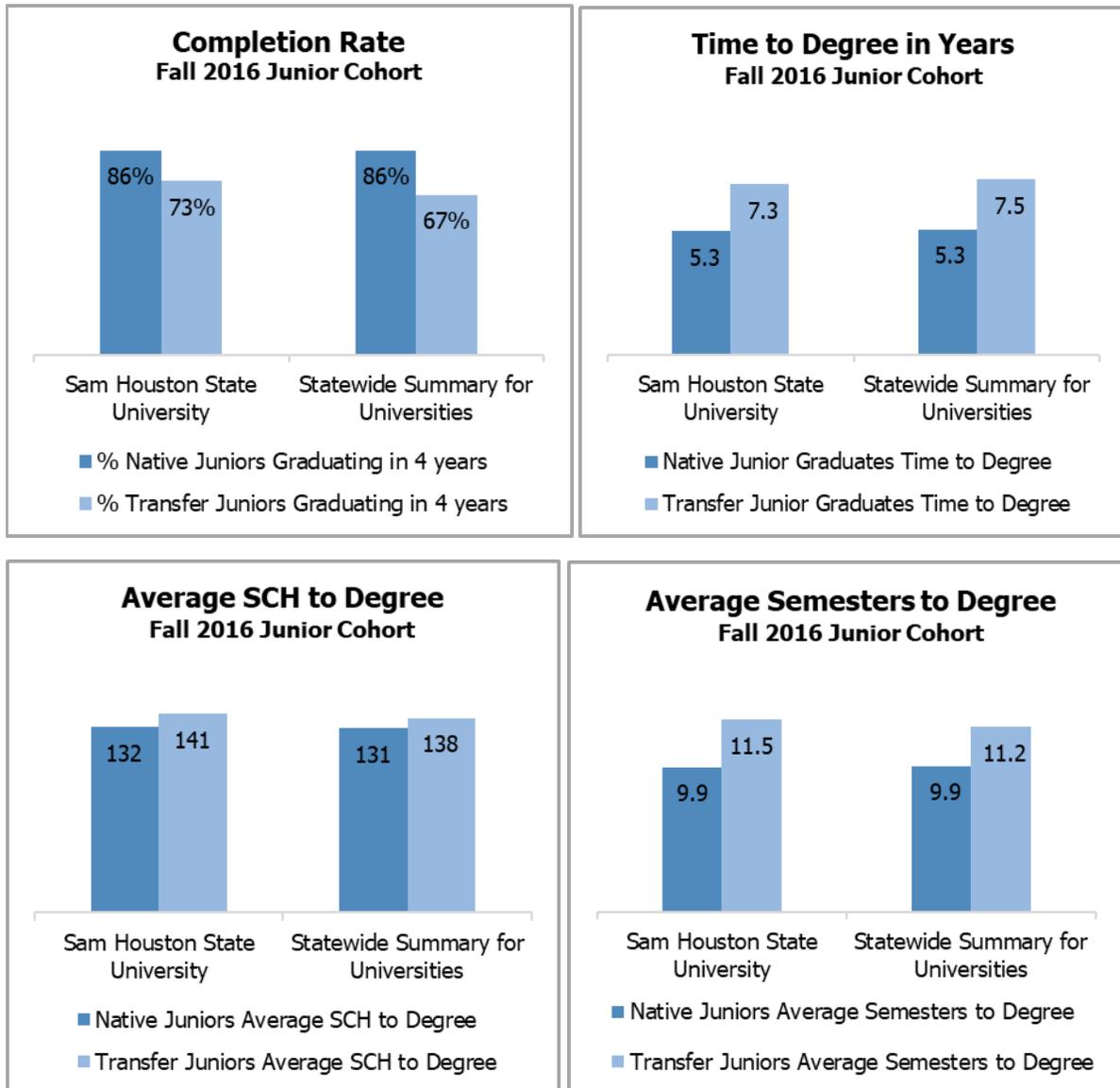


West Texas A&M University (West Texas) in Canyon, Texas, accepts a large number of community college transfer students from its closest feeder institution, Amarillo College. The main campuses of these two institutions are about 20 miles apart. Frank Philips College, which is about 70 miles from Canyon, 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.

The top barriers to transfer reported by the institution concern advising students received prior to transfer.

Doctoral Institutions

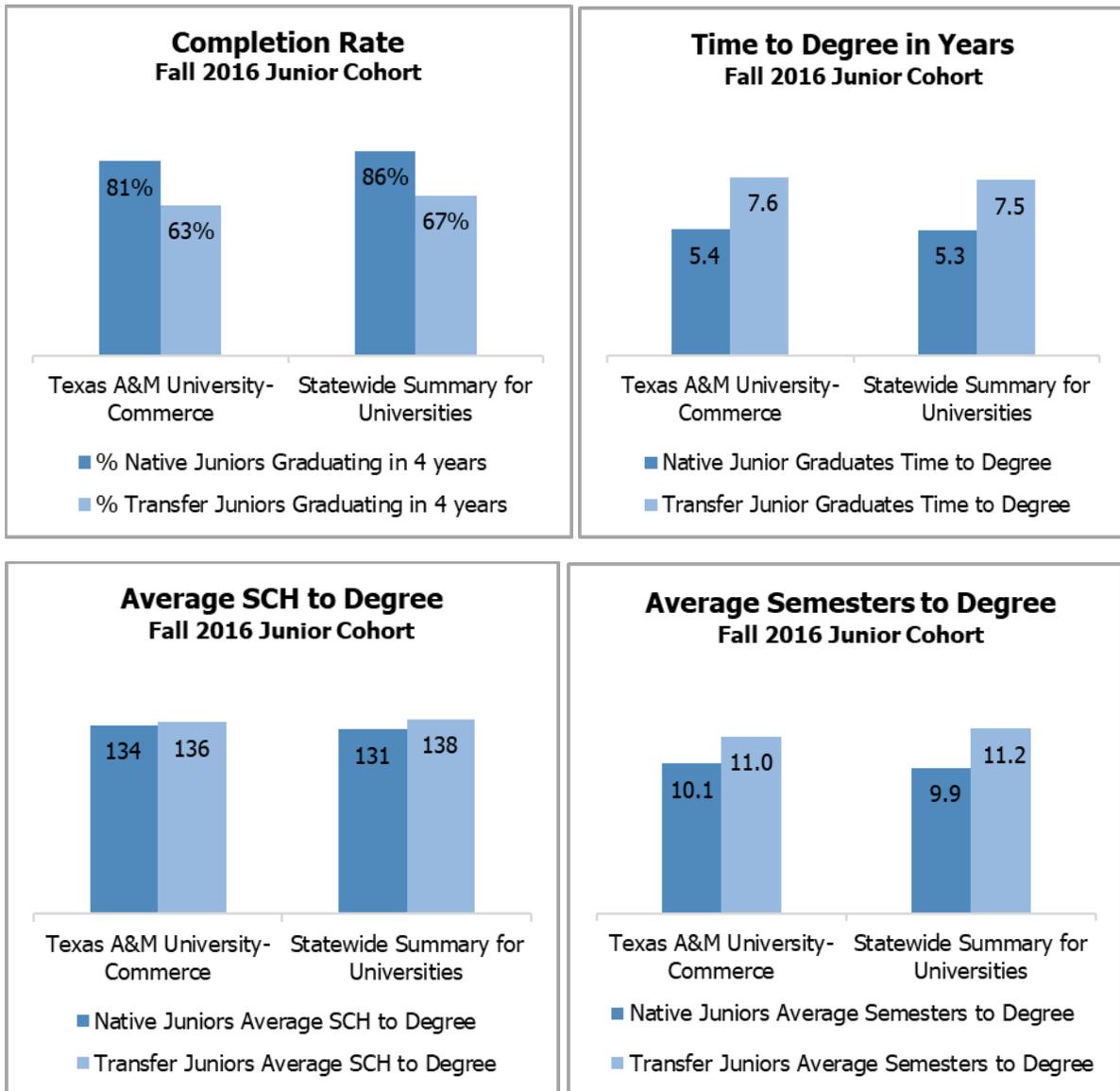
Sam Houston State University



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.

Ranked as the institution's top barrier to transfer, insufficient resources to facilitate transfer present challenges in the institution's effort and work with community college students.

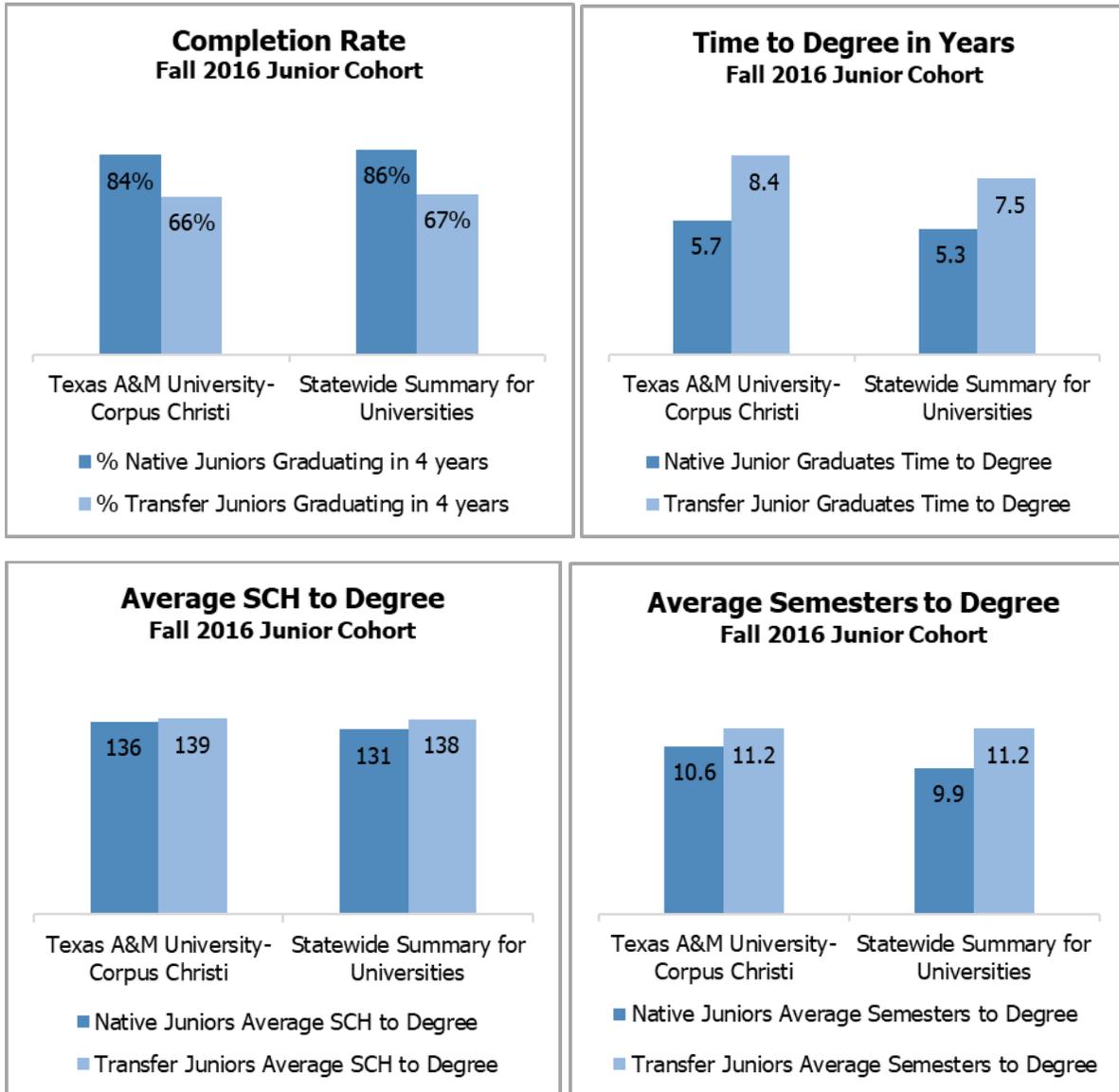
Texas A&M University-Commerce



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.

As its most significant barrier to transfer, TAMU-Commerce lists the lack of services for online transfer students.

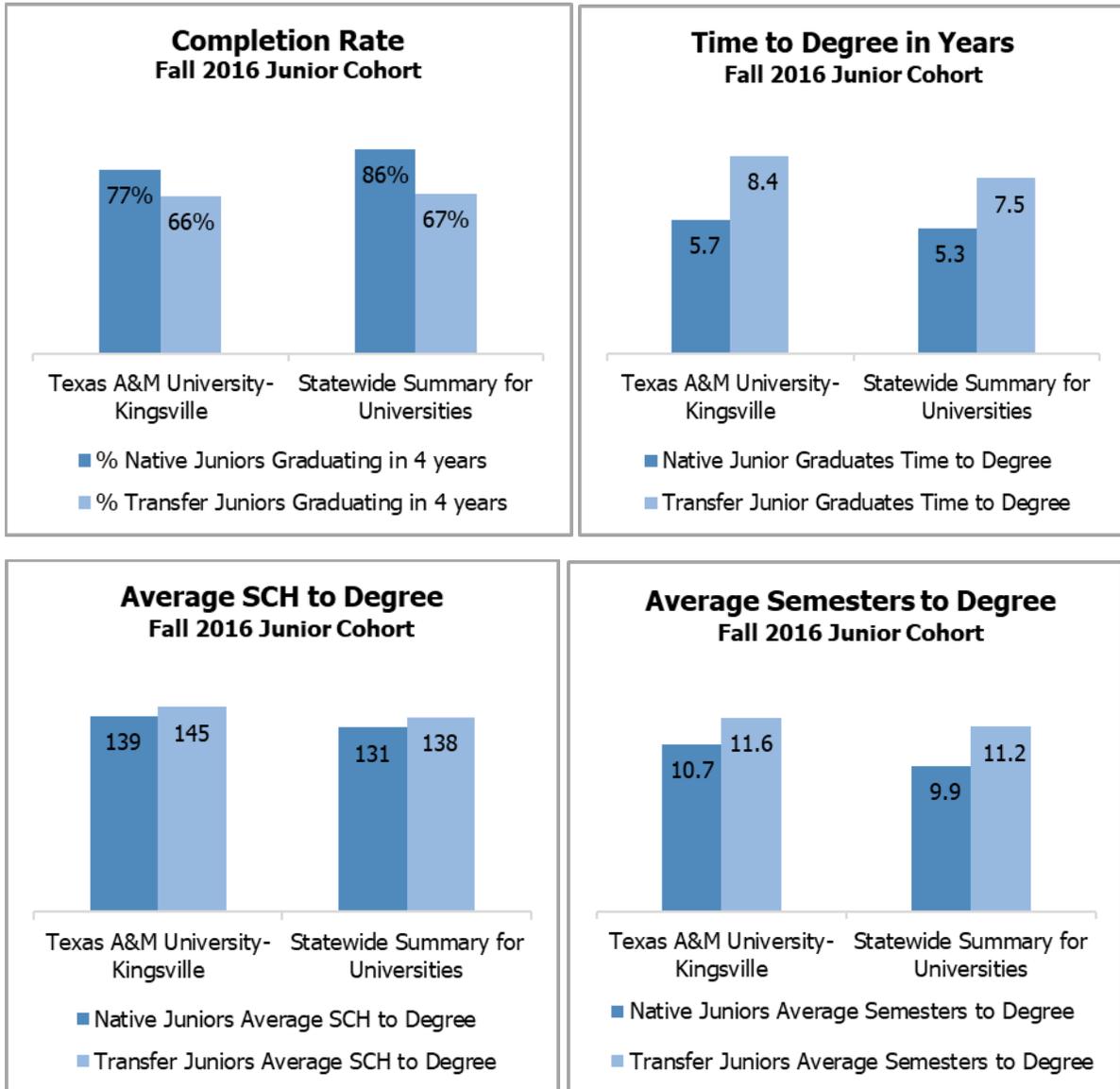
Texas A&M University-Corpus Christi



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.

The lack of timely or accurate transcript evaluation, according to TAMU-Corpus Christi, is the most problematic barrier to transfer faced by the institution.

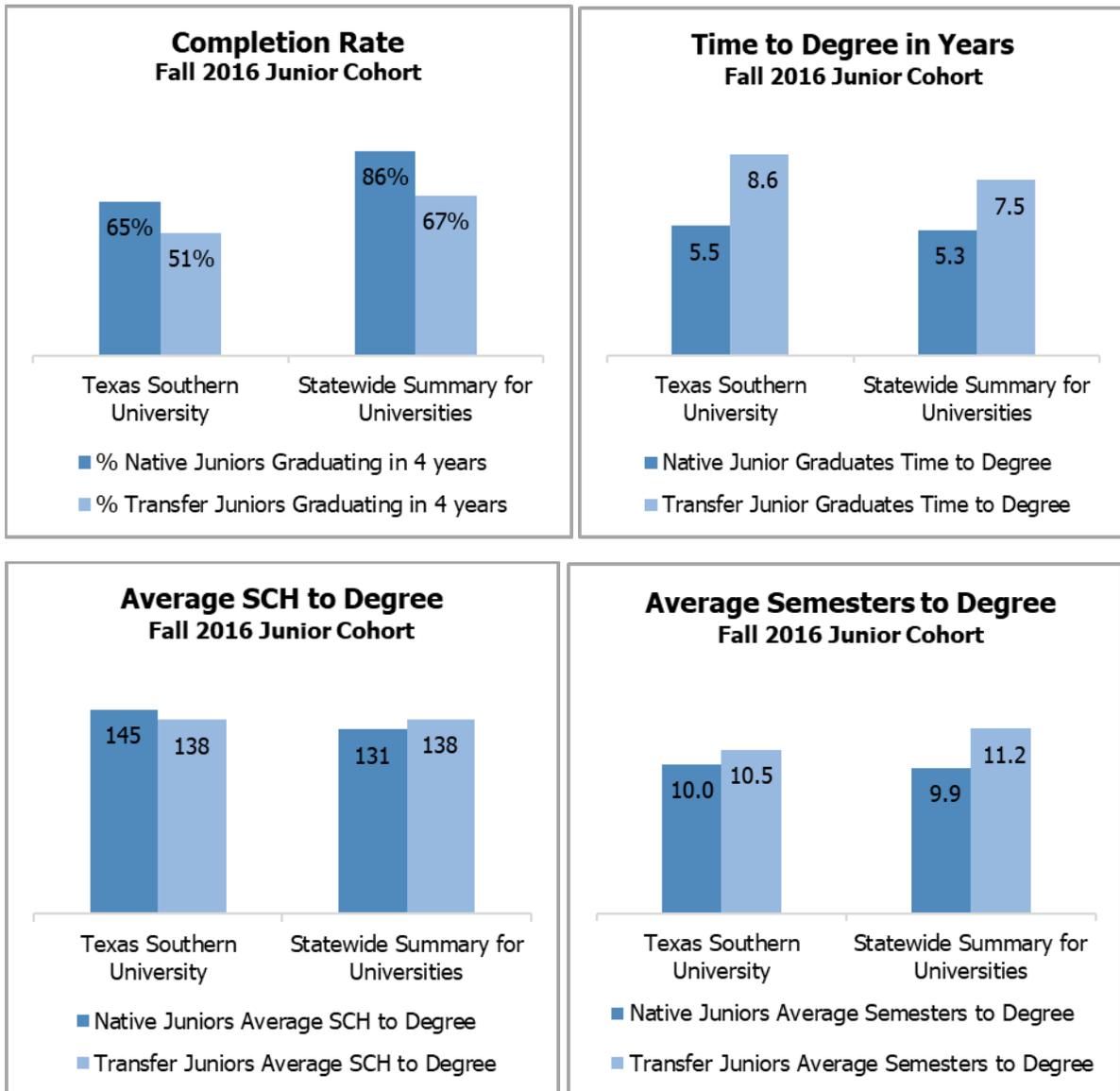
Texas A&M University-Kingsville



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 identifies its distance from areas with a large community college student population as the primary barrier to transfer.

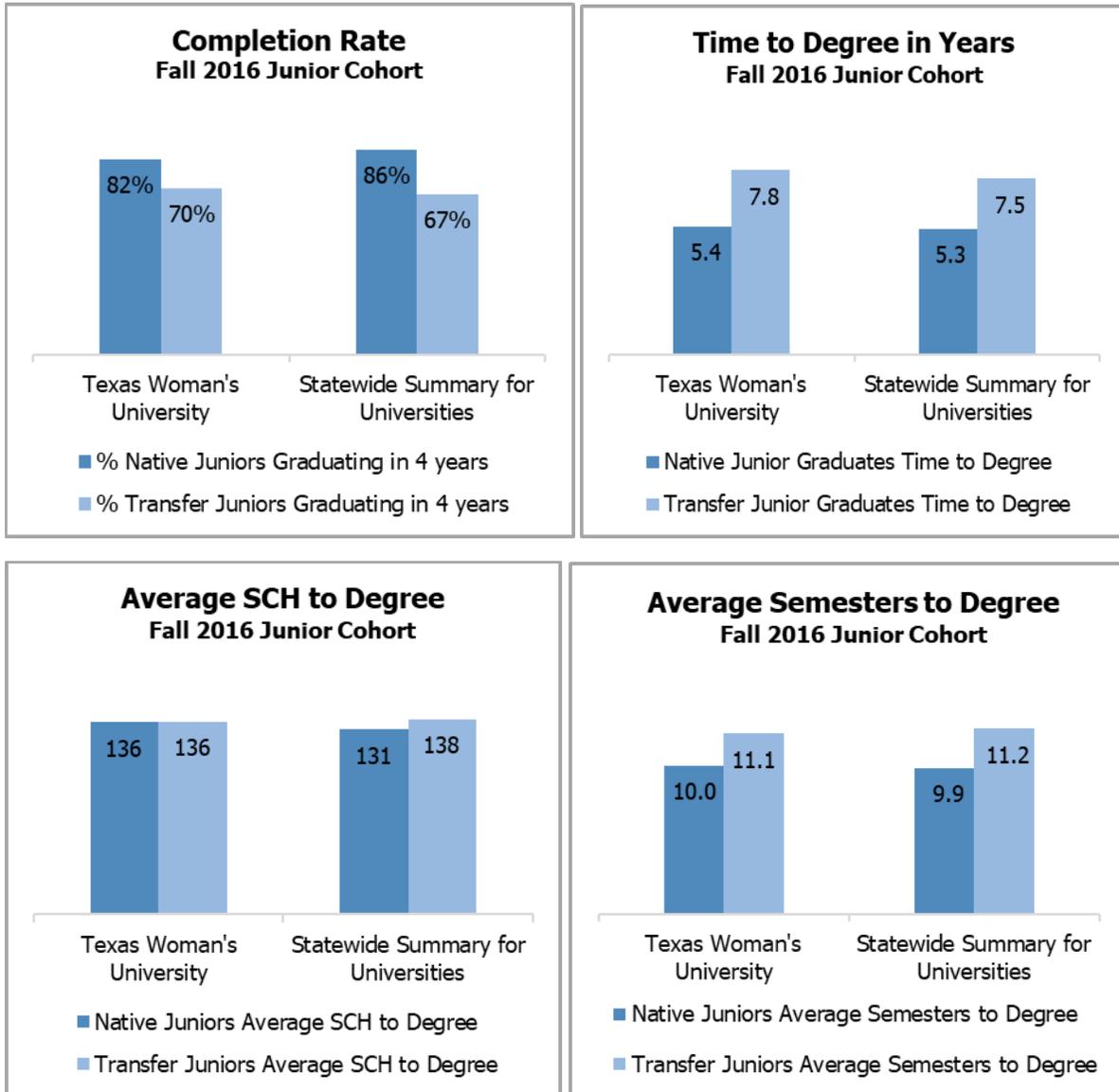
Texas Southern University



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.

In this year's report, Texas Southern ranks as its most significant barrier to transfer the lack of financial support for transfer students.

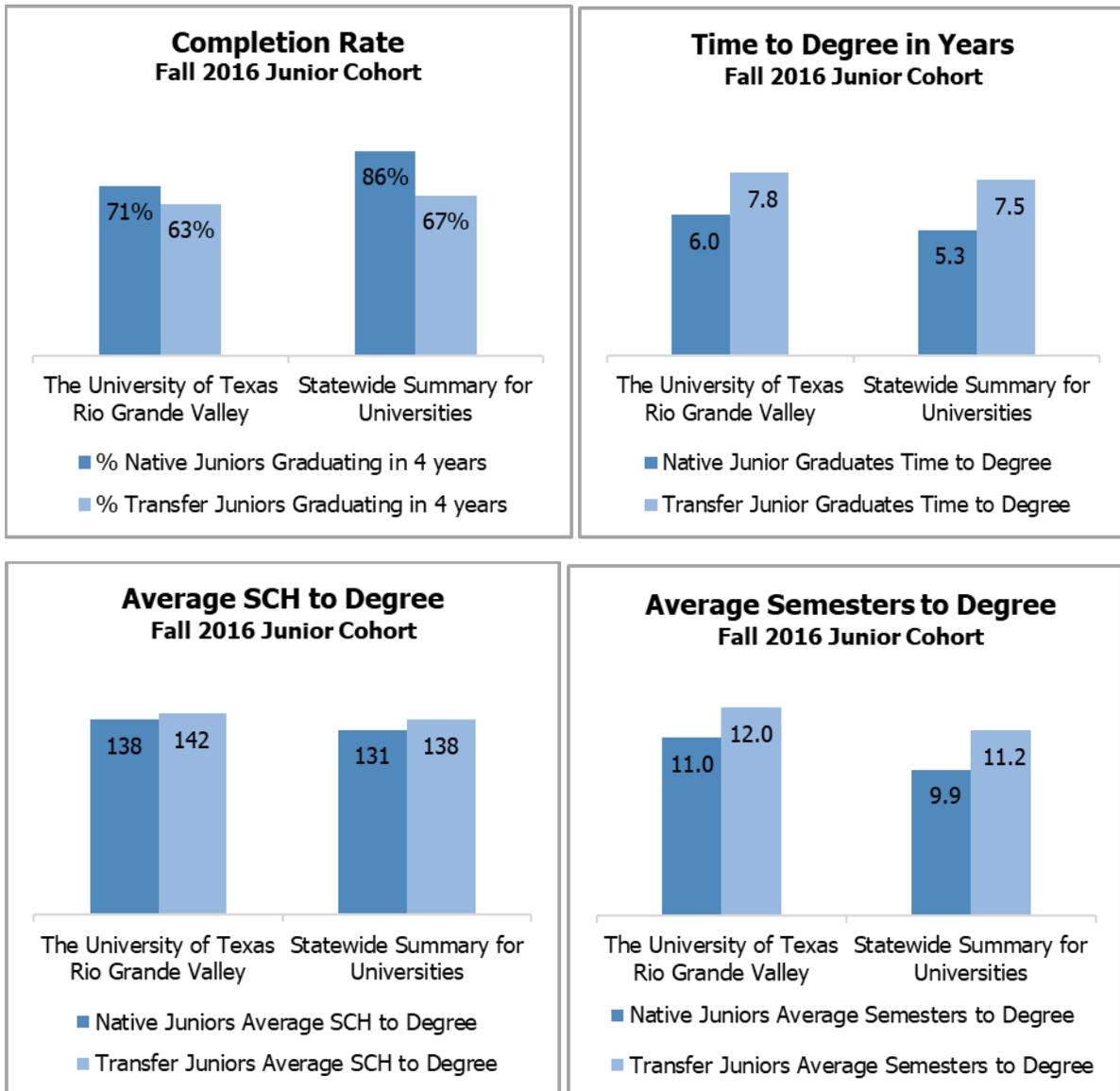
Texas Woman's University



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.

The primary barrier to transfer named by Texas Woman's in this year's report concerns students not making decisions related to their majors.

The University of Texas Rio Grande Valley

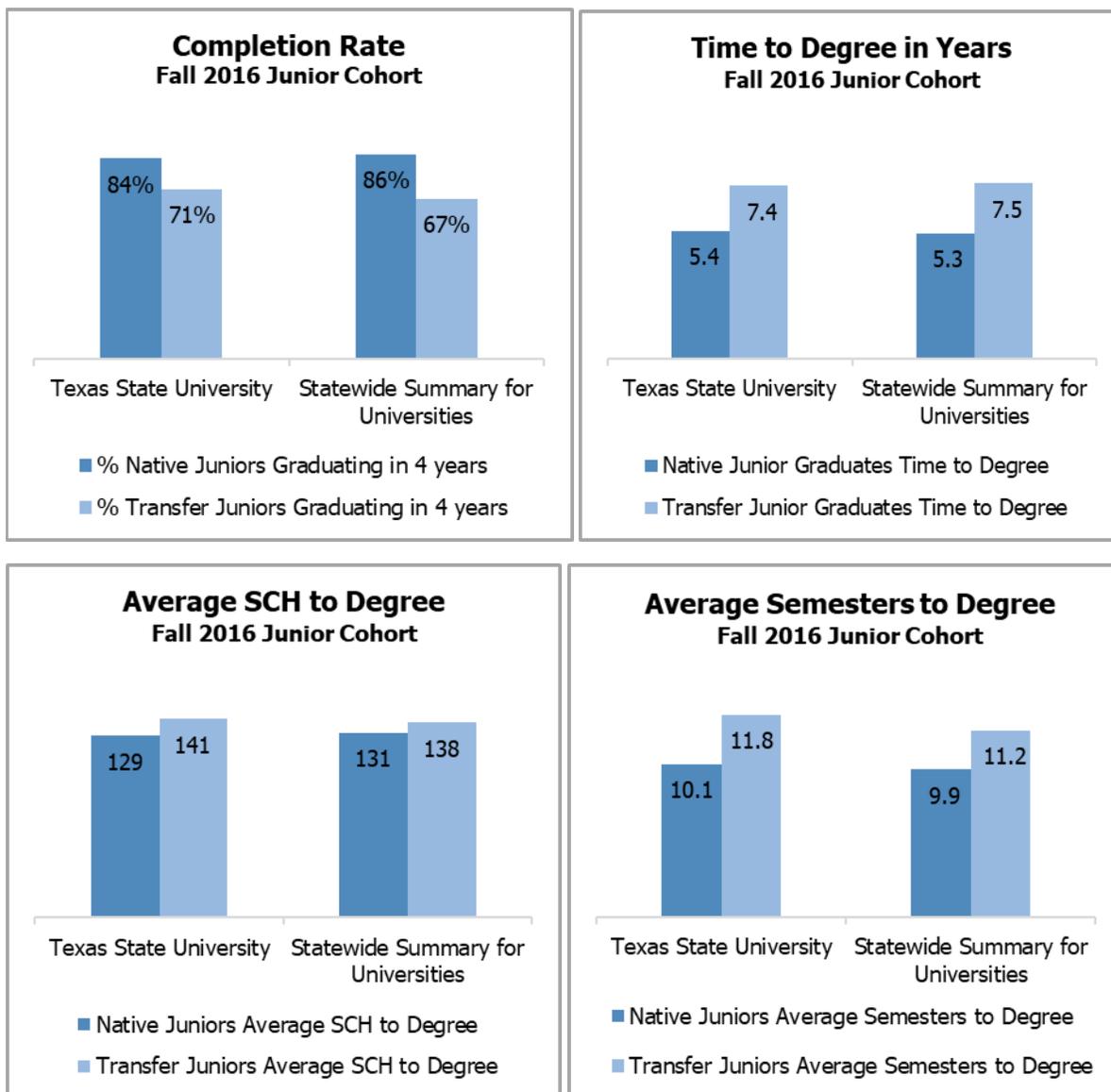


The largest feeder institutions for UT-RGV are South Texas College, Texas State Technical College-Harlingen, and Texas Southmost College.

The institution has consistently listed the lack of institutional resources to facilitate the transfer process as the primary barrier to transfer. Additional barriers reported by the institution for this year include distance from areas with a large community college population and advising students received leading to an associate degree with courses not applicable to the bachelor's degree.

Emerging Research Institutions

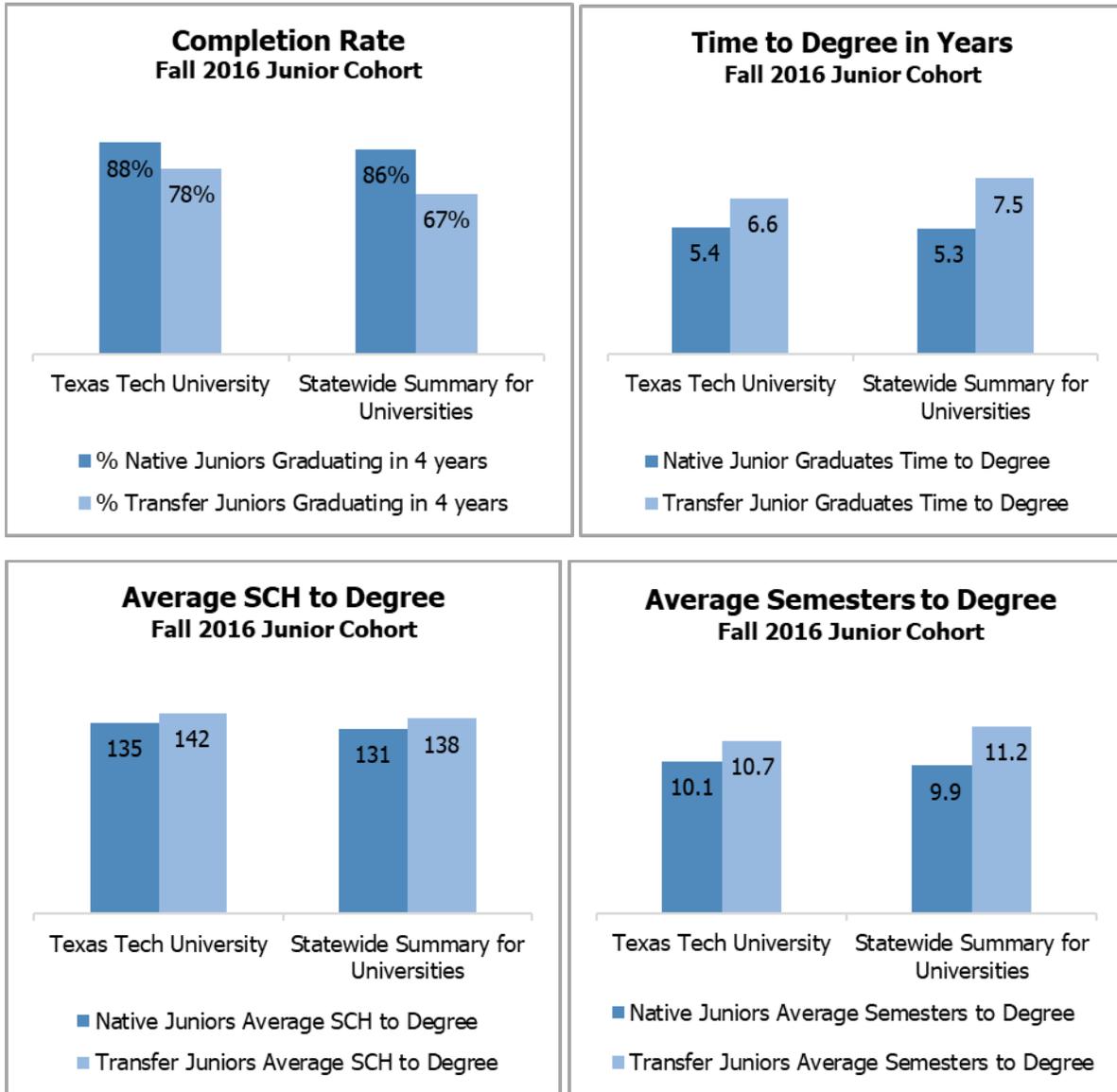
Texas State University



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

The institution reports that the lack of timely or accurate transcript evaluation is the primary barrier creating hurdles to a smooth transfer process.

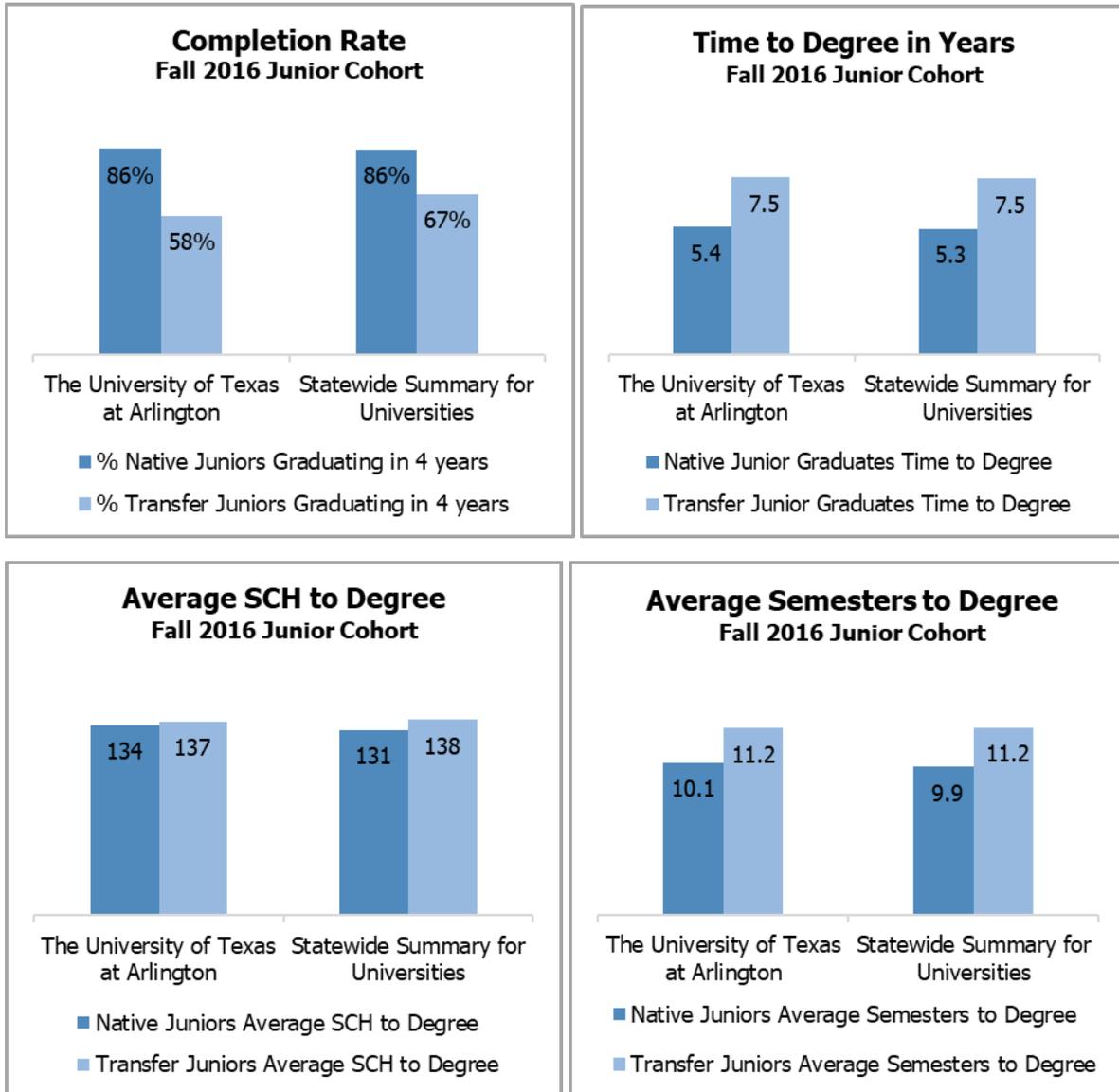
Texas Tech University



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.

The most significant barrier to transfer reported by Texas Tech is its distance from areas with a large community college student population.

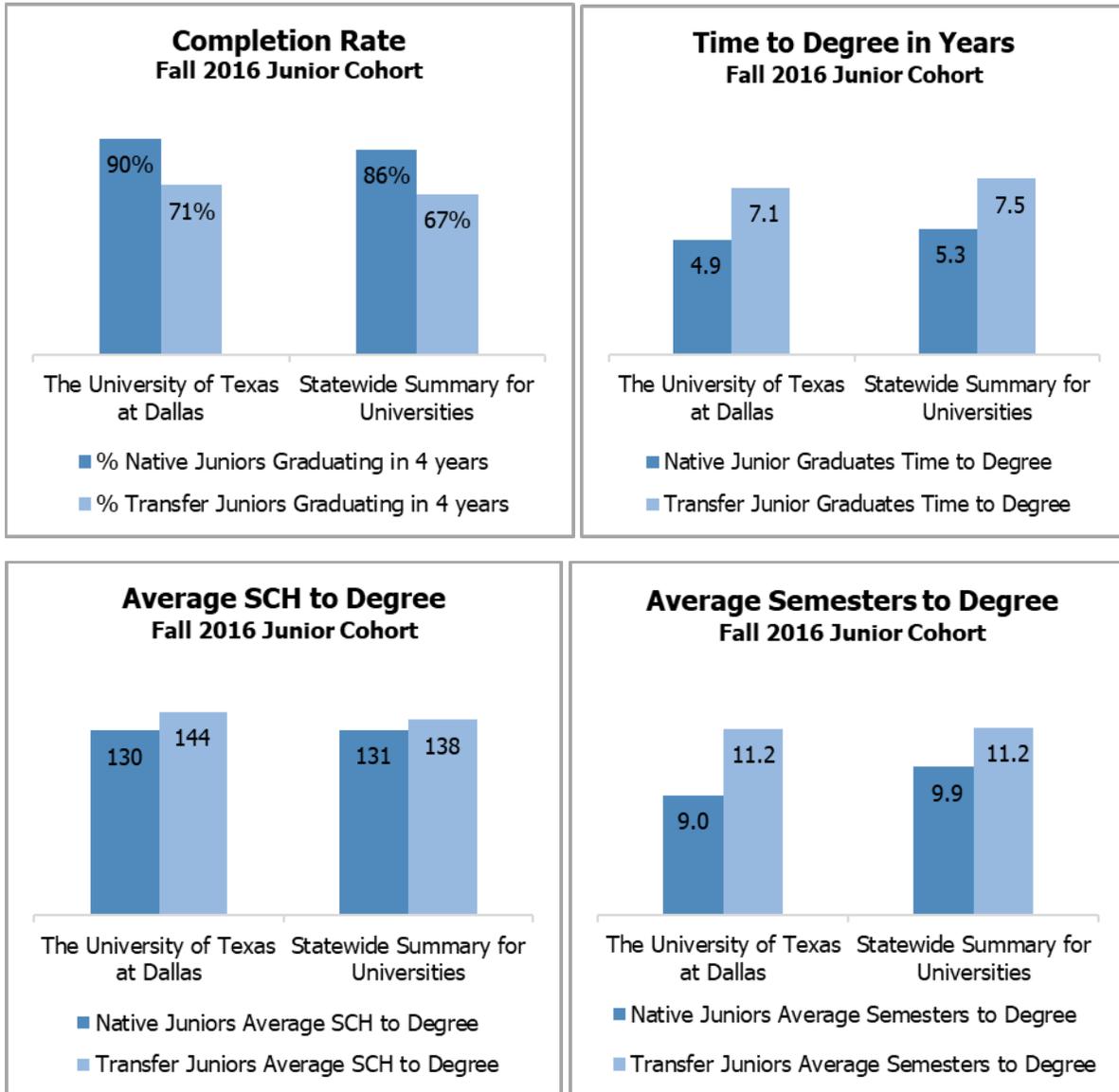
The University of Texas at Arlington



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.

For this year's report, UT-Arlington ranks at the top the lack of financial support for transfer students among its barriers to transfer.

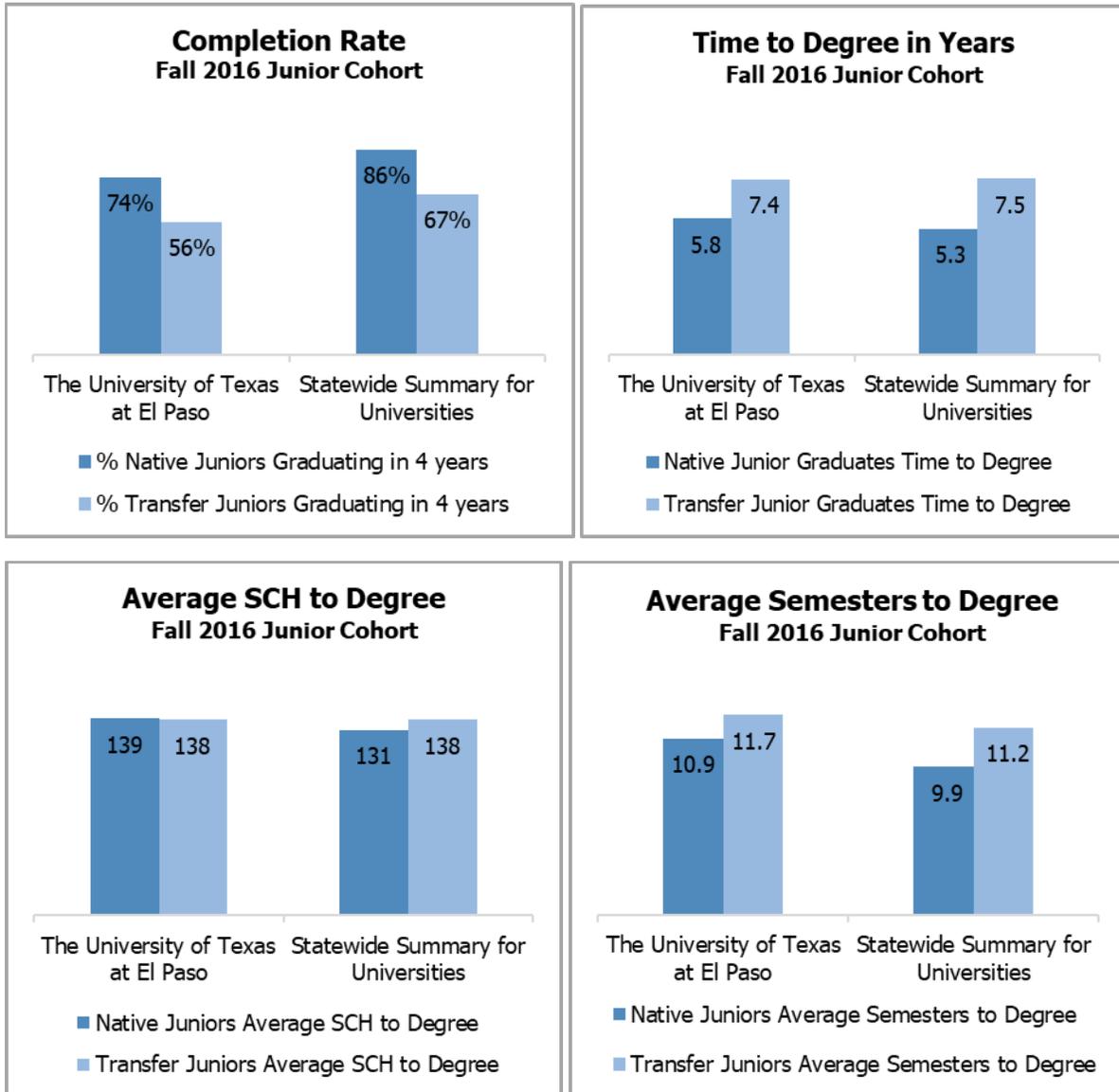
The University of Texas at Dallas



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.

The primary barrier to smooth transfer for UT-Dallas concerns excessive hours students accumulated prior to transferring to the institution.

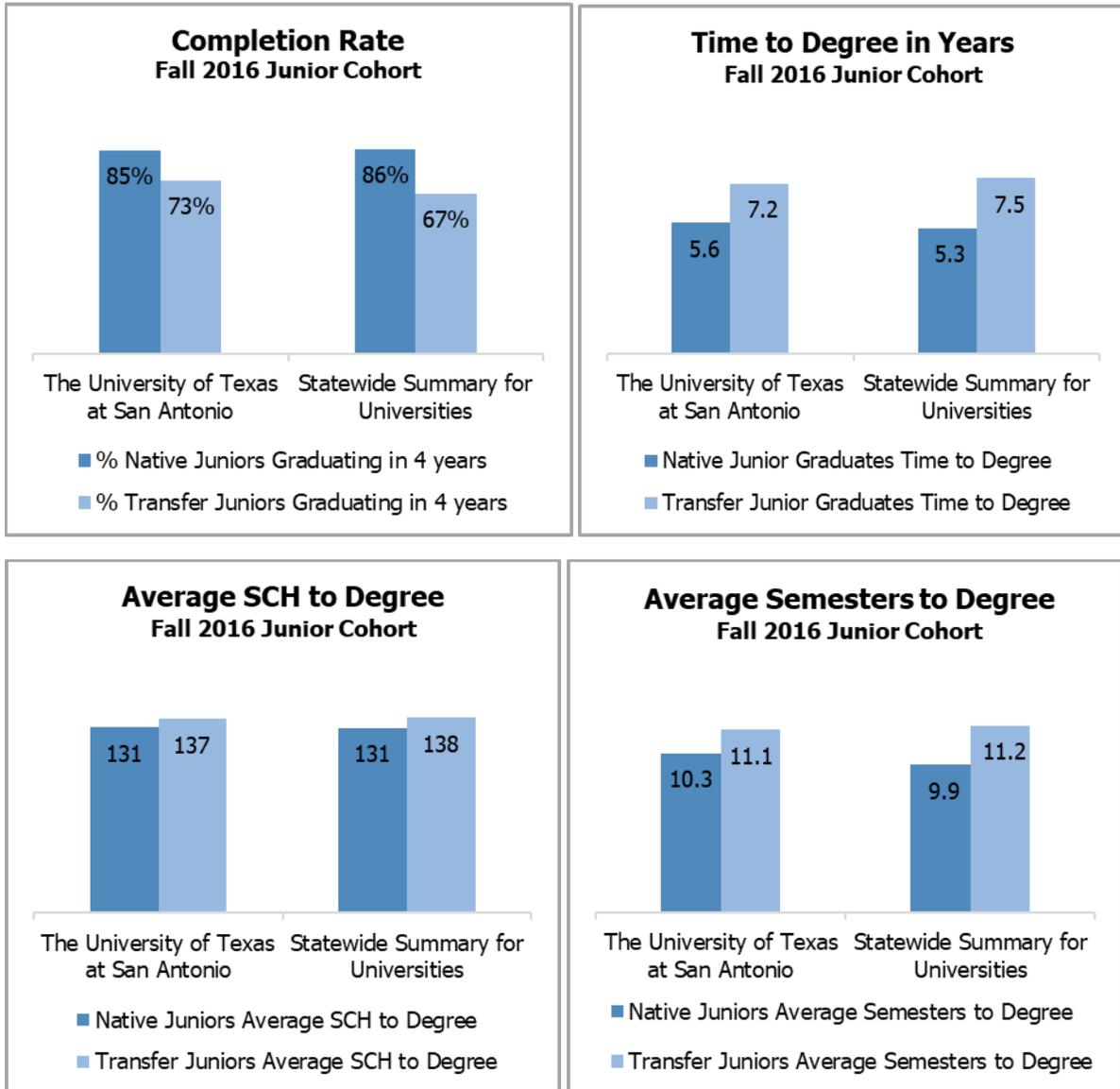
The University of Texas at El Paso



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).

The institution did not list any barriers to transfer for this year's report. Previously, the lack of financial support for transfer students was identified as the most significant barrier.

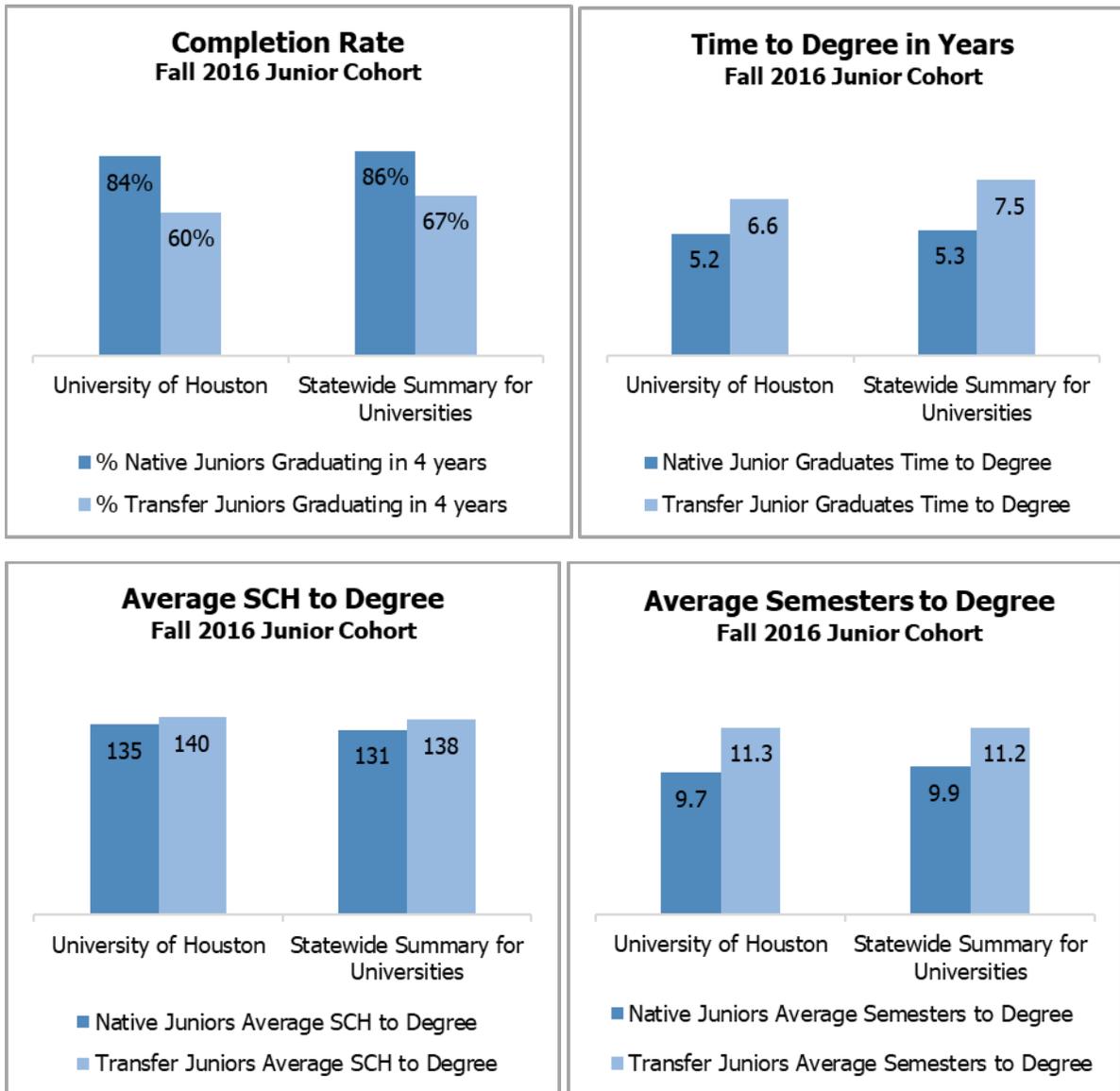
The University of Texas at San Antonio



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.

Among the barriers to transfer identified by the institution, students transferring with excessive hours is ranked as the most significant challenge.

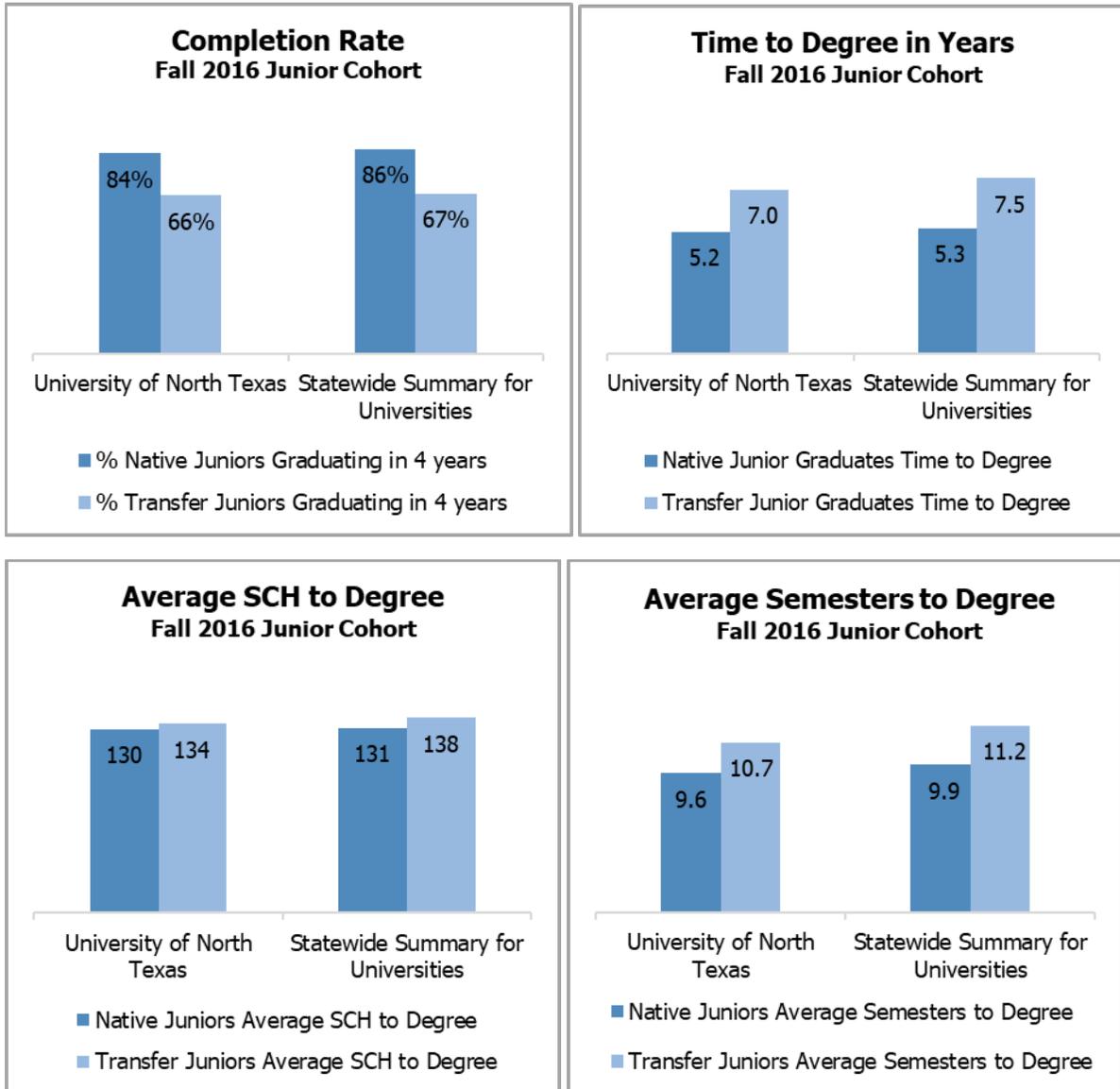
University of Houston



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.

The institution has consistently reported that the lack of alignment between programmatic and institutional admission requirements as its most problematic barrier to transfer.

University of North Texas

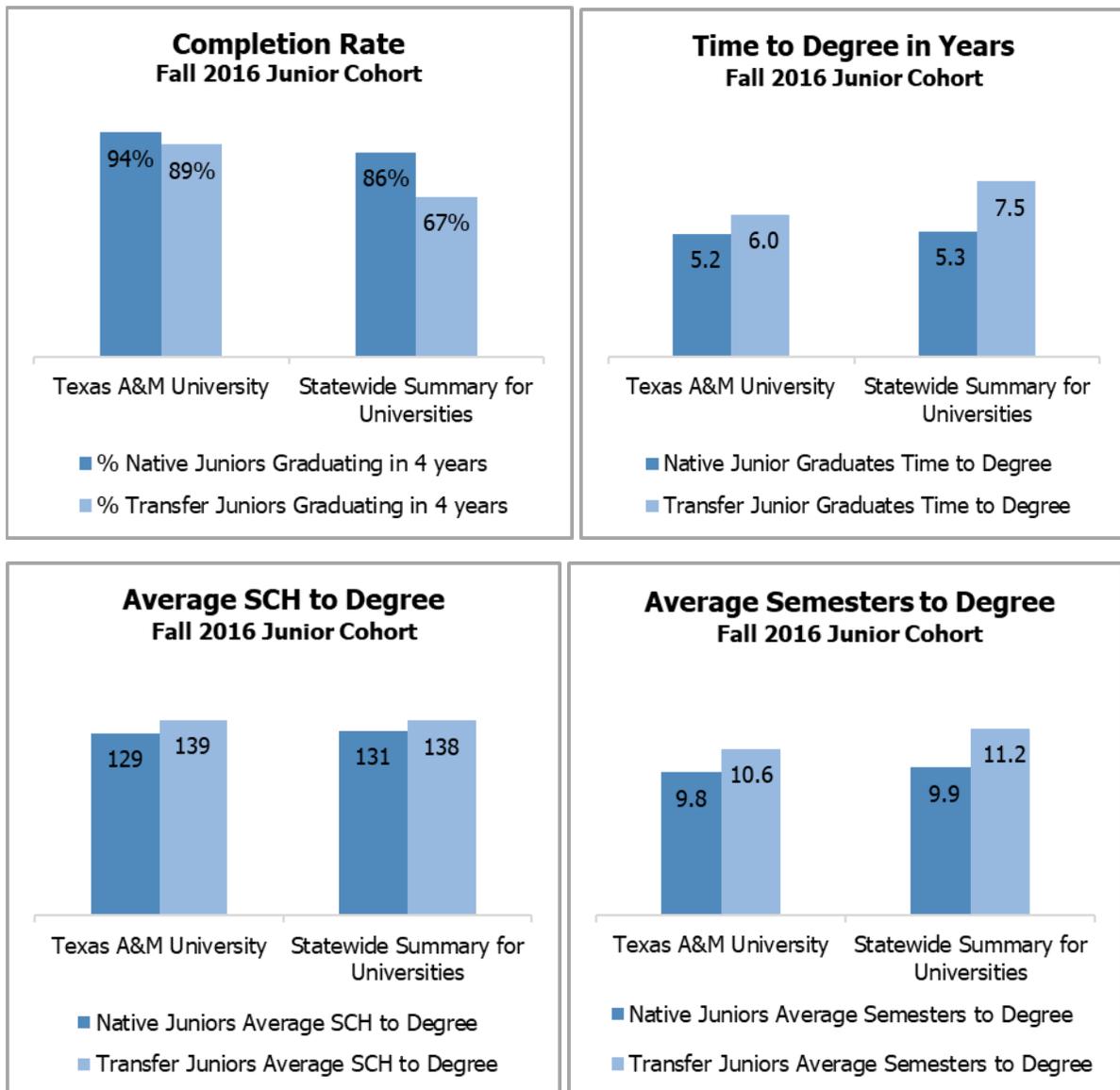


The University of North Texas (North Texas) enrolls transfer students from all over the state but serves primarily transfer students from surrounding community college systems. Transfers from Tarrant County College, Dallas County Community College District, Collin College, and North Central Texas College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

The institution lists multiple barriers to transfer in this year's report, with the most problematic being inaccurate or inadequate advising at community colleges and students' completion of an associate degree with courses that are not applicable to the bachelor's degree.

Research Institutions

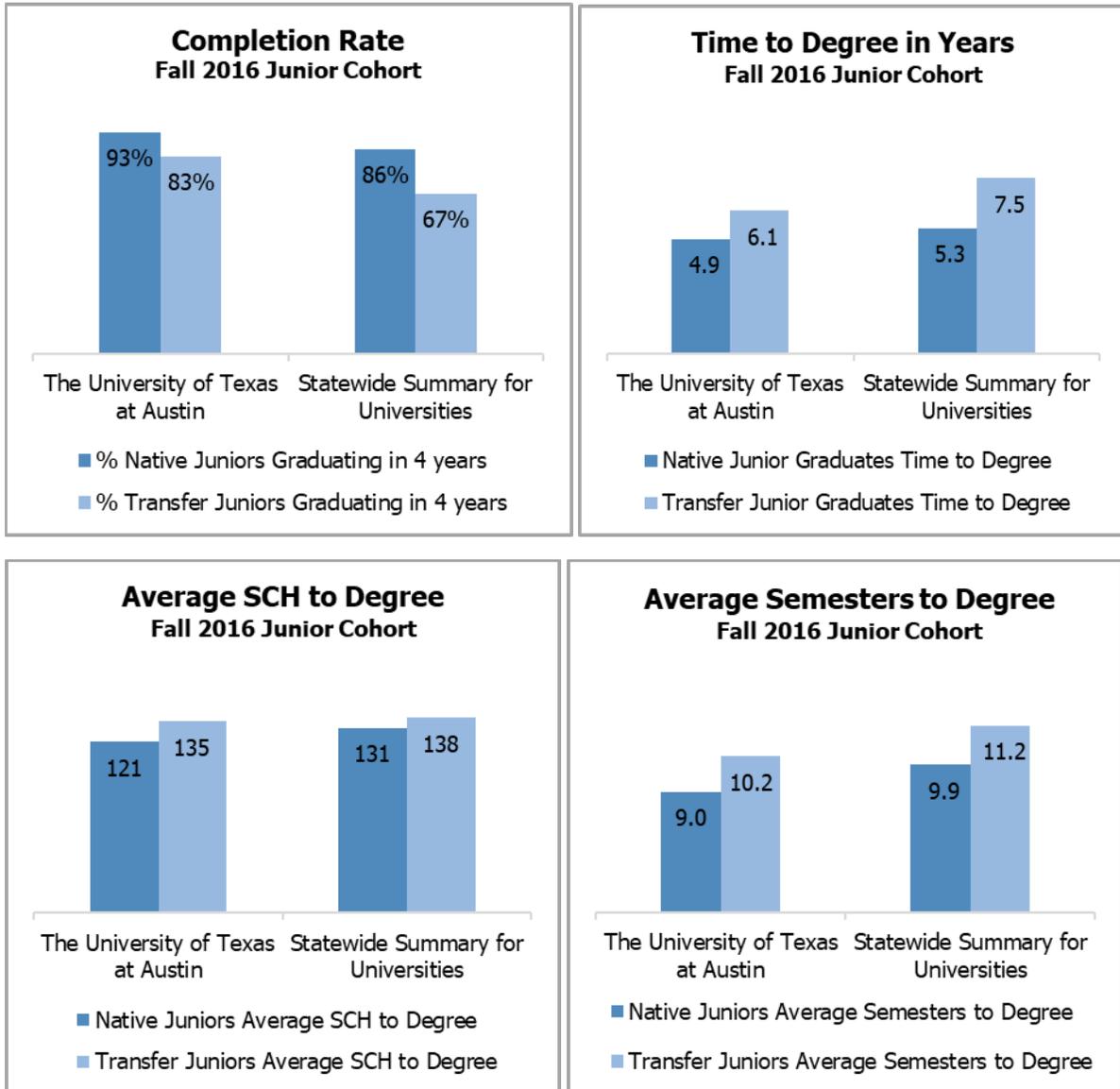
Texas A&M University



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.

TAMU identifies advising provided at community colleges as the primary barrier to smooth transfer in this year's report.

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.

For this year's report, the primary barrier to transfer for UT-Austin, as in previous years, concerns program capacity at the institution.

Appendix B: The General Appropriations Act, Senate Bill 1, Article III-274, Section 47, 87th Texas Legislature Regular Session

Sec. 47. 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 2021

Community College Transfer Student Report Survey 2021

I. Institutional Information

- a. Please select 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 2021?
 Yes, provide the number: _____
 No
 Community college transfer students are not tracked separately.
2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?
 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 (in person or virtual) 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 (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (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 2020-2021 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 semester credit 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 2020-2021 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 2019-2020 requirement?

- Yes, describe change and reason for the change _____
- No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 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 2019-2020 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 2019-2020?

___ 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
	Yes	No	Explain the response
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 2020-2021 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 2020-2021 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.)

C. Faculty Participation

29. 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 2020-2021 school year.

30. 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	Not Aware				Very Aware
	1	2	3	4	
Lower-Division Course Guide Manual (ACGM) Learning Outcomes Project to align Texas Common Course Numbering System (TCCNS) courses					
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework					
Texas Core Curriculum					

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

- a. ACGM Learning Outcomes Project to align TCCNS courses
- b. Field of Study Curriculum
- c. Texas Core Curriculum

32. Explain how your institution has implemented each statewide initiative.

- a. ACGM Learning Outcomes Project to align TCCNS courses
- b. Field of Study Curriculum
- c. 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.

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

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

___Yes, list courses and explain why___

___No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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)
2020-2021 undergraduate catalog (core, major requirements, electives)		
University core curriculum		
Degree program major requirements		

36. 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 and Opportunities to Improve Transfer

37. 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

38. 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.)

39. During the 2020-2021 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 39 is no, go to question 41.)

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

41. 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.)
42. Are there any emerging developments at your institution that are likely to improve 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 2021?

550

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

No

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation (in person or virtual) 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
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Testing

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

I don't think we had any new programs in 20-21.

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
- 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.)

Engagement with faculty is our best tool. If we can get transfer students to connect with a faculty member in their major, we have a good chance of retaining and graduating them.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

We did establish an Engineering Hub that is for all students, but is especially impactful 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)

Working with Alamo College District on articulation agreements for every major on our campus.

b. persistence (retention)

Appointing faculty retention liaisons in every department on our campus.

c. success (completion)

Working to get every transfer student engaged with a faculty member in their major.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 855,741
- Percent of new transfer students who were recipients: 85%
- Average annual award per student: \$ 1,977

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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	(No response provided by institution)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

Alamo College District - All degrees.

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?

5

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.)

Time

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

We want to be transparent with potential transfer students so they know exactly what to expect and how long it will take them to graduate.

29. 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 2020-2021 school year.

All degree programs common to ASU and the Alamo College District.

30. 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 to align TCCNS courses				X
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		
Texas Core Curriculum				X

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

a. ACGM Learning Outcomes Project to align TCCNS courses

We have adopted the TCCN and regularly inform faculty of the learning outcomes

b. Field of Study Curriculum

The Fields of Study are off to a rough start and we have only told faculty they exist. At this point, many of them are not workable.

c. Texas Core Curriculum

Everyone on our campus is keenly aware of the core.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The learning outcomes listed in the ACGM are followed by our faculty.

b. Field of Study Curriculum

In a few degrees, we have made sure the curriculum aligns with the field of study.

c. Texas Core Curriculum

It is mandatory in every degree.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	197	11
University core curriculum	79	11
Degree program major requirements	197	11

36. 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)
- 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)

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

1. Distance from areas with large community college student population
2. Students transferring with excessive hours

3. Lack of financial aid support (federal, state, and institutional) for transfer students
4. Inaccurate and/or inadequate advising at the community college
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

38. 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.)

The list is reasonably complete.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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 need to develop more online programs. Due to our regional isolation, students will not move here to complete a degree.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

We are working to add online programs and cementing our partnership with the Alamo College District and San Antonio College specifically. We have a host of new articulation agreements with them and look forward to building that relationship.

Midwestern State University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

Community college transfer students are not tracked separately.

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

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

- Financial aid advising
- 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Virtual transfer student information sessions are held monthly to twice monthly.

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
- Writing lab
- Math lab
- 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.)

Advisors stay up to date on how transfer credits apply to degree plans. Tutoring and Academics Support Programs is available to transfer students as well. There are academic pathways provided that align with high-demand career clusters to ensure expedient completion time and career success. Some services are offered completely online with in-person availability as needed.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

The Assistant Director of Student Services at MSU Texas – Flower Mound contacts each student by email or phone several times a semester to ensure satisfaction continuity. Beginning in the 2020-2021 year they began overseeing coordination for online student success and not just coordination of services. This process continues to be refined as new research becomes available.

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 distance learning support site at Flower Mound is dedicated towards building and enrolling transfer students as distance learning students in high demand fields. Success is attributed to faculty and staff service coordination and quality. Enrollment tracking shows significant growth in programs supported at our distance learning support site in Flower Mound.

b. persistence (retention)

Persistence of transfer students is attributed to a decentralized approach to retention initiatives. However, in alignment with the strategic plan, reporting measures from Institutional Effectiveness have been standardized for transfer cohorts, and the availability of year over year data by program has allowed academic programs to address any retention deficits.

c. success (completion)

The distance learning support site at Flower Mound is predicated on coordinated service platform between faculty and staff for transfer students. This allows students to contact one or two individuals for their needs. Additionally, the faculty are flexible and treat each student with care.

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 semester credit hours accepted
- 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 2020-2021 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 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	Yes	Any department on campus has the right to accept a limited number of workforce technical courses and this would be counted in their total hours earned; the department chair and Dean would make the decision.
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	Transcript is imaged and all credit is entered but denoted as not accepted unless indicated otherwise by the chair or Dean.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

30

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?

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

Personnel to coordinate agreements is limited. Existing agreements are not clearly communicated to all community college personnel. Some community colleges have not signed and/or returned agreements.

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. 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 2020-2021 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.

30. 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 to align TCCNS courses		X		
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework	X			
Texas Core Curriculum				X

31. 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

Faculty are involved with THECB committees when invited to participate. We have worked to identify and transfer Field of Study Curricula. Faculty regularly provide comment when opportunities arise regarding Fields of Study.

c. Texas Core Curriculum

The University Core Curriculum Committee works with the departments, colleges, and Academic Council to review and recommend core course additions and modifications to our Provost and Board of Regents for approval. This committee also works with departments to assess our core and maintain compliance with Texas Core requirements. Through these activities, faculty remain aware of expectations and implementation of these initiatives.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

(No response provided by institution)

b. Field of Study Curriculum

Faculty are involved with THECB committees when invited to participate. We have worked to identify and transfer Field of Study Curricula and implement state requirements as they are completed. Our Admissions and Registrars offices document and transcript FOS curricula and transferred core course work as required.

c. Texas Core Curriculum

The University Core Curriculum Committee works with the departments, colleges, and Academic Council to review and recommend core course additions and modifications to our Provost and Board of Regents for approval. This committee also works with departments to assess our core and maintain compliance with Texas Core requirements. Through these activities, faculty remain aware of expectations and implementation of these initiatives.

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

No

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

Yes. COUN 2023 – removed TCCNS TECA 1354 (change of course content, making the course no longer equivalent to TCCNS, per department)
 EDUC 2013 – removed TCCNS EDUC 1301 (change of course content, making the course no longer equivalent to TCCNS, per department)
 EXPH 2213 – removed TCCNS PHED 1306 (course was on untaught list from CB and so it was deleted, along with the TCCNS equivalent)
 HUMN 2053 – removed TCCNS HUMA 1301 (course was on untaught list from CB and so it was deleted, along with the TCCNS equivalent)
 HUMN 2063 – removed TCCNS HUMA 1302 (course was on untaught list from CB and so it was deleted, along with the TCCNS equivalent)
 MUSC 2121 – removed TCCNS MUSI 2181 (course was on untaught list from CB and so it was deleted, along with the TCCNS equivalent)

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	136	231
University core curriculum	64	34
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

36. 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)

37. 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. Degree programs at capacity at your institution
3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
4. Students transferring with excessive hours

38. 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)

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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)

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

MSU Texas is currently working on a new partnership with a community college to assist with the transfer process.

Sul Ross State University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

Community college transfer students are not tracked separately.

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) 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 (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 school year? (Order of selected responses does not reflect order of importance to the institution.)

- 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Due to COVID-19, we did not initiate any first time outreach recruitment programs for 2020-2021.

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 services offered.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

In April 2021, we initiated for the first time the Promise Scholarship for all students (including transfer students). This is a tuition scholarship for students who were seniors to allow them to complete their senior year with financial support. The Promise Scholarships were awarded to students who met the criteria (including a 3.0 GPA). This is designed to promote retention and completion.

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 a SRSU Midland College program that specifically serves transfer students who are interested in attending SRSU via distance ed. We have a full time transfer specialist who is located at the Midland College campus to aid in recruitment, advising and communication among Midland students and SRSU.

b. persistence (retention)

The Midland full time transfer specialist makes personal connections with students.

c. success (completion)

The Midland full time transfer specialist makes personal connections with 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 semester credit 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 2020-2021 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 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/Record	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 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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, and time.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
For recruitment purposes and to streamline the process in an effort to minimize barriers for students.

29. 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 2020-2021 school year.
During the 2020-2021 academic year, our Midland full time transfer specialist hosted meetings for faculty to discuss the following degree programs: Psychology, Business Administration, Education, English, History, Nursing, Biology, Geology, Mathematics, Criminal Justice and Homeland Security, Spanish, Kinesiology, Chemistry, General Studies and Political Science.

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework				X
Texas Core Curriculum				X

31. 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 Faculty Assembly builds awareness.

c. Texas Core Curriculum

The Core Curriculum Council builds awareness. The Office of Institutional Effectiveness promotes awareness via emails and other modes of communication.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The Registrar's Office promotes this initiative.

b. Field of Study Curriculum

The Curriculum Council promotes this initiative.

c. Texas Core Curriculum

The Core Curriculum Council works with the Office of Institutional Effectiveness to promote the program development, designated assessments and evaluation of the report annually.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	153	26
University core curriculum	47	8
Degree program major requirements	106	34

36. 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)

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

1. Distance from areas with large community college student population

38. 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.)

Distance is the biggest barrier.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

Distance has been a barrier, and this year, we have upgraded our distance education capacity.

41. 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

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

We are adding several new programs via distance education.

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 2021?

Community college transfer students are not tracked separately.

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 school year? (Order of selected responses does not reflect order of importance to the institution.)

- Regular recruitment visits on community college campuses

9. List and briefly describe outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Due to COVID 19, we did not initiate any first time outreach recruitment programs for 2020-2021.

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.)

Since RGC only offers upper-level courses, all of our services are designed to support transfer students in persistence and success.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Due to COVID-19, no new initiatives were introduced in 2020-2021.

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 institution introduced the Customer Relationship Management (CRM) system to promote effective communication with potential students.

b. persistence (retention)

The CRM system provides ongoing contact with students to promote their persistence.

c. success (completion)

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 semester credit 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 2020-2021 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 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/Record	Explanation
Calculation of transfer earned hours	No	Do not accept technical/work force courses
Calculation for the transfer GPA for admission	No	Do not accept technical/work force courses
Student's record in the student information system	No	Do not accept technical/work force courses

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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.)

Personnel, distance, time

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

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

29. 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 2020-2021 school year.

During the 2020-2021 academic year, RGC faculty have met with the two-year college faculty to discuss the Mathematics, Education, and Biology programs.

30. 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 to align TCCNS courses		X		
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum				X

31. 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 offer lower-division courses; all students must have core completed before transferring. Faculty are aware as discussed in Faculty Senate.

b. Field of Study Curriculum

Faculty Senate builds awareness.

c. Texas Core Curriculum

SRSU-RGC does not offer core curriculum courses. Faculty are aware of this requirement as discussed in Faculty Senate.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

NA

b. Field of Study Curriculum

Faculty Senate builds awareness.

c. Texas Core Curriculum

NA

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	0	0
University core curriculum	0	0
Degree program major requirements	0	0

36. 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)

37. 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. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
3. Program admission requirements that are different from your institution’s admission requirements
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)

38. 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.)

COVID-19 was a barrier in 2020-2021.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

No

Texas A&M University at Galveston

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

125

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

85%

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

Goal of 65% four year graduation rate.

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation (in person or virtual) 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
- Assignment of faculty/staff mentors
- Meetings specific to academic program majors
- Housing information
- Mental health/counseling services
- Campus tour
- Food services/meals
- Parent/family participation

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (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
- 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 2020-2021 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)

(No response provided by institution)

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

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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 10,400
- Percent of new transfer students who were recipients: 4%
- Average annual award per student: \$ 2,000

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/Record	Explanation
Calculation of transfer earned hours	Yes	(No response provided by institution)

Category	Inclusion in Calculation/ Record	Explanation
Calculation for the transfer GPA for admission	Yes	(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 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

15

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

The agreements are very cumbersome routing through contracts and legal processes. We are trying to find ways to make these partnerships more nimble. (Our catalog changes happen annually and can impact every articulation.)

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

we want to promote clear pathways and opportunities.

29. 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 2020-2021 school year.

none

30. 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 to align TCCNS courses		X		
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		

Statewide Initiative	1 Not Aware	2	3	4 Very Aware
Texas Core Curriculum			X	

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

- a. ACGM Learning Outcomes Project to align TCCNS courses
ACGM manual sent to all academic units and the campus advising council.
- b. Field of Study Curriculum
Several departments that have programs related to approved FOS are working on alignment.
- c. Texas Core Curriculum
Most faculty are at least familiar with the core. Faculty that teach core classes document outcomes in their respective syllabi as well as maintaining artifacts to assess the foundation areas.

32. Explain how your institution has implemented each statewide initiative.

- a. ACGM Learning Outcomes Project to align TCCNS courses
(No response provided by institution)
- b. Field of Study Curriculum
Currently working on two programs.
- c. Texas Core Curriculum
Full implementation through Texas A&M University

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

No

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 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)

36. 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)

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

1. Students undecided about their major
2. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
3. Students transferring with excessive hours
4. Transfer students' interest/demand for degree programs not offered at your institution
5. Lack of financial aid support (federal, state, and institutional) for transfer students

38. 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)

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

We created a transfer student learning community. Approximately 40% of the incoming students opted into the group. The feedback was very positive and allowed for broad problem solving (especially in the pandemic environment).

41. 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 need to explore alternate ways to create strong partnerships that can be developed and adapted more readily than articulation programs (that route through contracts and or legal processes.) We also need to explore ways to increase transfer for students in applied science programs.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

(No response provided by institution)

Texas A&M University-Central Texas

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

450

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Parent/family participation

- Testing

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

- Weekly Virtual Transfer Information Sessions • Virtual College of Business Administration Open House Event • Virtual Open House Event – Warrior Preview Day • Virtual TACRAO High School / College Days • Early College High School Parent Night Events • Early College High School Strong Interest Inventory Presentations • Early College High School: Meet & greet with ECHS Alum attending TAMUCT • Virtual Student Panels • Virtual Transfer Thursdays with CTC • Virtual Community College classroom visits • Virtual High School Table Visits • Temple College / TAMUCT Joint High School Presentations

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 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Added additional courses during the 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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 45,601
- Percent of new transfer students who were recipients: 2%
- Average annual award per student: \$ 2,449

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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.
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 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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. 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 2020-2021 school year.

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. 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 to align TCCNS courses				X
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework				X
Texas Core Curriculum				X

31. 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 course 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 they 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.

32. Explain how your institution has implemented each statewide initiative.

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.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	137	0
University core curriculum	137	0

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
Degree program major requirements	64	0

36. 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)

37. 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. Students transferring with excessive hours
10. Lack of financial aid support (federal, state, and institutional) for transfer students

38. 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.")

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 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.

41. 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.)

Clean core and field of study were created and fully executed to dynamic degree audits to apply courses to show either during the recruitment process or after admission full applicability of transfer coursework.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Yes, we are implementing a program called Transfer Central designed to allow students to use our degree planning tool before enrolling to define degree requirements for our awards while attending a community college.

Texas A&M University-San Antonio

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

1,015

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

913

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

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

- Student organizations
- 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

All our offerings were reworked to provide virtual opportunities—counselors worked in flexible hours to meet with students throughout the week at varying times. They participated in TACRAO fairs virtually during the fall which utilized live chat and on-demand presentations. In addition to one-on-one meetings with students and TACRAO, counselors participated in college fairs with ACCD, HCC, STC, in-person campus preview events and the office began offering Spring Transfer Days. Most recently we held the TAMUSA Community College Partners BAAS Workshop which will be replicated for future 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
- 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 mentorship program focuses on on-boarding and helping the transition and return of transfer students by offering an optional mentor program. The mentor is paired with new and returning students throughout the semester. Mentor Monday events are hosted for social engagement and networking and a separate series of monthly events

tackle professional development topics such as: mental health, self-advocacy, degree-to-career connections, servant leadership, and procrastination and motivation.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

The Transfer Student Success Peer Mentor program will be made available for incoming transfer students who fall within a specific transferring GPA range. This mandatory program provides the transfer student an opportunity to work closely with a peer to ensure that they are meeting academic milestones throughout the semester. The program will provide these "at-risk" students with online modules covering a variety of topics. This program's objective is to provide the transfer students with specific academic needs the network of people that is going to help them succeed at A&M-San Antonio.

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)

Texas A&M - SA has individual staff dedicated to developing relationships with assigned community college partners. They work directly with community college counselors to help them understand articulations students need and with the students as well on all transfer steps to ensure a seamless and easy transition. Additionally, Transfer student and transfer advisor can attend specific programs that address their needed. Admissions also provides continuous outreach throughout the application process. Lastly, articulation agreements are setup and maintained yearly with community colleges across the state.

b. persistence (retention)

Texas A&M University-San Antonio's Silver Liners Mentorship Program is the premier initiative for onboarding and assisting incoming transfer students in their academic and social journeys on our campus. Our mission is to provide numerous opportunities for new members of our community to build a network of success and to feel connected and committed to finishing their degree at A&M-SA. This opt-in program provides social opportunities known as "Transfer Tuesdays" and more focused programs that tackle professional development topics such as: Resume Building, Global Citizenship, Degree to Career connection, Servant Leadership and many more.

c. success (completion)

Transfer Student Success Peer Mentor program has been designed to help transfer students who fall within the category of "academic at-risk". Meaning the student is moving into the semester on Academic Warning or Academic Probation. Additionally, the program provides an additional layer of support for transfer students who are admitted to the university with a lower transfer GPA. This mandatory program provides the transfer student an opportunity to work closely with a peer to ensure that they are meeting academic milestones throughout the semester. Academic Success coaches provide additional support. The Blackboard course management system will provide these "at-risk" students with online modules covering a variety of topics: Time Management, Motivation and Procrastination, etc. This program's objective is to provide the transfer

students with specific academic needs the network of people that is going to help them succeed at completing their degree at A&M-San Antonio.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 86,936
- Percent of new transfer students who were recipients: 84%
- Average annual award per student: \$ 4,332

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/Record	Explanation
Calculation of transfer earned hours	Yes	Only for BAAS degrees

Category	Inclusion in Calculation/ Record	Explanation
Calculation for the transfer GPA for admission	No	Voc/tech are not calculated in the transfer GPA
Student's record in the student information system	Yes	Voc/tech transcripts are retained

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

48

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

14

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.)

As an institution, we are working to create a 3-year curriculum cycle which would allow us to update and maintain accurate articulation agreements with partner community colleges. Currently, our curriculum is updated annually. This has made it challenging to create and expand partnerships and keep them current.

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

Texas A&M University-San Antonio participates in the creation of articulation agreements because transfer pathways are mutually beneficial partnerships between two or more institutions to transfer coursework. Our university develops these agreements to align coursework between 2-year colleges to benefit students by facilitating a seamless transition into our university. Following the suggested transfer sequences should save students time and money.

29. 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 2020-2021 school year.

A&M-SA faculty did not participate in vertical teaming meetings with two-year college faculty during 2020-21. Alamo Colleges are our primary feeder institutions, and they restructured the district-level transfer team in a way that does not support this kind of collaboration.

30. 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 to align TCCNS courses	X			
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		
Texas Core Curriculum				X

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

a. ACGM Learning Outcomes Project to align TCCNS courses

The Registrar aligns courses from the ACGM to the TCCN when appropriate. Academic Affairs serves as the liaison connecting changes from the THECB to the academic units and the Office of the Registrar.

b. Field of Study Curriculum

Department chairs have been contacted to confirm alignment with the FOOSC. They work with program coordinators to ensure all areas are met.

c. Texas Core Curriculum

A Core Curriculum Committee was established through the Faculty Senate. It includes representatives from each of the departments that teach a core curriculum course, along with representatives from other relevant departments. The committee is chaired by a Faculty Senator.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The Registrar aligns courses from the ACGM to the TCCN when appropriate.

b. Field of Study Curriculum

FOOSC alignment is confirmed by the academic units and then distributed to the departments across campus. This information is also considered when working with community college colleagues on transfer guides.

c. Texas Core Curriculum

The core curriculum is identified on the course schedule using an attribute and listed in the academic catalog. The assessment portion of the core curriculum is managed through the Core Curriculum committee that is tasked with approval new courses and assessing existing ones in partnership with the Assistant Vice Provost for Institutional Effectiveness.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	193	55
University core curriculum	107	0
Degree program major requirements	86	55

36. 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)
- Degree/curriculum guides (TCCNS course equivalents)

37. 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. Lack of financial aid support (federal, state, and institutional) for transfer students
3. Inaccurate and/or inadequate advising at the community college
4. Transfer students unprepared for the rigor of university curriculum
5. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
6. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
7. Students transferring with excessive hours

38. 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.)

- Childcare service not provided to support student-parents.
- BAAS degree programs have different admissions requirements—students must have vocational/technical credit in order to be admitted. These separate requirements lead some students to believe they've been denied admission to the institution as a whole when they don't meet program requirements.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

- The digital divide was addressed by providing students the opportunity to borrow MiFi hotspots and laptop computers for their coursework.
- The processing department at TAMUSA made significant strides in reducing times to articulate credit and process

transcripts. • Most student engagement opportunities were moved to a virtual platform to accommodate social distancing and COVID policies.

41. 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 are having to reacclimate to partially in-person events and coursework. • Uncertainty about class formats, in general.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

• The development of the Transfer Student Success Peer Mentor program for “at-risk” transfer students and the intentional partnership between the Academic Learning Center and the Office of Transfer Student Engagement. • Increase in information accessibility owing to the necessity of virtual offerings—students now have access to virtual tours, information sessions, and appointments. • New transfer scholarship

Texas A&M University-Texarkana

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

286

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

246

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

Graduating within 150% of normal time

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

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

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

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

We moved all events to a virtual format due to COVID-19. Our events have been hosted through a variety of platforms to provide normalcy. Eagle Open House, Transfer Workshop, Spotlights, classroom/organization visits, transfer fairs, College Exploration Day, and Q&A sessions have all been coordinated to ensure our students are staying up to date and learning about the great opportunities at TAMUT. It has been crucial to keep students informed not only through the admissions process (phone calls, emails, texts, and Zoom meetings), but to promote opportunities to prospective 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.)

- Faculty/staff mentors
- Discipline/major specific tutorial services
- Writing 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.)

Transfer Student Experience (TSE) provides programming specific to transfer students. TSE hosts several events throughout the semester to assist students in becoming familiar with our services and our campus.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

In an effort to improve retention and completion, TSE hosted both a student and a faculty panel virtually. Both panels shared the struggles they face/faced.

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 Student Services (TSS) is the only program on campus solely supporting transfer students. TSS serves transfer students from registration through competition. Transfer Student Services – Mission Statement TSS at Texas A&M University – Texarkana is focused on encouraging and motivating an underrepresented student population to pursue baccalaureate opportunities beyond the community college and providing comprehensive support services to successfully complete transfer pathways.

b. persistence (retention)

Transfer Student Services (TSS) is the only program on campus solely supporting transfer students. TSS serves transfer students from registration through competition. Transfer Student Services – Mission Statement TSS at Texas A&M University – Texarkana is focused on encouraging and motivating an underrepresented student population to pursue baccalaureate opportunities beyond the community college and providing comprehensive support services to successfully complete transfer pathways.

c. success (completion)

Transfer Student Services (TSS) is the only program on campus solely supporting transfer students. TSS serves transfer students from registration through competition. Transfer Student Services – Mission Statement TSS at Texas A&M University – Texarkana is focused on encouraging and motivating an underrepresented student population to pursue baccalaureate opportunities beyond the community college and providing comprehensive support services to successfully complete transfer pathways.

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
- 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 38,000
- Percent of new transfer students who were recipients: 20%
- Average annual award per student: \$ 1,000

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

Yes. We recently reduced the hour requirement for transfer students. In previous years, Freshmen Transfer and Transfer students were subjected to different admissions standards. This was changed effective Summer 2021. All students who have earned college credit hours after high school are classified as transfer students. The only exception is if student only earns college credit the summer immediately following high school completion, in which case they're still considered a freshman.

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	No	The registrar's office will post to transcripts vocational courses only if the community college which awarded the credit has converted the courses to academic credit or the credit is a completed Applied Associates degree transferred into the Bachelor of Applied Arts and Sciences (BAAS) program. The university will not apply credit for vocational courses to other degrees.
Calculation for the transfer GPA for admission	No	The registrar's office will post to transcripts vocational courses only if the community college which awarded the credit has converted the courses to academic credit or the credit is a completed Applied Associates degree transferred into the Bachelor of

Category	Inclusion in Calculation/ Record	Explanation
		Applied Arts and Sciences (BAAS) program. The university will not apply credit for vocational courses to other degrees.
Student's record in the student information system	No	The registrar's office will post to transcripts vocational courses only if the community college which awarded the credit has converted the courses to academic credit or the credit is a completed Applied Associates degree transferred into the Bachelor of Applied Arts and Sciences (BAAS) program. The university will not apply credit for vocational courses to other degrees.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

AA Art to BGS General Studies AA Communication to BS Mass Communication AS Sociology to BS Sociology AAS Welding to BAAS Applied Arts & Sciences

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

125

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

50

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 largest barrier to developing degree program articulation agreements with community colleges is 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. For example, currently the TAMUT at NTCC Director and Recruiter spend a few hours day creating, maintaining and uploading the 2+2 plans and articulations on the website while focusing on other job responsibilities.

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

Articulation agreements provide a bridge to continued education and collaboration between institutions of higher education. Building these partnerships ensures students have an clear avenue to expand their educational pursuits.

29. 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 2020-2021 school year.

Applied Arts & Sciences; Criminal Justice, General Studies, English, History, Education, Biology, Chemistry; BBA: Management, Marketing, Supply Chain, Finance, MIS, Accounting, and General Business; BS: Math, EE, CS (Note we have not worked on one for ME yet). . .

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum				X

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Faculty consult the ACGM when designing and revising courses and programs and when developing curriculum maps.

b. Field of Study Curriculum

Reviewed at the departmental level.

c. Texas Core Curriculum

A faculty senate subcommittee holds primary responsibility for managing the core curriculum.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Faculty consult the ACGM when designing and revising courses and programs, when developing curriculum maps, and when considering questions around transfer.

b. Field of Study Curriculum

Reviewed at the department level; additionally, we nominate faculty members to the CB’s calls for service.

c. Texas Core Curriculum

The faculty senate committee that has oversight of the core curriculum updates the curriculum annually.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	101	2
University core curriculum	57	16
Degree program major requirements	40	4

36. 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)

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

1. Students transferring with excessive hours
2. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
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. 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. Transfer students’ interest/demand for degree programs not offered at your institution
8. Transfer students unprepared for the rigor of university curriculum

38. 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.)

The lack of childcare and transportation to/around campus creates significant barriers for our student population. Our local transportation system no longer provides a transit stop on our campus. We will visit with our administration to evaluate a possible return to campus and provide easier access to our community.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

TAMUT created additional clarity on existing agreements while expanding partnerships and consistency for transfer scholarships and streamline the process. We increased our opportunities at RELLIS by adding another program (Electrical Engineering) and building our partnership with Dallas College to include more for transfers in addition to freshman/high school opportunities as part of Dallas Promise.

41. 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 movement from online to face-to-face was a challenge. Some students were not prepared or comfortable with the sudden shift to 100% online. Now we are facing the challenge and concerns of students going back to primarily face-to-face courses when they have become comfortable with being online/remote. Financial challenges are more apparent through the pandemic. A lack of scholarships for transfer students is a financial barrier not only experienced at initial enrollment, but also creates challenges for retention and completion.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

The seamless transition for transfer students is enhanced by revamping our Transfer Student Experience Program. We are striving to add transfer student mentors to provide additional support and guidance.

The University of Texas at Tyler

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

1100

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

95% First-year retention rate

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

90% 4 year transfer graduation rate

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered, but not required

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

- Financial aid advising
- Student organizations
- Career services
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Campus tour
- Parent/family participation
- Testing

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Virtual and one on one visits were initiated for transfer students with admission officers. We provided opportunities for students to learn how to apply on ApplyTexas and complete the FAFSA. Students learned about the campus, programs, and admission process through hands on personal virtual appointments. In addition, we are in the beginning phase of implementing a Transfer Advising Center on our largest feeder community college 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.)

- 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 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

We implemented the I'm First Program for undergraduate students, dedicated to providing a community of support for first-generation college students. In addition, due to COVID, the PASS Tutoring Center, Supplemental Instruction, the Math Learning Center, the Writing Center, discipline specific Library Liaisons, and faculty office hours were all made available online and in-person as allowed by the CDC and University policy to meet the needs of our students. Upswing, our 24/7 tutoring program expanded to offer new courses and saw an increase in utilization.

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 of Texas at Tyler has three locations in Houston, Longview, and Palestine that are dedicated to transfer student programs. The innovative UT Tyler Houston Engineering Center (HEC), offers a seamless pathway to a baccalaureate degree in mechanical engineering, electrical engineering, civil engineering or construction management. The HEC, in partnership with Houston Community College, is located on the second floor of the HCC Alief-Hayes campus in Houston, which allows students in the greater Houston area to complete their Bachelor's degree in our Engineering fields, and improve their social mobility without leaving home. These students come from community colleges but also from other four-year institutions. They are not exclusively transfer students from community colleges. The number of students for each entering cohort ranges from 37, when the program started, to our largest cohort of 121 in 2017. The 2019 cohort had 117 students.

b. persistence (retention)

Transfer students participating in our HEC Engineering program outpace the overall UT Tyler transfer population. (Again, UT Tyler tracks transfer students but not exclusively students coming from community colleges only.) For 2019, the HEC Engineering program had a cohort of 117 students with a Fall 2019 to Spring 2020 retention rate of 81.2% and a Fall 2019 to Fall 2020 retention rate of 79.5%. This compares to the entire UT Tyler incoming cohort of transfer students (1,168) with a Fall 2019 to Spring 2020 retention rate of 84.2% and a Fall 2019 to Fall 2020 retention rate of 70.4%.

c. success (completion)

Graduation rates for the HEC Engineering students also outpace that of the overall transfer population at UT Tyler. For the 2014 cohort, the HEC transfer students had the following graduation rates: 55.6% (3 year), 68.3% (4 year), and 71.4% (5 year). For the overall UT Tyler cohort from 2014, transfer students had the following graduation rates: 47.5% (3 year), 59.0% (4 year), and 62.3% (5 year).

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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 566,836
- Percent of new transfer students who were recipients: 14%
- Average annual award per student: \$ 1,562

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	Yes	Once the student has been accepted into the university, the courses are calculated in transfer earned hours.
Calculation for the transfer GPA for admission	No	The overall GPA from the receiving institution is utilized in the calculation for admission determination.

Category	Inclusion in Calculation/ Record	Explanation
Student's record in the student information system	Yes	All transfer credits are reflected in the student information system, which displays on the students transcript.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

Associate of Applied Science in Construction Management (AAS) and Associate of Applied Science in Healthcare Areas to the Bachelor of Applied Arts and Sciences (BAAS) with Collin County Community College District

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

6

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?

7

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

Developing agreements with pathways takes time and effort for the community college as well as the university faculty. Agreements need annual review to reflect curricular changes on both sides. Strict accreditation areas in certain fields do not allow for accepting extra credit courses taken at community colleges. Study skills 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, guaranteeing an efficient path to graduation for students. It allows students to make informed decisions regarding their academic career, while at the community college.

29. 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 2020-2021 school year.

BAAS- Business Occupations, BAAS- General Studies, BAAS- Healthcare Management, BAAS- Health Occupations, BAAS- Human Behavior, Engineering (all majors), BA in Wellness, BS in Criminal Justice, BBA in Finance, BBA in Accounting, BBA in General Studies, BBA in Management, BBA in Marketing, BS in Biology, BS in Communication and Science Disorders, BS in Computer Info Systems, BS in Economics, BS in HRD with Minor in Business Admin,

BS in Industrial Technology, Surveying and Mapping, BS in Industrial Technology , BS in Interdisciplinary Studies 4-8 Math, BS in Interdisciplinary Studies 4-8 Science, BS in Nursing, RN to BS in Nursing, BA in Art History, BA in History, BS in History, BS in Psychology, BS in Psychology, BFA in Studio Art, BA in Political Science, BS in Political Science, BA in English, BS in Computer Science, BS in Health Studies Community & Edu, BS in Health Studies Health Policy, BS in Industrial Tech Minor in Business, BS in Industrial, Tech Surveying and Mapping, BS in Kinesiology, Athletic Training, BS in Kinesiology EC-12 PE Teach Cert, AND-BSN Nursing, BM in Vocal Music Ed, BM in Instrumental Music Ed, BA in Music, BS in Chemistry , BA in Mass Communication, BS in Mathematics

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum				X

31. 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 continues to lead discussions with faculty, deans, chairs, Faculty Senate, and student success liaisons regarding the Core Curriculum and Filed of Study. We also have faculty who serve on 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. This committee has multiple faculty that teach in our undergraduate core curriculum as well as the department chairs, associate deans, and representatives from Academic Affairs. The Core Curriculum is also discussed during larger group sessions, such as Faculty Senate meetings, as we seek to provide the best possible experience for students.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

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

b. Field of Study Curriculum

We nominate UT Tyler faculty to serve on the many THECB 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.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	112	207
University core curriculum	71	26
Degree program major requirements	105	71

36. 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)

37. 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. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
6. Lack of adequate and appropriate services for online transfer students

38. 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

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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.)

- Misalignment of coursework between community colleges and universities: an example of this is the fact that foreign language is a requirement for bachelor of arts degrees, however, in many cases, foreign language is not required for their associate degree, therefore, students cannot take these courses at the community college and receive financial aid. - Transfer orientation is not required at UT Tyler because it delays students from registering for their first semester of classes. We find our transfer students are seeking admission very late in the process and often only a few days before

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

- We have implemented a cross divisional task force focused on examining our current transfer orientation to improve our effectiveness and impact. - We are participating in Degrees When Due, a completion and equity initiative to help increase degree attainment. - We are participating in the Texas Transfer Alliance with 2 of our local feeder community colleges to help improve student success; and meet our 60x30TX goals.

The University of Texas Permian Basin

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

225

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

225

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

225

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 school year? (Order of selected responses does not reflect order of importance to the institution.)

- Regular recruitment visits 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

One of the most substantial outreach recruitment initiatives used to increase student transfers has been the integration of university/college staff within our local 2-year campuses. Specifically, Midland College and Odessa College now have a shared transfer specialist that is charged with increasing the number of transfer students from those respective colleges and also providing applicable support (i.e., financial aid, admission application, orientation).

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
- 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.)

Services and activities are tailored to meet transfer students' needs. For example, the university offers scholarships, admissions, and advising services specific to transfer students.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

UT Permian Basin offers Transfer Thursdays on the first Thursday of each month! As part of these services, students can take a look at what we have to offer, see a glimpse of college life, and gain important information. Transfer Counselors and Transfer Advisors are available to answer student questions. Students are also given information about financial aid, testing services, on-campus student housing, student activities, and more!

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 single most effective program provided by the institution to assist with enrollment of transfer students is dedicated advising staff for transfer students. The criteria used to determine the effectiveness of this program is the number of transfer students who enroll on a year to year basis.

b. persistence (retention)

The single most effective program used to address all student retention at UTPB including that of transfer students is the Universities Early Alert program which is a system used by faculty, student, and advising staff to provide early interventions to academic progress concerns. The criteria used to determine the effectiveness of the program is the university assessment of early alert submissions, follow-ups, and student retention and success.

c. success (completion)

The single most effective program to address student completion of all UTPB students including transfer students is the institution's "Falcon Map" model for degree planning. Via the Falcon Map, both students and dedicated faculty/staff advisors are able to provide a clear academic pathway (degree plan) for students to complete their degree in a timely manner. The method used to determine the effectiveness of this program is the time to completion for students within undergraduate and graduate programs of study.

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
- Information about course transfer policy

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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 845,368
- Percent of new transfer students who were recipients: 15%
- Average annual award per student: \$ 5,000

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	No	We don't bring those courses in for transfer credit because they are not part of the ACGM.
Calculation for the transfer GPA for admission	Yes	(No response provided by institution)
Student's record in the student information system	Yes	We input that gpa in our student information system (peoplesoft)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

Tarrant County College

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

5

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.)

Often times the 2-year curriculum does not align well with the 4-year curriculum for program completion. With this, institutions must make exceptions to courses that are required for program-specific degree completion requirements.

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

The institution participates in articulation agreements to create detailed paths to completion for students who are wanting to complete their 4-year program of study at UTPB. The institution also aims to create connections with students early on that help with student engagement and retention.

29. 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 2020-2021 school year.

• Accountancy, BBA • Applied Arts and Sciences, BAAS • Art, BFA • Art, Graphic Design, BA • Athletic Training, BS • Biology, General Studies Plan, BS • Biology, Molecular Biology Track, BS • Biology, Organismal Biology Track, BS • Biology, Pre-Professional Plan, BS • Chemical Engineering • Chemistry, Biochemistry Track, BS • Chemistry, BS • Chemistry, Environmental Chemistry Track, BS • Chemistry, Nuclear Chemistry Track, BS • Chemistry, Pre-Pharmacy Track, BS • Child and Family Studies On-line, BA • Child and Family Studies, Applied Research Track, BA • Child and Family Studies, Learning and Development Track, BA • Child and Family Studies, Social Agencies Track, BA • Communication, BA • Computer Science, BS • Criminal Justice Online, BS • Criminology, BA • Economics, BA • Economics, Business Concentration, BA • Electrical Engineering, BS • Engineering, BS • English, BA • Finance, BBA • Geology, Paleontology Plan, BS • Geology, Petroleum Plan, BS • Geology, Pre-Professional Plan, BS • History, BA • Humanities, General Studies Track, BA • Humanities, General Studies Track, Bachelor’s Accelerated Completion (BAC), BA • Humanities, Visual and Performing Arts Track, BA • Industrial Technology, BAAS • Industrial Technology, BS • Information Systems, BS • Kinesiology, Exercise Science, BS • Kinesiology, Sport Studies, BS • Management, BBA • Marketing, BBA • Mathematics, BS • Mechanical Engineering, BS • Mechanical Engineering: Aerospace Track • Mechanical Engineering: Nuclear Track • Multidisciplinary Studies: General Studies (No Certification), BA • Music, BM • Music, Choral/Vocal Emphasis, BM • Music, String Emphasis, BM • Music, Wind/Percussion Emphasis, BM • Nursing, BSN • Petroleum Engineering, BS • Political Science, BA • Psychology, BA • RN to BSN • Social Work, BSW • Sociology Online, BA • Sociology, BA • Spanish, BA Program mapping and articulations has been a major focus of the university this past academic year and will continue to be moving forward.

30. 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 to align TCCNS courses				X
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum				X

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The ACGM is the standard document used by the University to align institutional course outcomes to TCCNS courses. Faculty are made aware of this initiative in the universities consistent review of university curriculum.

b. Field of Study Curriculum

The University's Quality Enhancement Plan focuses on student advising and clear pathways. The Falcon Map model outlines degree plans for each student entering the university to know exactly what they need to complete in order to be successful.

c. Texas Core Curriculum

Faculty are highly involved in the development and review of the core curriculum at UTPB. The University has two three standing committees that review undergraduate curriculum, general education coursework and evaluation.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

All UTPB course outcomes align with ACGM learning outcomes as outline by statewide goals and initiatives.

b. Field of Study Curriculum

The University follows the statewide guidance on the field of study curriculum and also assesses programs in order to maintain the field of study curriculum updated.

c. Texas Core Curriculum

The University follows the statewide guidance on the Texas core curriculum and also evaluates core curriculum offerings in order to align the core curriculum framework with that of two-year schools.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	116	18
University core curriculum	54	6
Degree program major requirements	109	0

36. 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)
- Recruitment materials (explanation and significance of the common course numbering system)

37. 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. Transfer students unprepared for the rigor of university curriculum
3. Students transferring with excessive hours
4. Inaccurate and/or inadequate advising at the community college
5. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
6. Students undecided about their major

38. 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.)

One additional barrier that we face as an institution are the challenges that come about from local industry. Students often times choose not to pursue a four year degree due to the incentive for them to join the workforce after graduating from high school or a two-year college.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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 works closely with 2-year and 4-year peers to lessen the barriers that students encounter when transferring to UTPB.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

The university is working to develop a transfer center for students to have comprehensive support in the future. The university is focused on student success and guided pathways for students to be successful. We are excited for the work to come within our transfer initiatives and what it means for the academic goals of our students.

University of Houston-Clear Lake

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

Community college transfer students are not tracked separately.

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Virtual Open House events, Virtual Events with targeted feeder community colleges, individual virtual appointments, & Transfer Webinars

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.) (No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Nothing new was developed in 2020-2021

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)

During the 2020-2021 year, the university reorganized its advising services. This reorganization was not specifically for transfer students but it impacted a high number of number of students. From Fall 2020-spring 2021, advisors had 12,386 appointments (duplicated headcount)

b. persistence (retention)

Spring 2020 - Fall 2020 = retention rate 85.8% for student who participated in academic advising
Fall 2020-Spring 2021 = retention rate of 92.3% for students who participated in academic advising.

c. success (completion)

Completion rate not yet determined for the spring 2020 or the fall 2021 cohorts

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 1,478,875
- Percent of new transfer students who were recipients: 61%
- Average annual award per student: \$ 2,000

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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.)

With our participation in Houston GPS we have endeavored to remove barriers. There are still curriculum discussion that help align lower and upper levels. Also, with statewide questions regarding Field of Study and discussions about core are always going to present challenges as any changes are presented.

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

We continue to participate in the Houston GPS initiative to create seamless pathways for our students to avoid excess credits and timely degree completion. We have widened the participation of faculty and staff in discussing transfer initiatives.

29. 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 2020-2021 school year.

Last year, Houston GPS continued to sponsor the collaboration of faculty in specific subject areas to discuss curriculum and course content issues. With the onset of COVID, many of these meetings were postponed but we have recently discussed as a GPS community the need to resume the meetings, especially in light of possible changes to Field of Study.

30. 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 to align TCCNS courses		X		
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum			X	

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Faculty continue to 4 year curriculum maps which help align them with ACGM outcomes

b. Field of Study Curriculum

Our faculty have been active FOS conversations through Houston GPS and have actively worked to align their curriculums.

c. Texas Core Curriculum

The University Core Curriculum Committee is made up primarily of faculty and they regularly review our curriculum and suggest changes.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The ACGM is used in transcript evaluation when students transfer to UHCL. Also, Advisors and faculty use the ACGM to assist in determining course alignments.

b. Field of Study Curriculum

Faculty consider Field of Study when reviewing and making changes to degree plans. Advisors are also trained in FOS.

c. Texas Core Curriculum

Core curriculum is used in evaluating and developing degree plans and is used by the University Core Curriculum Committee. Familiarity with core curriculum is also part of advisor training.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	122	74
University core curriculum	74	1
Degree program major requirements	55	41

36. 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)

37. 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. Students transferring with excessive hours
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. Transfer students unprepared for the rigor of university curriculum
6. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students

38. 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

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

Through collaboration with Admissions, Advising, and the Registrar departments, a new system of transfer credit evaluation was developed and implemented in Spring 2021.

41. 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.)

Student return to campus for more face-to-face course options.

42. Are there any emerging developments at your institution that are likely to improve 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 2021?

2350

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

No

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Virtual Gator Preview Days (Transfer Information Sessions) Virtual Transfer Orientations
Virtual Gator Preview Live (Live Webinars)

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.)

We currently have an Accelerated Transfer Academy (ATA) funded by a Title V DOE grant that offers programming for eligible transfer students who join the program. Students are eligible to join ATA in their first two semesters at UHD if they transfer with at least 60 credit hours and are full time in their first semester. The program includes academic success coaches, scholarship and internship opportunities, networking with career professionals, alumni, faculty and staff, and career learning communities. We will soon relaunch the transfer national honor society chapter (Tau Sigma).

12. List and briefly describe student success programs initiated for the first time in 2020-2021 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)

Articulation agreements with Community Colleges allow 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 connect advisors directly with 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 projects; our transfer students benefit from the upper-division attention to high impact work in all of our majors. Courses that offer these experiences are specifically designated to 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. Our Accelerated Transfer Academy also provides students with career coaches and learning communities.

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 students desire and require to complete their degree on time. We also provide a range of resources, from college-based advising teams to writing and math support tutoring online and in person.

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 semester credit 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 2020-2021 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 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	Yes	For certain degrees such as the BAAS and RN-to-BSN programs that accept them

Category	Inclusion in Calculation/ Record	Explanation
Calculation for the transfer GPA for admission	No	(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 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

Lee College

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

124

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

16

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

11

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

Workload ---with so many partner institutions and degree programs it is difficult to update existing and develop new agreements; also ideally, the faculty would get together to discuss each update but the logistics are extensive and time-consuming. Limited staffing dedicated to this effort.

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

We participate for the benefit of the students. It makes transferring to 4-year institution easier and hopefully aids in retention and graduation as well as meeting state-wide goals and employment needs.

29. 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 2020-2021 school year.

We had faculty participating in our conversations with community college partners via the Houston Guided Pathways to Success initiative in the Gulf Coast region. We are collectively reviewing meta-major maps among the 13 partner institutions with at least 20 disciplines represented.

30. 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 to align TCCNS courses		X		
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum				X

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

We discuss the TCCNS in development of new courses.

b. Field of Study Curriculum

Prior to the new FOS and TTAC rules, we had held curriculum meetings with all disciplines with approved FOS and they submitted curricular changes to address FOS expectations. We will also follow this process with any new FOS as they arise.

c. Texas Core Curriculum

We have a faculty General Education Committee that reviews and oversees the Core Curriculum and we share annual changes with all faculty.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

This project is housed in the Office of the Provost and we are working with the institutional effectiveness team.

b. Field of Study Curriculum

Our faculty in almost all areas with approved FOS have proposed updated curriculum to allow FOS transfers and we have regular discussions with advisors and department leaders.

c. Texas Core Curriculum

We have a faculty General Education Committee that reviews and oversees the Core Curriculum, runs the assessment of the core, shares reports with the faculty. We also share annual changes with all faculty.

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

No

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	136	122
University core curriculum	69	35
Degree program major requirements	120	105

36. 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)
- Additional locations or publications (please specify): common core web page

37. 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 transferring with excessive hours
4. Lack of adequate and appropriate services for online transfer students
5. Program admission requirements that are different from your institution's admission requirements
6. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
7. Transfer students unprepared for the rigor of university curriculum

38. 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.)

- Having transcripts and financial aid sent from previous institution
- Accurate completion of FAFSA and verification (if necessary)
- Exceeding maximum SCH for financial aid

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

We have continued to work with our advising teams to develop models to engage students very early with the advising teams to get students registered while still bringing them through our orientation process; we developed virtual events that will continue to serve us well in terms of providing access to more students. We continued our work with Houston Guided Pathways to Success, where 13 area institutions work together to better serve the needs of students and remove barriers to their success. The group includes faculty, staff, and administrators & focuses on advising, scheduling, technology.

41. 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.)

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

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

-Increased faculty comfort with offering online courses. -Transfer honor society. -Ongoing efforts with Houston GPS, particularly our equity initiative -Wider variety of services available in virtual formats.

University of Houston-Victoria

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

575

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

No

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

60.70%

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation (in person or virtual) 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
- Testing

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

- Weekly Virtual Admission Sessions • Virtual Financial Aid Sessions • Bi-weekly Virtual Information Sessions • Virtual Open Houses • Virtual Academic Program Sessions • Virtual Lobby Services • Ice cream socials at community college campuses • Lunch and learns with community college advisors

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.)

Ongoing pre-advising to ensure that they are truly ready to transfer when they do, updated transfer maps with community colleges, advising nights to meet with advisors after hours and promoting campus services for transfer students

12. List and briefly describe student success programs initiated for the first time in 2020-2021 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)*

We support transfer students from the inquiry stage through the enrollment stage by providing efficient efforts with the admission application process, maintaining engagement for completion of application, reviewing current transfer work, review transfer credit, support pre-advising efforts, financial aid, and financial literacy, and walk students through next steps

b. persistence (retention)

Success center, tutoring, writing center, and supplemental instruction

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 13,500
- Percent of new transfer students who were recipients: 3%
- Average annual award per student: \$ 500

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

41

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

29

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.)

timely and ongoing collaboration with faculty chairs on both sides, as well as capacity to manage various transfer map agreements simultaneously

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

to create a seamless transfer pathway for students interested in a four-year degree and ensuring that students do not take unnecessary courses

29. 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 2020-2021 school year.

(No response provided by institution)

30. 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 to align TCCNS courses		X		

Statewide Initiative	1 Not Aware	2	3	4 Very Aware
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		
Texas Core Curriculum				X

31. 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

32. Explain how your institution has implemented each statewide initiative.

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

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

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	57	57
University core curriculum	41	1
Degree program major requirements	12	0

36. 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)

37. 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. Inadequate course scheduling and/or course rotations to meet the needs of new 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
5. Distance from areas with large community college student population

38. 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)

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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)

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

(No response provided by institution)

University of North Texas at Dallas

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

600

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

90% of Fall students

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

Increase rate by 5% over the 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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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
- 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Virtual Transfer Information Sessions (TIS) – 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, academic programs of study, and an introduction to campus life. In the 2020-2021 year, we also offered some virtual TIS events in partnership with our School of Education to target education majors as part of our partnership with Navarro 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.)

- 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.)

UNT Dallas continues to offer 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 a designated 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 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

No new program/initiatives for Fall 2020

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)

Given our transition to virtual and remote operations as a result of the pandemic, the most effective program to serve transfer students from a recruitment perspective were our Transfer Information Sessions, as described above (See response to #9). In addition, we had a more intentional approach to facilitate the transition for new transfer students via our virtual Transfer Student Orientation program. We looked at attendance and yield rates, as well as feedback provided by program participants to determine the impact and effectiveness of these initiatives.

b. persistence (retention)

Establishment of the Student Solutions Center (SSC). It serves as the front counter for financial aid, admissions, registrar and all other Student Access & Success division departments, including fielding university questions on a variety of topics. The SSC team leads university campaigns to assist students navigate various barriers to enrollment. Team members employ the use of chat box tool, email, phones, text, virtual appointments and walk-ins when back in person. There is a high expectation for excellent customer service. Goals include responding to all messages within 24 hours, reducing response wait times and alleviating frustration by removing roadblocks to a student's success. In addition, the Coordinator of Student Solutions is involved in solving complex student problems that are elevated from our team, referrals from students, administrators, and others. Ultimately, the goal is to retain students who are happy, stress free and become UNT Dallas graduates.

c. success (completion)

A coordinated effort is beginning at UNT Dallas around the senior year of the student experience, beginning with a senior degree audit review at 90 hours that ensures students are aware of any final requirements to graduate. Students also participate in a "Grad Finale" event which demystifies stereotypes about commencement, graduation, the graduation application process, and connects students to useful post-graduation resources.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 994,750
- Percent of new transfer students who were recipients: 50%
- Average annual award per student: \$ 2,181

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/Record	Explanation
Calculation of transfer earned hours	Yes	If pulled in for use in the Bachelor of Applied Arts and Sciences
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	If pulled in for use in the Bachelor of Applied Arts and Sciences

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

Dallas College, Lone Star College, Cisco College, Navarro College, Collin College, North Central Texas College

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

7

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

13

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.)

We do not have a standard template that legal teams agree on so it takes a long time to push the document back and forth for revision. Also difficult to reach faculty alignment across institutions.

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

Recruit new students to our programs. Faculty relationships across institutions. Promote smoother transfer experience for students.

29. 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 2020-2021 school year.

* Bachelor of Applied Arts and Sciences with a concentration in Emergency Services Administration * Bachelor of Applied Arts and Sciences with concentrations in Urban Agriculture certificates

30. 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 to align TCCNS courses		X		
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum			X	

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Include information and links to the ACGM on curriculum review forms for new and existing courses.

b. Field of Study Curriculum

Assistant Provost had meetings with all of the Program Coordinators of programs with FOS requirements. Added FOS alignment questions on curriculum review forms for new programs.

c. Texas Core Curriculum

Revamped the responsibilities and membership of the Core Curriculum Committee for launch in Fall 2021. Catalog content related to the Texas Core Curriculum in the undergraduate catalog. Review of Texas Core Curriculum with Program Coordinators in official degree audit launch.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Part of the curriculum review process.

b. Field of Study Curriculum

Part of the curriculum review process.

c. Texas Core Curriculum

Part of the curriculum review process and Core Curriculum Committee and Core Curriculum Assessment Task Force.

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

No

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	86	85
University core curriculum	53	12
Degree program major requirements	60	27

36. 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)

37. 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. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
7. Transfer students’ interest/demand for degree programs not offered at your institution
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

38. 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 additional barriers identified.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

Field of study was reviewed for relevant programs and curriculum review as needed. Worked with the Information Technology degree program to ensure that gateways courses are offered each term eliminating some of the course sequencing issues.

41. 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.)

Delays in transferring financial aid from the school the student is leaving to the new school. If the former school does not update Department of Education systems in a timely manner, this causes delays in being able to finalize aid at the new school. Field of study programming – ability to implement requirements in legislation. How will this be noted or indicated on transcript/transfer work?

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

We are working to implement a Transcript Evaluator position to assist with transfer credit evaluation and articulation. Implementation of Transferology. THECB recently awarded UNT Dallas the Texas Reskilling Grant to address displaced worker and those unemployed as a result of the challenges in the economy. Developing Summer Bridge programs for Dallas County Promise and Tarrant To & Through (T3) students to enable a successful/seamless transfer experience.

Comprehensive Institutions

Lamar University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

2% increase over previous year

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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?

Yes

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

Yes

6. Does your institution offer an orientation program (in person or virtual) specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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) for all prospective students

9. List and briefly describe outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

We hosted 29 transfer-specific events, this includes but limited to, tours, LU events at community college and classroom/virtual presentations.

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
- 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 2020-2021 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/Liaison 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. This position assists with removing barriers toward enrollment and works with the colleges to make sure the transition is smooth. For Fall 2020, this position assisted ALL students below and above 60 hours begin advisement in the Undergraduate Advising Center (UAC).

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 Transfer Liaison on our campus assists students to connect with their Academic Advisor to streamline the enrollment process at Lamar University for our transfer students. Direct communication from this office to all admitted transfer students has positively impacted enrollment of transfer students. Additionally, the Transfer Liaison confirms the application of credit towards students' degree plans and works directly with Admissions and Registrar staff to address any issues or errors to maximize the number of credits transferred and applied.

b. persistence (retention)

Persistence Campaigns: Increase percentage of students reenrolling from one semester to the next with an emphasis on freshman populations. Students have a desire to continue learning, but there are barriers to re-enrollment. By identifying barriers, we can

support students in enrolling in courses and persisting at Lamar University. Starting one week after registration opens, we contact students about various barriers in their re-enrollment process: meeting with an advisor, turning in transcripts, paying their bill, resolving holds, and registering online. This outreach continues until the next semester begins, using data from Navigate and internal sources to identify target populations.

c. success (completion)

Each college employs a Success Coach that serves as an academic advocate to students within each college. Working with the college's departments, the Undergraduate Advising Center (UAC), and the Office of Retention & Student Success, the Coach identifies students at risk of voluntary or involuntary withdrawal from the university and develops individualized plans to help these students achieve success in their field of study. The Coach manages the college's student retention efforts for Junior and Senior level students, conduct related research and data analysis, and facilitate communication between the college's faculty and departments and university student support services.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 197,500
- Percent of new transfer students who were recipients: 17%
- Average annual award per student: \$ 1,800

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	Yes	The Transfer Earned Hours are calculated using all credits earned from a regionally accredited institution. This includes all technical/workforce credits
Calculation for the transfer GPA for admission	Yes	The GPA for admission is calculated using the cumulative transfer GPA for each institution previously attended. If the institution includes technical/workforce courses in the GPA then it will be considered in the cumulative transfer GPA used for admission
Student's record in the student information system	Yes	When evaluating credits for transfer, all technical/workforce credits are evaluated if taken from a regionally accredited institution. These credits will appear on their evaluation record using a unique code specifying that they are technical/workforce

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

Houston Community College- Industrial Technology, Cyber Security; Panola Community College- Industrial Technology, Criminal Justice, General Business; Alvin Community College- Computer Science, General Business; Central Texas College- Industrial Engineering, Sociology, Computer Science, Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Criminal Justice, Nursing RN to BSN, Communication Studies, General Business; Blinn College- Industrial Engineering, Sociology, Computer Science, Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Criminal Justice, Nursing RN to BSN, Communication Studies, General Business, Computer Game Development, Accounting; Lamar State College Orange- Sociology, Chemistry, General Business, Criminal Justice, Computer Science, Industrial Technology, Computer Game Development; Del Mar College- Computer Science, Sociology, Criminal Justice; Dallas County Community College- Industrial Technology, Criminal Justice, General Business; Galveston College- Computer Science, Sociology, Nursing RN-BSN, Computer Game Development, Criminal Justice, General Business, Communication Studies; Lamar Institute of Technology- General Studies, Sociology, Biology, Criminal Justice, General Business, Industrial Technology

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

128

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?

19

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

The primary barrier for the development of articulation agreements is coordinating degree / 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. 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 2020-2021 school year.

Industrial Technology, Cyber Security, Criminal Justice, General Business, Computer Science, Industrial Engineering, Sociology, Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Nursing RN to BSN, Communication Studies, Computer Game Development, Accounting, General Studies, Biology

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum				X

31. 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

We have been providing guidance on what has been outlined for FOS by The Coordinating Board and educated our Transfer Committee on this issue for further dissemination through faculty and departments.

c. Texas Core Curriculum

We raise faculty awareness for Texas Core Curriculum by providing a guide to understanding Texas Education Core Curriculum that has been designed by using the Texas Core Curriculum Application found on The Coordinating Board website. In addition to this guide, we also encourage faculty and staff to utilize the Texas General Education Core Curriculum web center as a tool. We also provide one on one university core training, as well as help in the Registrar and Records office when questions arise. We've educated our Transfer Committee on this issue for further dissemination through faculty and departments.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

(No response provided by institution)

b. Field of Study Curriculum

Because FOS can be seen as an extension of the core curriculum, we built it in the degree audit system to share with core and to pull in any transferred course work as outlined by The Coordinating Board website.

c. Texas Core Curriculum

We have built our degree audit system to automatically pull in core courses that have been attributed here at Lamar University or on a transcript when transferring from another Texas public institution.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

Yes. MUSI 2160 was removed because vocal diction French and vocal Diction German were merged to a single course – MUSI 2160.

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	125	325
University core curriculum	67	26
Degree program major requirements	120	(No response provided by institution)

36. 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 degree requirements (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)

37. 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

38. 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)

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

We are interesting in learning more about co-enrollment opportunities with partner institutions.

Prairie View A&M University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

500

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) 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 (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Due to the new COVID-19 operating environment, we developed the following virtual programs:

- Virtual Prelim-Advising Prog—Students receive an overall presentation about the advisement and registration process followed by a meeting with their professional advisor
- Academic Preview Week—Students have an opportunity to meet the leadership of their college and receive information about what's required to be successful in their major
- Admissions and Financial Aid Workshops—What It Takes To Be Admitted and What Resources Are Available To Pay For College i.e. Scholarships
- Virtual Chat 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.)*

- 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 transfer into the University environment, meet other transfer students, teach the rich history of the University, and provide learning strategies for academic and personal success at PVAMU. 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 2020-2021 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 with an online setting to connect directly with their advisor. Students can raise an alert on themselves for a 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 Direct Connect Program (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 college ready to begin upper division course work and provide institutional incentives and a seamless enrollment process. The resources provided through the DCP continued to play a critical role in the increase in transfer enrollment. The transfer student enrollment rate from 2019 to 2020 increased by 23% from 431 students to 558. 20% of those students enrolled received a Direct Connect Scholarship.

b. persistence (retention)

The percent of transfer students who were retained for one year equaled 76.16%, those who received the Direct Connect scholarship were retained at a rate of 82.61%.

c. success (completion)

The standard three-year graduation rate of transfer students shows a graduation rate of 36.41%. For those receiving the Direct Connect scholarship, the graduation rate is 73.33%.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 377,300
- Percent of new transfer students who were recipients: 17%
- Average annual award per student: \$ 2,500

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/Record	Explanation
Calculation of transfer earned hours	No	Currently the University does not include grades from another institution in PVAMU's GPA calculations
Calculation for the transfer GPA for admission	No	See above

Category	Inclusion in Calculation/ Record	Explanation
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 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

2

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.)

The barriers have been having a person identified on campus to manage this process.

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 complete and matriculate at PVAMU

29. 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 2020-2021 school year.

N/A

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		
Texas Core Curriculum				X

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

We have been working on transitioning to the TCCNS numbering system for fall 2021. We will adopt the TCCNS numbering system effective fall 2021

b. Field of Study Curriculum

None

c. Texas Core Curriculum

Ongoing communications during curriculum processes and requests for changes.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Adopting the TCCNS numbering system effective fall 2021

b. Field of Study Curriculum

N/A

c. Texas Core Curriculum

Noted in catalog, degree plans, website, degree audit system and SIS

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

No

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	153	349
University core curriculum	58	23
Degree program major requirements	108	283

36. 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)

37. 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. Lack of adequate and appropriate services for online transfer students
4. Program admission requirements that are different from your institution's admission requirements
5. Distance from areas with large community college student population
6. Transfer students' interest/demand for degree programs not offered at your institution
7. Inaccurate and/or inadequate advising at the community college
8. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)

38. 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 levels, Lack of transfer student housing, lack of online 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

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

The timing on the processing of transfer equivalencies improved significantly, and students receive an email notifying them of their completed transfer articulations.

41. 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

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Increasing our partnerships with the community colleges and establishing transfer articulation agreements and two-plus-two programs.

Stephen F. Austin State University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

Community college transfer students are not tracked separately.

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

- Regular virtual recruitment visits for community college campuses
- Virtual transfer fairs for community college campuses
- Virtual Transfer Advisor Workshop for community college academic advisors
- Virtual university campus preview day(s) for transfer prospective 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
- 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.)

First-year transfer experience: SFAS 3101 is tailored to meet the specific needs of transfer students as they transition into our university. The Transfer Student Network is a student led network to support transfer students through their initial transition where students can remain active until they graduate.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

No new initiatives.

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 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 Orientation find that academic advising and course registration are streamlined. Those students who choose not to attend Transfer Orientation are responsible for contacting their respective academic departments for times and dates that academic advisors are available. Effectiveness is measured by tracking students who attend transfer orientation and comparing student persistence to those students who do not attend. Transfer Orientation has implemented several virtual options to reach the transfer population where they are whether they plan to be a student on the physical campus or a distance ed student.

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
- Limit on transferable semester credit hours accepted
- 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 652,500
- Percent of new transfer students who were recipients: 43%

- Average annual award per student: \$ 1,245

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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 programs with articulation agreements.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

Alvin Community College: BA Criminal Justice - AA Criminal Justice Field of Study BS General Studies- AA General Studies BS Interdisciplinary Studies 4-8 Core Subjects- AA Teaching BS Interdisciplinary Studies 4-8 Mathematics- AA Teaching BS Interdisciplinary Studies All-Level Special Education (EC-12)- AA Teaching BS Interdisciplinary Studies EC-6 Core Subjects- AA Teaching BS Interdisciplinary Studies Standard 4-8 English, Language Arts, Reading- AA Teaching BS Interdisciplinary Studies Standard 4-8 Science- AA Teaching BS Interdisciplinary Studies Standard 4-8 Social Studies- AA Teaching BBA General Business- AS Business Administration
 Angelina College: BS HDFS - AAS
 Lamar Institute of Technology: AAS - BAAS
 Tyler Junior College: BS HDFS - AAS

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?

1

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.)

The articulation agreement process is very thorough and requires expertise from multiple individuals at both institutions. This level of involvement can sometimes cause the process to move slowly and become time-consuming. Changes in personnel and course requirements can also add layers of complexity to the process and progress of creating new agreements.

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

SFA participates in articulation agreements to provide transfer students with a clear path from their community college to their 4-year institution. We are eager to build partnerships with community colleges to ease student transitions and maximize the use of students' community college credits. 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 clear pathway which reduces time to completion and reduces student debt.

29. 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 2020-2021 school year.

Lone Star: General AS to BS in Physics; AS in Mechanical Engineering to BS in Engineering Physics; AS to BS in Environmental Science

Tyler JC: AS to BS in Biochemistry; AS to BS in Chemistry; AS to BS in Engineering Physics; AS to BS in Geology; AAS to BS in Human Sciences: Human Development and Family Studies

Alvin CC: AA to BS in Kinesiology, Exercise Science

Angelina: AAS to BS in Human Sciences: Human Development and Family Studies; AAT to BS in Interdisciplinary Studies

Panola: AA to BA in Theatre

College of the Mainland: AA to BA in Theatre

Richland College: AA to BA in Theatre

San Jacinto College: AA to BA in Theatre

Lamar Institute of Technology: BAAS

Lamar State College Orange: AS to BS in Environmental Science

Laredo College: AAS to BS in Psychology

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		
Texas Core Curriculum				X

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

a. ACGM Learning Outcomes Project to align TCCNS courses

We have switched all course numbers to TCCNS, so there is no need for further alignment, or further education about alignment.

b. Field of Study Curriculum

When we transitioned to TCCNS, we also asked each academic unit where a FOSC had been developed by the state for one or more of the degree programs to try to align their program(s) with the relevant FOSC(s). Now that Fields of Study are being done away with in favor of the new Discipline Foundation Courses, we are not doing further education on FOSCs.

c. Texas Core Curriculum

SFA has a Core Curriculum Committee comprised of faculty who represent each of our 6 colleges. Each long semester, we send out a syllabus template for core courses that contains all of the exemplary education objectives (EEOs) to be taught in each core course by component area. The relevant EEOs are required to be on the syllabus. The core curriculum is also included in every undergraduate degree plan and degree map. Through these measures, faculty are continually made aware of the core curriculum.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

We have switched all course numbers to TCCNS.

b. Field of Study Curriculum

When we transitioned to TCCNS, we also asked each academic unit where a FOSC had been developed by the state for one or more of the degree programs to try to align their program(s) with the relevant FOSC(s).

c. Texas Core Curriculum

Any changes to the core are made by the Core Curriculum Committee and communicated to all SFA faculty.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	539	0
University core curriculum	86	0
Degree program major requirements	421	0

36. 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)

37. 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. Lack of financial aid support (federal, state, and institutional) for transfer students
4. Inaccurate and/or inadequate advising at the community college
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. Transfer students' interest/demand for degree programs not offered at your institution
11. Degree programs at capacity at your institution
12. Students undecided about their major
13. Program admission requirements that are different from your institution's admission requirements
14. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
15. Distance from areas with large community college student population

38. 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

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

The admissions team dedicated resources to transfer student recruitment through virtual transfer showcase events, transfer accepted student events, transfer info sessions, and collaborated to provide virtual transfer orientation. SFA moved recruitment and enrollment initiatives to a format that is accessible to in-state, out-of-state, and international populations by hosting lunch hour and after 5pm virtual events targeted toward enrollment, matriculation, retention, and overall completion rates of transfer students.

41. 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 continues to serve as a dual credit provider for east Texas, our relationships with community colleges, who have been sole providers in the region, are evolving. We are challenged to find new ways to work together to meet dual credit needs and serve our local school districts.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Designated scholarship monies overseen by the division of enrollment management are being disbursed to academic colleges to recruit and award transfer students who meet specific criteria determined by the academic units. These monies help lessen the financial burden transfer students often face paying the four-year tuition price compared to the two-year tuition price. Additionally, the University is focused on building and strengthening partnerships with community colleges to provide seamless transitions for transfer students.

Tarleton State University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

Community college transfer students are not tracked separately.

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) 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 (in person or virtual) 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

- Testing

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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) for all prospective students

9. List and briefly describe outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Outreach recruitment programs have included the implementation of the Distinguished College Partner Program and Tarleton's Transfer Guaranteed Award (T-GAP). The DCP and T-GAP Programs provide an award guarantee to transfer students based on their transfer GPA and the number of hours they enrolled. For students enrolled at one of the eight DCP partner schools, Blinn College, Cisco College, Ranger College, Dallas College, Hill College, McLennan Community College, Navarro College, Tarrant County College District, Weatherford College, the guaranteed award is increased.

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, all activities are offered to all students.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

The Transfer Guaranteed Award Program, Virtual Transfer Information Sessions, Developmental Education Program, iSucceed (supporting students returning from academic suspension), Academic Coaching, Peer Mentoring, and Distinguished College Partner agreements. We have signed several distinguished college partner agreements with local community colleges which will enhance the student access to guaranteed scholarship awards upon admission to the university with completion of the scholarship application.

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. Tarleton continually monitors our transfers students and has recently expanded partnerships with many north Texas community colleges. Tarleton is developing similar agreements with other two-year colleges in the region, in concert with the President's Transfer Guaranteed Award Program. T-GAP assures scholarships ranging from \$250 to \$1,500 per year for students admitted from two-year colleges. Award amounts are enhanced for students graduating from one of Tarleton's Distinguished College Partners.

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. Additionally, Tarleton recently hired a Director of Retention to assist with all undergraduate retention, including transfer students. Additional retention measures are being explored beyond the currently tracked measures on the Texas A&M University System (TAMUS) EmpowerU website.

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. Tarleton monitors transfer completion rates through our student achievement

website, which is powered by the Texas A&M University System (TAMUS) EmpowerU website. First-year persistence, four, and six year graduation rates are tracked yearly and adjustments are made when the university dips below a rolling three year average for any measure.

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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 77,500
- Percent of new transfer students who were recipients: 5%
- Average annual award per student: \$ 934

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

Completed agreements at Tarrant County College include, AAS-Medical Laboratory Technology, AAS-Histotechnology, and BS-Medical Laboratory Science, BS-Communication Sciences and Disorders. Agreements in process with Tarrant County College include, BAAS-Information Technology BS- Applied Science (Business), BAAS-Criminal Justice. And Nursing with Dallas College. Additional agreements being discussed include, Collin College-Agriculture and Construction Management, College of the Mainland-Theater, Temple College-Environmental Science, Lone Star College-Social Work, and Lamar Institute of Technology BAAS programs.

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

2

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?

1

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

Tarleton State University participates in the North Texas Community College Consortium Transfer Portal. This portal provides the opportunity for Tarleton to map transfer planning guides with multiple community colleges utilizing one system of development and entry. The documents are then publicly accessible. Because of the shift to utilize the NTCCC portal, the direct need for individual program articulation agreements beyond the scope of the transfer planning guide has decreased.

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

Tarleton State University participates in articulation agreements for programs with unique characteristics including but not limited to program specific admissions, workforce education classes, or special departmental partnerships. Tarleton utilizes multiple type agreement to serve all transfer students, these include articulation agreements, the NTCCC transfer portal, Distinguished College Partnerships, and Memorandums of Agreement. This past year, Tarleton has signed MOA's with Navarro College, McLennan County Community College, and Dallas College.

29. 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 2020-2021 school year.

BS/BAAS Kinesiology, AAS Histotechnology, AAS Medical Lab Tech, BS Medical Lab Sciences, BS Nutrition Sciences, BSW Social Work, BS Public Health, BS Communication Disorders, BAT Health Professions Technology, BSN Nursing, BS Animal Science

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum				X

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

a. ACGM Learning Outcomes Project to align TCCNS courses

This is something we look at in the Administrative Curriculum Review Committee and provide training on the ACGM at the start of each year to both General Education and Academic Assessment Committee and University Curriculum Committee. We then ask them to share this information in their college and departmental curriculum meetings.

b. Field of Study Curriculum

We have met with program leaders from each program that is represented in the field of study and helped them align their program curriculum to the field of study.

c. Texas Core Curriculum

All faculty are aware of the core curriculum and the requirements that all students complete the core curriculum. We have a formal committee that reviews all submissions and changes to the core curriculum to ensure alignment with institutional and THECB core curriculum requirements.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Faculty reviewed department course inventory (2014) including, course title, description, and student learning outcomes to align current courses to courses listed in the ACGM for

TCCNS equivalencies. Existing courses were then edited to align course subject prefix, number, description, and student learning outcomes to the corresponding ACGM course. Faculty work in tandem with the Administrative Curriculum Review Committee to maintain alignment with the ACGM when new courses are created or existing courses are edited.

b. Field of Study Curriculum

We have met with program leaders from each program that is represented in the field of study and helped them align their program curriculum to the field of study.

c. Texas Core Curriculum

Transfer Services has coded each core course so the course will apply to the general education upon articulation.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	164	303
University core curriculum	54	19
Degree program major requirements	138	138

36. 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)

37. 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. Distance from areas with large community college student population

38. 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)

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

Three main barriers are getting all credits transferred and into degreeworks, notification of course exceptions processing, and overall changes in degreeworks. The office of the registrar created a workflow system in which advisors can submit course exceptions electronically and the advisor and student are emailed their status through the transition. Further, generic email addresses were created in which advisors could email needed changes in degreeworks. This allows for multiple individuals in the office of the registrar to make these changes as opposed to just one person.

41. 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 foreseen at this time

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

We have signed several Distinguished College Partner agreements with local community colleges which will enhance the student access to guaranteed scholarship awards upon admission to the university with completion of the scholarship application. Additionally, the university just launched its 10-year strategic plan, which has several objectives related to the growth and success of transfer students. This new plan aligns with the 60x30TX goals of a more educated population and increased completions.

Texas A&M International University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

600

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Although the program didn't initiate in 2020-2021, the university intentionally promoted at a higher rate our Automatic Transfer Scholarship in publications and in a website dedicated to new 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.)*

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- 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.)

Advising is required for all new transfer students. This allows them to learn about our course offerings and most importantly, begin to make connections with campus staff.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Most of our advising appointments of new transfer students for the academic year 2020-2021 were done online. We will keep this practice as a convenient option for those students that wish to do their advising sessions online.

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)

Two full-time employees allocated permanently to our Transfer Center located at our local community College.

b. persistence (retention)

Mandatory advising sessions and early degree evaluations using Degreeworks.

c. success (completion)

Group and individual outreach using data analytics from Civita's Illume and Inspire platforms. The number of email and nudge campaigns increased significantly this academic year.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 228,250
- Percent of new transfer students who were recipients: 15%

- Average annual award per student: \$ 1,985

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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.)

Administration and Faculty turnover as well as constant collaboration between academic units.

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

Facilitate the advising and transferability of courses for prospective students. Defined degree pathways. Sharing of best practices and technologies. Professional development sessions in advising and financial aid.

29. 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 2020-2021 school year.

None

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum			X	

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The University Curriculum Committee implemented a software solution that improves the manage curriculum, class, and program changes through a workflow without human intervention. The platform allows members to see how proposed changes impact courses, including TCCNS/FOS/CORE, and permits an efficient tracking of edits and comments.

b. Field of Study Curriculum

The University Curriculum Committee implemented a software solution that improves the manage curriculum, class, and program changes through a workflow without human intervention. The platform allows members to see how proposed changes impact courses, including TCCNS/FOS/CORE, and permits an efficient tracking of edits and comments

c. Texas Core Curriculum

The University Curriculum Committee implemented a software solution that improves the manage curriculum, class, and program changes through a workflow without human intervention. The platform allows members to see how proposed changes impact courses, including TCCNS/FOS/CORE, and permits an efficient tracking of edits and comments

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The University Core Curriculum Committee has representatives from all academic areas and vets the Core offerings and Field of Study classes. This committee also reviews that the courses have the appropriate numbering and alignment. This committee, along with regular Core Curriculum assessment, raises awareness of these issues with the faculty.

b. Field of Study Curriculum

The University Core Curriculum Committee has representatives from all academic areas and vets the Core offerings and Field of Study classes. This committee also reviews that the courses have the appropriate numbering and alignment. This committee, along with regular Core Curriculum assessment, raises awareness of these issues with the faculty.

c. Texas Core Curriculum

The University Core Curriculum Committee has representatives from all academic areas and vets the Core offerings and Field of Study classes. This committee also reviews that the courses have the appropriate numbering and alignment. This committee, along with regular Core Curriculum assessment, raises awareness of these issues with the faculty.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	173	185
University core curriculum	73	4
Degree program major requirements	0	0

36. 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)

37. 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. Students transferring with excessive hours
6. Transfer students unprepared for the rigor of university curriculum
7. Transfer students’ interest/demand for degree programs not offered at your institution

8. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
9. Students undecided about their major
10. Program admission requirements that are different from your institution's admission requirements
11. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
12. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
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

38. 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.)

For 2020-2021, some community colleges not being fully open or even operational during the pandemic.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

Better applicability of core surplus courses in component area option 090.

41. 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.)

Not being able to offer enough hybrid or flex courses might be a barrier to enroll a transfer student population that was mostly online for an entire academic year

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Creation of new undergraduate programs such as Public Health and other engineering programs.

West Texas A&M University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

1,100

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

WT has modified automatic transfer scholarships for eligible students that allows easier access and additional scholarship dollars to transfer students than previously. A new virtual guided campus tour is available to transfer students as well as Saturday on-campus visits. "Destination WT", a dual admission program with local community colleges, has been modified to allow transfer of pdf files from local community college data files to WT. Community College Scholars program allows community college presidents to refer top transfer students to WT.

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.)

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 2020-2021 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 and/or modified, 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 are eligible to enroll when registration opens and courses are still available. WT's first-year persistence rate for transfer students was 73.8% in 2018-2019 and 75% for 2019-2020; the goal is to reach 78% to 80% by 2021-2022.

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 58%, which is approximately in line with the state average of 59% for 2020; the goal is to reach a 60% graduation rate by 2021-2022.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 14,500
- Percent of new transfer students who were recipients: 1%
- Average annual award per student: \$ 1,812

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/Record	Explanation
Calculation of transfer earned hours	Yes	Technical credits are evaluated and accepted as individual credit hours 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; in addition we also post the individual grade for each course, if a grade is available.
Student's record in the student information system	Yes	All technical credit is evaluated individually, regardless if the course(s) was used in the program of choice.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

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. The time and effort required to create and maintain agreements that are accurate, acceptable and beneficial to the WT and its community college partners continues to be a challenge. WT's president created a new position in 2019, Vice President for Strategic Relations, to continue to bolster and strengthen these relationships.

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 that specifically addresses the goal to increase transfer student enrollment. Carefully articulated and clearly communicated agreements with 2-year institutions are vital in meeting those goals.

29. 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 2020-2021 school year.

BA/BS, Criminal Justice; BS, Nursing

30. 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 to align TCCNS courses		X		
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		
Texas Core Curriculum				X

31. 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 (TCCNS) 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 on the 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 to 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.

32. Explain how your institution has implemented each statewide initiative.

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.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	134	266
University core curriculum	65	41
Degree program major requirements	138	201

36. 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)

37. 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. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
4. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
5. Students transferring with excessive hours
6. Lack of adequate and appropriate services for online transfer students
7. Program admission requirements that are different from your institution's admission requirements
8. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
9. Students undecided about their major
10. Lack of financial aid support (federal, state, and institutional) for transfer students
11. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
12. Transfer students unprepared for the rigor of university curriculum
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

38. 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 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, Zoom, phone call, etc.) and library and tutoring resources must be accessible online. WT is committed to finding innovative ways to engage online students with the University. Through Covid-19, the transition to online learning and resources has become less of a barrier than previously reported.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

New transfer students can now do orientation online during WT's normal orientation period, which allows for greater flexibility for these students. Previously, students were required to either attend one of the on-campus orientation events or they had to wait until August to do the online orientation. Additionally, resources such as counseling, tutoring, and other services that were primarily utilized by on-campus only students, have been expanded to

offer their services online, due to Covid-19. These resources plan on continuing their online outreach.

41. 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.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

We have restructured our Advising Services department so that transfer students are aligned with an adviser that is designated for the major of choice. In addition, newly acquired scholarship software is allowing the University to identify more opportunities for transfer students to receive scholarships. The University has also lowered the residency requirement from 39 hours to 36 hours to further assist transfer students.

Doctoral Institutions

Sam Houston State University

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2021?**

2402

- 2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?**

2162

- 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 (in person or virtual) specifically tailored for transfer students?**

Yes, offered, but not required

- 7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

SHSU shifted as many in-person activities, programs, and services to a virtual environment for transfer students. These programs included orientations, campus "visits", academic advising, financial counseling, and others.

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
- 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 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

evolve – an Academic Support Program that provides retention-based support services for female students, especially our transfer population. We want transfer females to value their undergraduate experience and finish at Sam Houston State University. evolve is comprised of four program components that not only complement one another, but also provide holistic educational experiences & opportunities for female students: intentional relationships, service engagement, university experiences and academic enrichment. Our mission is to help students evolve as scholars, as women & professionals.

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 advent of virtual advising allowed SHSU academic advisors to meet prospective and current transfer students where they were to determine student needs and to provide clarity on their academic paths.

b. *persistence (retention)*

SHSU's most impactful "program" is its 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 taking courses in a 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." The third strategy is a concentrated proactive outreach to current students conducted each semester in the form of emails, phone calls, and texts to retain its current undergraduate student body by providing immediate and individualized information to students regarding their registration and academic paths to facilitate their re-enrollment.

c. *success (completion)*

SHSU has transitioned to a professional advisor model. This is allowing us to provide timely and proactive advising for all undergraduate students. 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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 746,250
- Percent of new transfer students who were recipients: 27%
- Average annual award per student: \$ 1,207

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	Yes	Only for BAAS: While less than 10 WECM courses are transferrable for this degree, those hours transferred do count in transfer hours for the 66-hour transfer limit.
Calculation for the transfer GPA for admission	Yes	Only for BAAS: While less than 10 WECM courses are transferrable for this degree, those hours transferred do count in transfer GPA.
Student's record in the student information system	Yes	Only for BAAS: While less than 10 WECM courses are transferrable for this degree, those transferred courses do count toward degree requirements and appear on transcripts and in the degree audit system.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

South Central Texas College – institutional agreement

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

25

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

25

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.)

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). In addition, the high turnover in higher level college administrative positions is a problem. Institutional memory is lost as to which universities they have agreement with and for what.

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

Most faculty at SHSU recognize the importance of attracting quality college transfers to. Our average transfer student has more than 40 hours of credits. Many earned from colleges prior to graduation from high school.

29. 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 2020-2021 school year.

- Bachelor of Science, Major in Environmental Science • Bachelor of Arts, Major in Geography
- Bachelor of Science, Major in Geography • Bachelor of Science, Major in Geology • Bachelor of Applied Arts and Sciences • Bachelor of Science, Major in Agricultural Business • Bachelor of Science, Major in Agricultural Communications • Bachelor of Science, Major in Agricultural Engineering Technology • Bachelor of Science, Major in Animal Science
- Bachelor of Science, Major in Interdisciplinary Agriculture • Bachelor of Science, Major in Plant and Soil Sciences
- Bachelor of Science, Double Major in Education and Interdisciplinary Agriculture

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		
Texas Core Curriculum				X

31. 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.

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.

32. Explain how your institution has implemented each statewide initiative.

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 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.

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.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	198	220
University core curriculum	56	37
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

36. 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)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- Additional locations or publications (please specify): to be added to course descriptions in summer 2021

37. 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. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
4. Transfer students unprepared for the rigor of university curriculum
5. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
6. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
7. Degree programs at capacity at your institution

38. 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)

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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)

42. Are there any emerging developments at your institution that are likely to improve 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 2021?

No

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

75%

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?

No

6. Does your institution offer an orientation program (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

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

- Advising with professional advisors
- Registration
- Meetings specific to academic program majors
- Career services

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

We adapted our previous outreach efforts in light of the pandemic. We did not experiment with new initiatives, apart from these adaptations.

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.)

(No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

No new initiatives in light of the pandemic.

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)*

Academic programs based at off-site instructional locations.

b. *persistence (retention)*

College-based success teams consisting of a concierge (troubleshoots problems surrounding connection to campus resources), academic advisor, and financial aid advisor.

c. *success (completion)*

Revamped and improved scholarship awarding system and amounts to support longer-term success for students-- reducing financial barriers.

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 semester credit 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?

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 967,250
- Percent of new transfer students who were recipients: 29%
- Average annual award per student: \$ 1,504

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	No	Workforce courses are not transferable
Calculation for the transfer GPA for admission	No	Workforce courses are not transferable
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 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

58

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?

13

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

We are primarily focused on guided pathways at the program level, rather than articulations. General articulations at the institutional level provide the framework for two-plus-two pathways at the program-level.

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

Establishing guidelines for relationships, keeping good relationships.

29. 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 2020-2021 school year.

None due to COVID.

30. 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 to align TCCNS courses		X		
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		
Texas Core Curriculum			X	

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Use ACGM learning outcomes as basis for core curriculum assessment.

b. Field of Study Curriculum

Promoting awareness with 2+2 pathways.

c. Texas Core Curriculum

Departments involved in the core know about the core.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Use ACGM learning outcomes as basis for core curriculum assessment.

b. Field of Study Curriculum

Promoting awareness with 2+2 pathways.

c. Texas Core Curriculum

Core curriculum committee and administrative assignment to manage.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	141	118
University core curriculum	78	11
Degree program major requirements	105	62

36. 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)

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

1. Lack of adequate and appropriate services for online transfer students
2. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
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. Lack of financial aid support (federal, state, and institutional) for transfer students

38. 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)

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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

- 42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)**
Transfer scholarship awarding system revision.

Texas A&M University-Corpus Christi

- 1. Does your institution have a goal for the number of new community college transfer students for fall 2021?**

700

- 2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?**

80

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

55

- 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 (in person or virtual) specifically tailored for transfer students?**

Yes, offered and required

- 7. List the activities/information provided during orientation (in person or virtual) 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
- Mental health/counseling services
- Campus safety/security information
- Food services/meals
- Parent/family participation

- Testing

- 8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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) for all prospective students

9. List and briefly describe outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Over the last academic year we revamped our Transfer Resources webpage. We clearly show our admission requirement for transfer students and list our academic partnerships and transfer guides by discipline. We also continued some onsite recruitment/outreach events, and also continued outreach in the virtual setting. Lastly, because of the pandemic, we were able to provide an even more individual approach to transfer by allowing for more 1:1 appointments with our transfer staff in enrollment management. Lastly, we continued meeting with our partner's academic advising staff and administrators.

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
- 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.)

Service/activities are accessible to all students, regardless of admit status.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Recently, Texas A&M University-Corpus Christi expanded its involvement with the only Phi Theta Kappa alumni chapter in South Texas and joins a list of top colleges and universities that are creating a dynamic pathway to support students as they transfer from community college to a four-year institution. Phi Theta Kappa is the world's largest and most prestigious honor society for two-year college students. Members of our Epsilon of Texas Alumni Association work diligently to uphold national hallmarks through scholarship, leadership, service, and fellowship.

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 single most effective program provided by the institution is the campus visits at our partner campuses. We are meeting the student where they are at, they are able to get answers to their questions on the spot, and we fostering a long-term relationship with students. Criteria to determine effectiveness would be our yields from prospect to enrolled.

b. persistence (retention)

As we know, persistence and retention begin during the recruitment process. The most effective program for persistence would be the required transfer orientation. While transfer students have possibly already developed positive academic behaviors, they are having to learn a new institutional culture of support. Transfer orientation provides these student with the resources needed to thrive at Texas A&M - Corpus Christi. Criteria used to determine effectiveness is service utilization data (e.g. tutoring) and first-year persistence rates for transfer students.

c. *success (completion)*

The single most effective program provided by the institution for completion would be our academic advising program. Our academic advising approach is focused on being proactive by anticipating student needs. Meaning, we are consistently sending communication to students, responding to early alerts, and monitoring academic progression.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 449,853
- Percent of new transfer students who were recipients: 63%
- Average annual award per student: \$ 3,019

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	Yes	Only calculated in specific degree programs (Bachelor of Applied Science Bachelor of Science in Health Science and the Bachelor of Science in Nursing)
Calculation for the transfer GPA for admission	Yes	Grades are only calculated in the transfer GPA
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 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

65

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.)

There had been good momentum with working with our community college partners on developing articulation agreements. However, due to COVID, it required us to pivot to more pressing items. We have started to reengage with our partners to continue build off on previous momentum.

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

Articulation agreements benefit the students by providing a clear path from one program to another. This allows for us to accept and apply as many credits as possible, no hassle, to a student degree plan, leading to timely graduation. These agreements aid in the recruitment process

29. 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 2020-2021 school year.

(No response provided by institution)

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum			X	

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Faculty are reminded about ACGM and learning outcomes as they are making changes to course the curriculum and catalog process.

b. Field of Study Curriculum

Department chairs have been made aware of the Texas Transfer Advisor committee and Field of study framework through the curriculum and catalog process.

c. Texas Core Curriculum

Faculty are reminded of any changes to TCC through the curriculum and catalog process.

32. Explain how your institution has implemented 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)

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	141	393
University core curriculum	50	0
Degree program major requirements	95	63

36. 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)
- Recruitment materials (TCCNS course equivalents)

37. 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. Students transferring with excessive hours
3. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring

38. 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.)

Transcript evaluation continues to be the main barrier to transfer. However, improvements have been made to make this process more timely and efficient.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

Staff in the Office of Admissions, working with academic partners around campus, and our Community College partners worked on a number of transfer articulation crosswalks and degree paths that make transition to college clearer and easier for students making the transition to college (eg. Pathways with Alamo Colleges District). In addition, staff worked with local colleges (Del Mar, Coastal Bend) to revise 2+2 pathways that existed with their institutions. All of this was to streamline what is commonly identified as one of the most confusing and cumbersome parts of the transfer process.

41. 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.)

All sectors of the campus community at Texas A&M Corpus Christi are working to make the transfer process more student friendly. Even further, a conscious effort is being made to address barriers that lead to stop outs either through financial aid/literacy or through academic progress. When students come to our campus through transfer engagement, we are committed to helping address their persistence and perseverance through graduation and beyond.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Yes. We are working to complete transfer enrollment and articulation agreements with Texas State Technical College, Lone Star Colleges District, and South Texas College; these agreements will provide easier access to services and assistance that will make transferring to the Island University easy for prospective transfer students from these institutions. In addition, we are working to renew existing agreements for our local community colleges (Del Mar College and Coastal Bend College).

Texas A&M University-Kingsville

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

No

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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
- Housing information
- Health services information
- Mental health/counseling services
- Campus safety/security information
- Food services/meals
- Parent/family participation

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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) for all prospective students

9. List and briefly describe outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Hired a new full-time transfer recruiter, presented several virtual transfer information sessions and on-the-spot admission 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
- 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.)

(No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

We introduced online tutoring. We also offer online academic advising sessions

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)

Specific transfer student recruiting events – typically these occur on the individual campuses of Community Colleges, but this past year were virtual. Effectiveness is determined based on the number of students who participate and the number of students who end up matriculating to our institution.

b. persistence (retention)

Professional Academic Advising. All our students have easy access to professional academic advising to ensure that students stay on the right path towards graduation and avoid hiccups that may cause students to stop out of school. We watch closely how many students are taking advantage of their academic advisors and how often they visit with them.

c. success (completion)

Professional Academic Advising. All our students have easy access to professional academic advising to ensure that students stay on the right path towards graduation and avoid hiccups that may cause students to stop out of school. We watch closely how many students are taking advantage of their academic advisors and how often they visit with them.

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 semester credit 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 2020-2021 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 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	Yes	For BAAS students and for academic programs with an agreement specifying use of technical credits
Calculation for the transfer GPA for admission	Yes	For BAAS students and for academic programs with an agreement specifying use of technical credits
Student's record in the student information system	Yes	For BAAS students and for academic programs with an agreement specifying use of technical credits

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

BAAS – Occupational Safety and Health with Del Mar College

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

37

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?

15

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

Ever changing degree requirements

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

They are effective tools in helping students understand what they need to take while in a community college to be able to transfer seamlessly to our institution.

29. 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 2020-2021 school year.

None

30. 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 to align TCCNS courses	X			
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework	X			
Texas Core Curriculum			X	

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

very little to no effort

b. Field of Study Curriculum

very little to no effort

c. Texas Core Curriculum

consistent discussion in curriculum committees across campus. There is also a General Education committee with faculty representatives from across campus

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

nothing

b. Field of Study Curriculum

nothing

c. Texas Core Curriculum

University General Education Committee discusses and approves any changes, they supervise the reporting on student learning outcomes

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	139	470
University core curriculum	30	75
Degree program major requirements	139	470

36. 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)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)

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

1. Distance from areas with large community college student population
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)
4. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
5. Students transferring with excessive hours
6. Transfer students' interest/demand for degree programs not offered at your institution
7. Lack of adequate and appropriate services for online transfer students

38. 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)

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

We hired a new transfer recruiter that could specifically address questions from prospective transfer students. This person should be able to help facilitate and ease transferability by providing a single source for students to get answers to questions.

41. 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 ever increasing desire by transfer students for online programs.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Participation in the Texas Transfer Project including the implementation of Transfer Finder and Transfer Equivalency Self Service at our campus

Texas Southern University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

500

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation (in person or virtual) 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

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Offered virtual transfer days. Offered virtual Academic School Information Days. Transfer advisors hired and trained to visit community colleges on a routine schedule (virtual due to pandemic)

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
- 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.)

Available for all new students

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Colleges and schools are working directly with community college partners to align curriculum and formalize/update articulation agreements that will enhance the transfer experience. More coordinated advising and completion model in place across the University. Students are contacted at various milestones (60, 90, 120) for graduation check ins.

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 that provide students a formal acceptance of degrees and credits. Recruit and EAB Transfer Hub are developed to connect with students.

b. persistence (retention)

Degree Works enhancements and training. EAB provides opportunities to engage and connect with students to keep the on track.

c. success (completion)

Review of transfer students and tracking via Degree Works and monitoring of student completion. BRAG (Be Ready and Graduate) event hosted each term to engage, motivate and helps students stay on track. Includes degree audit, financial wellness check, major check in.

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
- 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 2020-2021 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 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	No	Not in our policy
Calculation for the transfer GPA for admission	No	Not in our policy
Student's record in the student information system	No	Not in our policy

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

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.)

a. Alignment of community college general education expectations with those of the major at the 4-year institution (non-alignment means students may not be successful at the 4-year institution as they are not properly prepared for the upper level courses). Students that are core complete may need additional courses per the major selected. b. Barriers are personnel and manpower to coordinate efforts in addition to managing other roles and responsibilities. c. Faculty alignment at the 2-year and 4-year levels. Matching the course materials and learning outcomes.

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

The formalize the transition of community college students to TSU. Provide the degree completion plan for students that intend to transfer.

29. 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 2020-2021 school year.

a. COLABS faculty participated in the pathways project intended to help align the curricula for Psychology, Music, Theatre, Social Work, History, English b. Communication Studies, Entertainment-Recording-Industry Management, Journalism, Radio-TV/Film c. Business Administration, Accounting, Finance d. Political Science e. Industrial Technology f. Pharmacy

30. 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 to align TCCNS courses				X
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework				X
Texas Core Curriculum				X

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

- a. ACGM Learning Outcomes Project to align TCCNS courses
 - i. Department level meetings around alignment/college level discussions
- b. Field of Study Curriculum
 - i. There were meetings at the department and advising levels about Field of Study for Social Work, Psychology, and Music. This was put on hold as there is conflicting information coming out of Austin. University Academic Council actively discusses with faculty.
- c. Texas Core Curriculum
 - i. University Academic Council and General Education committee efforts to ensure alignment of numbers and learning outcomes. University actively discusses with faculty.

32. Explain how your institution has implemented each statewide initiative.

- a. ACGM Learning Outcomes Project to align TCCNS courses
Departments use the ACGM to include the common course equivalencies. Updating online catalog to reflect the TCCNS.
- b. Field of Study Curriculum
required to use ACGM as a reference to ensure uniform transfer of lower division field of study courses from Texas Colleges and Universities.
- c. Texas Core Curriculum
All courses listed in the general education core meet the Foundational Component Area core objectives presented in the context-based manner, SACSCOC compliant and appears in the TCCNS crosswalk.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	92	264
University core curriculum	41	0
Degree program major requirements	51	264

36. 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)
- Class schedule (TCCNS course equivalents)
- Additional locations or publications (please specify):
<http://www.tsu.edu/registrar/pdf/2020-2021-undergraduate-catalog.pdf>

37. 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. 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
7. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
8. Program admission requirements that are different from your institution's admission requirements

38. 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

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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.)

Student Debt and excessive credit hours.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Focus on updating transfer and articulation agreements. Houston GPS involvement. Implementation of electronic submission process for students to have transfer courses evaluated and reviewed by departments. Tracking of all students that have 76 hours or more, participation in BRAG event (Be Ready and Graduate). Each student receives degree plan, courses needed for next term, Financial Wellness checklist, change of major check in.

Texas Woman's University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

1300

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

85

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?

No

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

Yes

6. Does your institution offer an orientation program (in person or virtual) specifically tailored for transfer students?

Yes, offered, but not required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

The focus for 2020-2021 was transitioning existing recruitment programs to meet social distancing mandates and the need for virtual programming brought about by the COVID-19 pandemic.

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.)

Tutoring is provided for upper division courses; academic coaching tailors individual sessions to meet the needs of transfer students via individualized success plans; The Touchstone Honors Program provides services tailored specifically to transfer honor students.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

TWU was awarded and instituted two federal TRiO Student Support Programs that include wrap-around services to eligible students including transfer students. Support includes academic tutoring, academic advising, major and career exploration, engagement opportunities, and academic coaching. Additionally, dedicated programming and initiatives for TWU's nurse-entry students, including transfer students, was implemented including exploring majors and healthcare careers, the application process, and academic preparation workshops. Finally, internship preparation for students was expanded.

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)

Information transparency for transfer students continues to be effective. Program requirements and information is accessible to all student prior to matriculation to TWU. Through strong community college partnerships including articulation agreements, recruitment events, and transcript evaluation, students better understand the courses that transfer to TWU and are introduced to TWU's transfer-friendly culture. Additionally, transfer students engage with orientation and academic advising services to better understand university requirements for degree completion. Effectiveness is determined based on periodic review of policy and practice as well as assessment of services at the time students engage with the program(s).

b. persistence (retention)

The Pioneer Center for Student Excellence was developed to improve persistence rates among students. Centrally located on the Denton, Dallas, and Houston campuses, the Pioneer Center for Student Excellence serves as a hub for student support at all phases of the student life-cycle. Programs and initiatives implemented through the Pioneer Center for Student Excellence include TRiO Student Support Services – Classic, TRiO Student Support Services – STEM/Health Sciences, academic coaching, book-in-common, three-minute thesis, thesis and dissertation boot camp, experiential student scholars, internship preparation and support, university-wide coordination of academic advising, direct academic advising for undecided, post-baccalaureate, dual-credit, exploring, and nurse-entry students, academic probation and suspension recovery services, tutoring services, and referral to campus resources.

c. success (completion)

TWU continues to establish community college partnerships including articulation agreements. All degree programs have four-year, sequenced degree plans to assist students to better understand degree and course requirements. The sequenced degree plan also assists our academic advisors to be more effective when working with students. The area of Transfer & Compliance within the Office of Undergraduate Studies and Academic Partnerships ensures the agreements and 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, understand course sequencing and rotation, and with the help of dedicated academic advisors, fulfill the requirements in a timely manner. Effectiveness is determined by the overall number of articulation agreements, number of academic advising appointments, quality of academic advising, and grad rate.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 654,800
- Percent of new transfer students who were recipients: 23%
- Average annual award per student: \$ 1,481

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/Record	Explanation
Calculation of transfer earned hours	Yes	cumulative GPA calculated
Calculation for the transfer GPA for admission	Yes	Only if BAAS/BAS
Student's record in the student information system	Yes	cumulative GPA calculated

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

EDUC.BS EC6-ESL, General Memorandums of Understanding

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

223

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

212

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

32

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 metroplex and region in general.

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 and relationships with colleagues. To share and promote respective disciplines of the university and our partner community colleges.

29. 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 2020-2021 school year.

Mathematics, English, History/Political Science, Life & Physical Sciences, Theatre

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		
Texas Core Curriculum				X

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

a. ACGM Learning Outcomes Project to align TCCNS courses

TCCNS equivalency is reviewed with department chairs via the yearly curriculum inventory and catalog updating process.

b. Field of Study Curriculum

FOS applicability is reviewed with department chairs via the yearly catalog updating process.

c. Texas Core Curriculum

Undergraduate Studies coordinates a committee to oversee core curriculum additions/removals, etc.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Departments were encouraged to review and evaluate current equivalencies, create new equivalencies if possible, and even re-level courses so they could be matched with a TCCN.

b. Field of Study Curriculum

Faculty representatives have regularly participated in regional FOS workshops and meetings

c. Texas Core Curriculum

Undergraduate faculty are invited to participate in the committee that reviews and votes on courses to be added to the university's core curriculum.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

Yes. Some courses were removed from the ACGM.

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	147	265
University core curriculum	63	58
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

36. 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)
- 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)

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

1. Students undecided about their major
2. Students transferring with excessive hours
3. Inaccurate and/or inadequate advising at the community college
4. Program admission requirements that are different from your institution's admission requirements
5. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)

38. 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 metroplex and region, swirling, non-applicable dual credit courses.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

To address the systemic barrier of program choice, TWU university advising services developed and implemented "parallel planning" to augment developmental academic advising interventions within specific majors. Ongoing refinement of the program continues with academic advisors integrating major choice, career exploration, and proactive academic advising earlier in the student academic career as well as ongoing individual and group learning opportunities for students. Students in specific majors now engage in intentional exploration of multiple majors.

41. 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)

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

The university recently purchased Transferology in an effort to help students see how their courses will transfer and apply before applying.

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 2021?

1800

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered, but not required

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

- Advising with professional advisors
- 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

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

UTRGV implemented Transfer Advisor Updates and a Lunch & Learn Series to focus on the need of our 2-year partners to ensure both 2-year partners were informed about updates and changes. One-On-One Virtual Appointments were implemented to support transfer students through the application, financial aid, scholarship, housing, and registration process. Faculty/Classroom Presentations were implemented to support 2-year partners interested in educating their classes on the transfer process as well as providing students information on UTRGV.

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.*)

- (No response provided by institution)

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.)

(Automatic skip based on previous question)

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

We have not initiated any brand-new programs in 2020-2021 specifically 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)

The suite of financial support programs influences transfer enrollment, by providing a high-quality education at an affordable price. From Guaranteed and Flat-Rate Tuition programs to the Tuition Advantage to the University's Financial Aid and Scholarships awarding philosophy, UTRGV understands the importance of educating and supporting transfer students. The Enrollment team strategically promotes the priority financial aid and scholarship deadlines as well as financial aid and scholarship workshops. Financial-based messages that support students through the transfer process. In addition, The Offices of Undergraduate Recruitment, Financial Aid, and Scholarships tailor experiences for transfer students virtually, on the UTRGV Campus, and on the two-year campus to create seamless opportunities. Education and support for transfer students does not only happen with the filing of the application but continues through the verification process and acceptance of the award.

b. persistence (retention)

Academic advising is our most effective retention tool. We do not have mandatory advising for transfer students, but we have completely revamped our onboarding for these students and are strongly considering making an initial advising appointment mandatory for all transfer students. We determine the effectiveness of advising based on students' term to term persistence and retention, as well as term and cumulative GPA, credit completion percentage, and graduation rate

c. success (completion)

Peer-led team learning is a highly effective strategy used to drive pass rates in high DFW courses. While a leading indicator for both retention and completion, ensuring that students pass these courses tied to success in their major the first time, we have an impact on longer-term success.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 2,656,797
- Percent of new transfer students who were recipients: 60%
- Average annual award per student: \$ 1,623

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	Yes	Technical/workforce credit is calculated in the transfer hours earned when technical or workforce credit is allowed to meet the degree requirements (ex. BAT in Health Technology Services)
Calculation for the transfer GPA for admission	Yes	Admissions is based on overall GPA(s) from the institution(s) in which the student transfers
Student's record in the student information system	Yes	Technical/workforce credit is recorded in the SIS for programs that allow technical or workforce credit to meet the degree requirements (ex. BAT in Health Technology Services)

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

73

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 primary barrier to developing additional articulation agreements with community colleges has to do with the lack of dedicated staff with the expertise in developing and maintaining articulation agreements. Although our institution has staff with significant transfer expertise, many have competing institutional responsibilities making it challenging to extend our partner network beyond our geographical area.

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

Our institution has a deep interest in the post-secondary success of students in the Rio Grande Valley regardless of which institution a student attends or what their post-secondary path might be. As part of this commitment to post-secondary success, we actively partner with the community colleges in our region in a variety of ways including the work on articulation agreements.

29. 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 2020-2021 school year.

UTRGV has not participated in vertical teaming meetings during the 2020-2021 school year.

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum			X	

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Our institution does not currently implement initiatives to raise faculty awareness of the ACGM Learning Outcomes Project.

b. Field of Study Curriculum

Our institutional curriculum standards require that each major program align with the existing Fields of Study.

c. Texas Core Curriculum

We have a standing Core Curriculum Committee and provide annual training on the core curriculum.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

We have not adopted this initiative.

b. Field of Study Curriculum

Our programs of study include FOS courses or provide for the transfer and application of FOS credits

c. Texas Core Curriculum

The Texas Core Curriculum is followed by each of our academic majors. The purpose of the core curriculum is published in our undergraduate catalog, on our website, and described in each degree plan. The core competencies are evaluated annually on a 3-year cycle.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

Yes. UTRGV Course, UTRGV Course Title, TCCNS_SUBJ TCCNS_COURSE, Explanation: ARTS 2317, Painting II, ARTS 2317, Untaught and not required in any program

KINE 1164, Intro to Fitness and Sport, PHED 1164, Untaught and not required in any program

MATH 2487, Calculus I HON, MATH 1487, Honors option discontinued

ENGR 1201, Introduction to Engineering, ENGR 1201, Not required in any program

ENGR 2308, Engineering Economics, ENGR 2308, Not required in any program

ENGR 2332, Mechanics of Materials, ENGR 2332, Not required in any program

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	182	422
University core curriculum	65	37
Degree program major requirements	115	385

36. 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)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- Recruitment materials (TCCNS course equivalents)

37. 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. Distance from areas with large community college student population
3. Students advised to complete an associate degree that includes courses not applicable to the bachelor’s degree prior to transferring

38. 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.)

As we look to the Fall of 2021 and beyond the impact of COVID on the Community College Systems across the state and country have been impacted. This impact which has caused a decline in enrollment at the two-year institutions will have an impact on overall transfer enrollment for the Fall of 2021 and beyond.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

UTRGV has developed a method for the evaluation WECM courses that may be applicable as academic credit on a case-by-case basis. Thus far, this process has resulted in the transfer of WECM courses into the BS in Early Care Early Childhood and BS in Civil Engineering programs.

41. 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.)

Subs and Waivers: Major-specific core curriculum courses are a potential barrier to seamless transfer, and while we have cleared out a number of them in an institution-wide review of degree programs, there are still requirements of this kind which students petition to waive so they can make more timely progress to degree completion. Career Goals: students entering from community colleges without a strong sense of career goals and whether their major choices are a good long-term fit. Faculty Involvement: difficult to get faculty involved in ORIEN in a meaningful way

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

- Transfer Student Onboarding (New Student Orientation and Academic Advising) The Divisions of Student Success and Strategic Enrollment-Students Affairs will continue the work related to the enhancement transfer orientation and students need/want.
- Development of Dual Admission Program - The Division of Strategic Enrollment-Student Affairs will utilize the next year to develop a Dual Admission Model that can enhance the transfer experience and transfer culture in the Rio Grande Valley.

Emerging Research Institutions

Texas State University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

3000

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

Community college transfer students are not tracked separately.

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Texas State University and Lone Star College have signed an agreement establishing a program-to-program partnership for elementary teacher education. The initiative streamlines the process for future elementary teachers who begin their education at Lone Star College to complete their degree at Texas State. Lone Star College, serving the Houston area, is the first to join the partnership with Texas State, but more community colleges across the state are anticipated to participate in the future. Texas State College of Engineering | McLennan Community College signed a new articulation agreement.

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
- 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 Transfer success team has used qualitative and quantitative data collected during the past few years to develop and refine engaging programs (orientation, financial wellness, student life, and athletic events). The programs are designed to increase engagement and retention. The pandemic had a tremendous impact on low-income transfers in fall 2020. To support student retention, the university has awarded 28.2 million in emergency grants to currently enrolled students. We are making available approximately \$3 million for Summer 2021 and \$20 million in Fall 2021 for additional emergency grant

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Due to the pandemic, the university has expanded direct support with free financial coaching, virtual advising appointments, an on-campus food pantry to address food insecurity, and developed a new community-based partnership to provide income-based affordable housing and emergency grants.

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)

Texas State has developed transfer planning guides for every undergraduate degree program. Each Transfer Planning Guide (TPG) is intended to serve as a resource for choosing which courses to take at a junior or community college, using the Texas Common Course Number System (TCCN), for the purpose of transferring to Texas State University. Annual transfer counselor workshops are conducted each year to discuss any changes in degree requirements. These guides are updated annually, and curriculum changes are shared with community college partners. Guided pathways benefit students in several ways – with a clear goal in mind, students are more likely to complete their degree and transfer to a university and then be prepared for career success. Additionally, guided pathways allow students to save money by reducing or eliminating courses that do not count toward the desired degree or will not transfer. Guided pathways also reduce the cost of educating students & improve the pipeline of skill.

b. persistence (retention)

Texas State has developed transfer planning guides for every undergraduate degree program. Each Transfer Planning Guide (TPG) is intended to serve as a resource for choosing which courses to take at a junior or community college, using the Texas Common Course Number System (TCCN), for the purpose of transferring to Texas State University. Annual transfer counselor workshops are conducted each year to discuss any changes in degree requirements. These guides are updated annually, and curriculum changes are shared with community college partners. Guided pathways benefit students in several ways – with a clear goal in mind, students are more likely to complete their degree and transfer to a university and then be prepared for career success. Additionally, guided pathways allow students to save money by reducing or eliminating courses that do not count toward the desired degree or will not transfer. Guided pathways also reduce the cost of educating students & improve the pipeline of skill.

c. success (completion)

Texas State has developed transfer planning guides for every undergraduate degree program. Each Transfer Planning Guide (TPG) is intended to serve as a resource for choosing which courses to take at a junior or community college, using the Texas Common Course Number System (TCCN), for the purpose of transferring to Texas State University. Annual transfer counselor workshops are conducted each year to discuss any changes in degree requirements. These guides are updated annually, and curriculum changes are shared with community college partners. Guided pathways benefit students in several ways – with a clear goal in mind, students are more likely to complete their degree and transfer to a university and then be prepared for career success. Additionally, guided pathways allow students to save money by reducing or eliminating courses that do not count toward the desired degree or will not transfer. Guided pathways also reduce the cost of educating students & improve the pipeline of skill.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 53,040
- Percent of new transfer students who were recipients: 1%
- Average annual award per student: \$ 8,840

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/Record	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, including working with students who seek a

Category	Inclusion in Calculation/ Record	Explanation
		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 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

Elementary Teacher Education Electrical and Civil Engineering

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

22

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?

17

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) provides Texas common course numbering for each undergraduate major. Alignment for changing curricular adjustments, course prerequisites, credit hours differences, or non-standard names of classes in community colleges continue to be the most significant barriers to maintaining transfer guides. In some cases, community colleges insist on creating their own transfer guides or documents. This seems counter-productive since we have them already. Articulation

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 promote 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. We are also focused on transfer completion gaps. Texas State is the only 4-year institution awarded a federal equity grant to promote Hispanic and African American transfer success. The university is partnering with Austin Community College with this new initiative.

29. 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 2020-2021 school year.

Business Administration, Teacher Education, Engineering, Nursing, Social Work, Computer Science, Accounting, Advertisement & Mass Communication, Biology, Bachelor of Applied Arts & Science.

30. 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 to align TCCNS courses				X
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework				X
Texas Core Curriculum				X

31. 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 updated each year by every academic department and each degree program. These internal discussions include information on state changes, the field of study, or new foundation courses information released by the Coordinating Board. Additional SB25 updates are shared with the Council of Deans and/or Council of Department Chairs. The University College plays a primary role in disseminating new developments. Undergraduate Admissions also shares presentations with new faculty as needed. Kambra Bolch from Texas State is serving the Texas Transfer Advisory Committee.

b. Field of Study Curriculum

Our transfer guides are updated each year by every academic department and each degree program. These internal discussions include information on state changes, the field of study, or new foundation courses information released by the Coordinating Board. Additional SB25 updates are shared with the Council of Deans and/or Council of Department Chairs. The University College plays a primary role in disseminating new developments. Undergraduate Admissions also shares presentations with new faculty as needed. Kambra Bolch from Texas State is serving the Texas Transfer Advisory Committee.

c. Texas Core Curriculum

Our transfer guides are updated each year by every academic department and each degree program. These internal discussions include information on state changes, the field of study, or new foundation courses information released by the Coordinating Board. Additional SB25 updates are shared with the Council of Deans and/or Council of Department Chairs. The University College plays a primary role in disseminating new developments. Undergraduate Admissions also shares presentations with new faculty as needed. Kambra Bolch from Texas State is serving the Texas Transfer Advisory Committee.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

Texas State is generous in promoting to community college partners concerning the acceptance of the Texas Core Curriculum. Our faculty and academic advisors work together to update the transfer planning guides for all 98-degree programs each year. We conduct regional updates across the state by hosting community partners from key transfer institutions. Faculty to faculty discussions have also been excellent opportunities to share the latest requirements released by THECB. Texas State is also a grant partner with Austin Community College to enhance transfer pathways.

b. Field of Study Curriculum

Texas State is generous in promoting to community college partners concerning the acceptance of the Texas Core Curriculum. Our faculty and academic advisors work together to update the transfer planning guides for all 98-degree programs each year. We conduct regional updates across the state by hosting community partners from key transfer institutions. Faculty to faculty discussions have also been excellent opportunities to share the latest requirements released by THECB. Texas State is also a grant partner with Austin Community College to enhance transfer pathways.

c. Texas Core Curriculum

Texas State is generous in promoting to community college partners concerning the acceptance of the Texas Core Curriculum. Our faculty and academic advisors work together to update the transfer planning guides for all 98-degree programs each year. We conduct regional updates across the state by hosting community partners from key transfer institutions. Faculty to faculty discussions have also been excellent opportunities to share the latest requirements released by THECB. Texas State is also a grant partner with Austin Community College to enhance transfer pathways.

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

No

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	1410	(No response provided by institution)
University core curriculum	108	(No response provided by institution)
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

36. 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)

37. 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. 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

38. 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.)

Some community colleges require courses for the associate degree that are not core coded and do not apply to the bachelor's degree. (Example: Edu 1300). In most cases, we can bring them in as an elective. However, in some cases, those courses will not transfer. The top barrier for transfers is the courses that students fail. If they are core classes, they are required to repeat them.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

We did a math alignment study with our primary transfer partner. We were able to find alignment and noted any different requirements in the advising notes. The pandemic has reduced college access and retention for so many low-income families. The growing need has created a considerable demand for Texas grants. We were grateful to get more Texas grant funding this year from the Governor, But it came after the semester began, which did not prevent loss in the enrollment stages in late summer. The university expanded transfer merit scholarships, which addressed affordability,

41. 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 economic crisis created by the pandemic has created a 5% drop in students filing FAFSAs and a 12% drop in applications to community colleges via Apply Texas. The decrease in Texas community college enrollment will be a significant factor in attracting new transfer enrollment as the state rebounds. The dropping unemployment rates and demand for labor will work against educational opportunities. Community colleges have no penalty

for allowing students to take excessive hours. This has a significant impact on degree-applicable courses, time to degree, and student debt.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Texas State University is partnering with Austin Community College (ACC) in the Equity Transfer Initiative, a new effort to increase transfer rates for African American, Hispanic, adult, and first-generation learners. The initiative is jointly led by the Association of Public and Land-grant Universities, the American Association of Community Colleges, and the American Association of State Colleges. Sponsored by ECMC Foundation and Ascendium Education Group, the initiative is awarding up to \$27,500 to support partnerships between community and four-year colleges to advance transfer pathways.

Texas Tech University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

2230

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

1940

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Several new initiatives were created in 2020-2021 to increase transfer enrollment. Regional transfer day programs were created to bring TTU services to students in Texas metropolitan areas. Virtual programming was also created. Students learn about financial aid, academic pathways, and transfer student services. Students also meet with pre-transfer advisors for transfer evaluation and degree applicability. Created virtual transfer appointments allowing students to meet with pre-transfer advisors to discuss course credits, transferability of credits, and admission to their intended 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.)*

- Faculty/staff mentors
- 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.)

Advisors are trained to meet transfer student needs for all services and activities.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

No new programs, although existing programs were modified to accommodate COVID-19.

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)

Academic alerts using professional staff who interact with students via strive.ttu.edu, which is a student success and retention system.

c. success (completion)

Faculty and staff mentors who form engaged connections with students, from the personal to the professional.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 200,500
- Percent of new transfer students who were recipients: 2%
- Average annual award per student: \$ 2,179

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	No	Technical/Workforce courses do not carry any credit hours, and therefore do not calculate into the earned hour count
Calculation for the transfer GPA for admission	No	These courses do not carry any credit hours, and therefore do not count in the transfer GPA for admission
Student's record in the student information system	Yes	Technical/Workforce Education are entered from the transcript into SIS, however, do not carry any transferable credit-bearing hours once entered into the system.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

- a. Amarillo College i. Bachelor of Science in Education with Elementary EC-6 Certification ii. Bachelor of Science in Education Middle Level Math Concentration
- b. Del Mar College i. Bachelor of Science in Architecture
- c. Laredo College i. Bachelor of Applied Arts and Science in Applied Leadership ii. Bachelor of Applied Arts and Science in Human Sciences

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

46

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

6

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

14

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

d. Time limitations for faculty and personnel at Texas Tech and the partner institutions can create barriers in developing and completing articulation agreements. The Office of Academic Agreements 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.)

TTU understands the value and accessibility community college education provides students. Creating articulation agreements provides seamless pathways for students to become Red Raiders. TTU participates in articulation agreements as a means of empowering our diverse student populations. We aim to help create a platform for success once students transfer to TTU. TTU participates in articulation agreements to increase collaboration with partner community colleges in Texas. Articulation agreements support completion goals and expand the ability for students to engage in higher education.

29. 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 2020-2021 school year.

Bachelor of Science in Architecture- Del Mar College 8-1-20 Bachelor of Science in Education with EC-6 Certification-Cisco College 8-11-20 Bachelor of Science in Middle Level Math Concentration- Cisco College 8-11-20 Bachelor of Science in Architecture-El Paso Community College- 10-6-20 Bachelor of Science in Agriculture and Applied Economics- Cisco College 10-21-20 Bachelor of Science in Agriculture Communications- Cisco College 10-21-20 Bachelor of Science in Education with EC-6 Certification-Amarillo College 11-16-20 Bachelor of Science in Education Middle Level Math Concentration- Amarillo College 11-16-20 Bachelor of Applied Arts and Science in Applied Leadership-Laredo College 12-7-20 Bachelor of Applied Arts and Science in Human Sciences-Laredo College 12-7-20 Bachelor of Applied Arts and Science in Restaurant, Hotel, and Institutional Management-Collin College-1-15-21 Bachelor of Arts in Music-Blinn College 3-9-21 Bachelor of Arts in Theatre Arts- Blinn College 3-9-21

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		
Texas Core Curriculum			X	

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

TTU established a Transfer Working Group to examine (a) current University and college policies that restrict the applicability of transfer credit to degree plans, and (b) how to encourage departments to be more liberal and flexible in accepting non-TTU equivalent transfer courses as degree-applicable as long as the courses are generally applicable to the same degree at other institutions. ACGM/TCCNS, Field of Study, and Texas Core Curriculum were all topics of discussion and consideration. The working group was comprised of faculty, staff, and administrators.

b. Field of Study Curriculum

TTU established a Transfer Working Group to examine (a) current University and college policies that restrict the applicability of transfer credit to degree plans, and (b) how to encourage departments to be more liberal and flexible in accepting non-TTU equivalent transfer courses as degree-applicable as long as the courses are generally applicable to the same degree at other institutions. ACGM/TCCNS, Field of Study, and Texas Core Curriculum were all topics of discussion and consideration. The working group was comprised of faculty, staff, and administrators.

c. Texas Core Curriculum

TTU established a Transfer Working Group to examine (a) current University and college policies that restrict the applicability of transfer credit to degree plans, and (b) how to encourage departments to be more liberal and flexible in accepting non-TTU equivalent transfer courses as degree-applicable as long as the courses are generally applicable to the same degree at other institutions. ACGM/TCCNS, Field of Study, and Texas Core Curriculum were all topics of discussion and consideration. The working group was comprised of faculty, staff, and administrators.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

TTU established a Transfer Working Group to examine (a) current University and college policies that restrict the applicability of transfer credit to degree plans, and (b) how to encourage departments to be more liberal and flexible in accepting non-TTU equivalent transfer courses as degree-applicable as long as the courses are generally applicable to the same degree at other institutions. ACGM/TCCNS, Field of Study, and Texas Core Curriculum were all topics of discussion and consideration. The working group was comprised of faculty, staff, and administrators.

b. Field of Study Curriculum

FOS is managed by the associated program in conjunction with the Office of the Provost. With the recent changes to FOS, a communication plan was implemented to share with chairs, associate deans, and academic council.

c. Texas Core Curriculum

TTU has a core curriculum steering committee who manage the core curriculum requirements for TTU. In addition to the steering committee members serve as subject-specific subcommittees to manage each core area.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	244	420
University core curriculum	82	96
Degree program major requirements	244	382

36. 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)
- Additional locations or publications (please specify): Registrar transfer evaluation webpage

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

1. Distance from areas with large community college student population
2. Transfer students' interest/demand for degree programs not offered at your institution
3. Students undecided about their major
4. Lack of adequate and appropriate services for online transfer students
5. Students transferring with excessive hours

6. Transfer students unprepared for the rigor of university curriculum

38. 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)

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

TTU established a Transfer Working Group to examine (a) current University and college policies that restrict the applicability of transfer credit to degree plans, and (b) how to encourage departments to be more liberal and flexible in accepting non-TTU equivalent transfer courses as degree-applicable as long as the courses are generally applicable to the same degree at other institutions. ACGM/TCCNS, Field of Study, and Texas Core Curriculum were all topics of discussion and consideration.

41. 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)

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

TTU established a Transfer Working Group to examine (a) current University and college policies that restrict the applicability of transfer credit to degree plans, and (b) how to encourage departments to be more liberal and flexible in accepting non-TTU equivalent transfer courses as degree-applicable as long as the courses are generally applicable to the same degree at other institutions. Recommendations from the committee will be presented to department chairs, associate deans, and Academic Council for implementation. Implementation begins summer 2021.

The University of Texas at Arlington

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

3,500

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

3,150

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

58% within 4 years of beginning study

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

In fall 2020 and spring 2021 we added Transfer Tuesdays, Let's Talk Next Steps programs, and Drive Through document collection days to encourage the enrollment of 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.)*

- 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 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

UTA has hired a Director for Students in Transition to work with the transfer population as a primary group of stakeholders. UTA also launched an online transfer credit and degree audit evaluation set of student support tools known as our Maverick Transfer Pathway. The Maverick Transfer Pathway features two powerful tools: Transferology and the Maverick Transfer Track. Transferology offers course credit equivalencies, and the Maverick Transfer Track uniquely provides course credit application to live degree plans, something not usually available to prospective 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)

In light of the pandemic and our move to a largely virtual environment, UTA provided virtual appointments throughout the week for transfer students to meet with their transfer admission counselor in preparation for transferring. We measure success by the number of students served and the number of students enrolling in their intended semester.

b. persistence (retention)

Academic advising is critical to transfer student success and is the cornerstone to persistence, for which the measurement criteria are satisfaction, hours completed, time to degree, and student persistence rates. The transfer first year experience course is an

important retention effort and is measured by persistence rates, learning outcomes, DFW rates, and more. 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)

The IDEAS (Innovation, Diversity, Excellence, Access and Success) Center is a critical program for completion which is measured using students served, retention and graduation rates, and degree conferrals. The IDEAS Center is 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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 1,600,000
- Percent of new transfer students who were recipients: 20%
- Average annual award per student: \$ 2,100

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

BBA Business Administration-Dallas College
 BA Criminology and Criminal Justice-Dallas College
 BS Biology-Dallas College
 BS Environmental Science (3 tracks)-Dallas College
 BS Geology-Dallas College
 BS Nursing-Dallas College
 BS Physics-Dallas College

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

68

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?

6

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. 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 2020-2021 school year.

Mathematics, Nursing, Social Work, Substance Use Treatment, 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, Criminology and Criminal Justice, Geology, Biology, Business, Physics, Environmental Science.

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework				X
Texas Core Curriculum				X

31. 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, and past chair Diane Lange. Core Curriculum Committee is responsible for approving new core courses and ensuring alignment with Texas Core Curriculum.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The University of Texas at Arlington has a designated employee in the Office of the Registrar who has the responsibility to compare UTA's lower division course offerings with the TCCNS database, and coordinates with the academic organizations for recommendations for the inclusion of UTA courses for equivalent credit to specific TCCNS courses. Upon receiving approval of the lower division equivalencies, the employee updates the TCCNS 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 disseminated through the colleges and made broadly available through the Provost's website which includes 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.

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

No

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	192	592
University core curriculum	122	126
Degree program major requirements	115	157

36. 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 (TCCNS course equivalents)
- Recruitment materials (explanation and significance of the common course numbering system)

37. 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. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
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. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
11. Transfer students unprepared for the rigor of university curriculum
12. Students undecided about their major
13. Degree programs at capacity at your institution

38. 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.)

The disjointed nature of academic records is an issue as students attend many colleges and universities. They have many transcripts to collect, evaluate, advise about, and apply to degree programs. This is a complicating factor for everyone involved, including students, advisors, admissions staff, evaluators at high schools, universities, and community colleges.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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. Regulatory burdens surrounding transfer reporting are increasing and those burdens may not drive improved transfer results or the costs of them may outweigh any gains.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

UTA is exploring the hiring of advisors to exclusively serve prospective transfer students on site and on partner campuses. UTA is a spearhead for transfer collaborations in the Metroplex and nationally, through the ACE national transfer credit task force. UTA initiates and supports transfer collaborations with major community colleges in DFW: Dallas College, Tarrant County College, and Collin College. UTA signed agreements with Dallas County Promise and Tarrant To & Through. The TCC to UTA program offers applications and transcript opt-in. UTA advocates for military credit through 60x30TX.

The University of Texas at Dallas

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

No

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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% 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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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
- 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

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

UTD implemented the Transfer Partnership Strategy with Collin College during the 2020-21 academic year. Cross-campus teams of stakeholders met to discuss ways to strengthen the transfer student pipeline from Collin to UTD. The TPS teams evaluated the most popular UTD majors for transfer students and the students at Collin College who were most interested in transferring. Prospective transfer students were connected with admissions officers at UTD who shared information and resources and answered students questions. UTD Transfer Equivalency Tool helps students transfer cc courses to UTD

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
- 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 Mentor Program and the Transfer Student Leadership Program were initiated during 2017-18 academic year. These programs continue to provide ongoing support, resources, and connections for transfer students. In 2020, amidst the shutdowns caused by the pandemic, Student Affairs revamped their Transfer Student Orientations to connect small groups of transfer students with an orientation leader who could answer questions and provide additional information about student life at UTD. Based on the success of this model, Student Affairs is working to continue such groups during 2021

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence

(retention) and success (completion). (Please limit your response to 600 characters.)

UTD enhanced its Graduation Help Desk support system with a full-time staff member with expertise in student support services. She responds to questions from hundreds of students per semester, works with faculty and staff on early alerts, and assists students who are struggling with and have questions related to both academic and basic needs. UTD's Comet Cupboard has developed a new partnership with the North Texas Food Bank to ensure that our students have access to food and other supplies, and the Library ensures that students have access to laptops to complete remote coursework.

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 College 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 2020-2021 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 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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' transfer policy does not allow transfer of 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 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

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?

10

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. 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 2020-2021 school year.

During the 2018-2019 school year, UT Dallas re-established its communication channels by attending meetings with key personnel from Dallas College, Collin College, and Tarrant County College District through the newly created Office of Community College Relations

30. 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 to align TCCNS courses				X
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework				X
Texas Core Curriculum				X

31. 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 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.

32. Explain how your institution has implemented each statewide initiative.

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. 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

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 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)

36. 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)
- Additional locations or publications (please specify): 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

37. 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

38. 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.)

As shown by our Office of Communication College Relations and our Transfer Partnership Strategy initiative, we are committed to improving communication channels between community colleges and UT Dallas, but such improvements take time, and we are constantly evaluating how we might better communicate with community college stakeholders, prospective transfer students, and newly enrolled transfer students

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

Between the Office of Community College Relations and the Transfer Partnership Strategy, we've drastically increased the numbers of hours we spend collaborating with campus stakeholders at Collin College. We're hoping to expand upon that collaboration and potentially develop a model that we could use to improve communication and collaboration with additional community colleges

41. 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

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

We've begun work on two projects that will contribute to transfer student retention and graduation efforts by helping newly enrolled and current transfer students find the information they need at exactly the time they need it. #1 a cross-campus team of stakeholders has been meeting to develop new outreach initiatives for newly enrolled students . The goal is to use our Salesforce platform to send messages to students that have been tailored to their specific needs. #2 to build a new website that co-locates all information relevant to new and continuing students.

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 2021?

1395

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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
- Testing

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 school year? (Order of selected responses does not reflect order of importance to the institution.)

- University campus preview day(s) exclusively for prospective transfer students
- University campus preview day(s) for all prospective students

9. List and briefly describe outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

The COVID-19 pandemic significantly limited options for on-campus enrollment activities. However, UTEP responded by offering new, virtual events designed to answer student questions related to admissions, financial aid, enrollment processes, advising, student engagement, residence life, and other topics.

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
- 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.)

UTEP has enhanced its advising protocols and service plan for incoming transfer students. We dedicated three professional advisors in the centralized Academic Advising Center to provide incoming transfer students holistic advising services in their first year to assist with transfer issues —the transition, credit applicability, financial and social services, etc. The goal is to help these students get acclimated and manage the issues that impact retention

and timely completion (external commitments, financial challenges, etc.), so they can move into their college/school with an academic plan.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Calling/emailing campaigns - Students who had not registered were called and assisted with registration. Customized Blackboard messages - Faculty were provided messages to send to students providing them with resources, registration, emergency assistance information.

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)

UTEP's Transfer Day is effective in promoting enrollment. Held on the UTEP campus (virtually in 2020-2021), the event is designed for transfer students and provides on-site admission, financial aid counseling, preliminary degree evaluation and advising, student engagement opportunities, information about student housing, and registration for transfer student orientation. The event is designed to promote feelings of belonging while addressing any barriers to enrollment. The El Paso Collaborative for Academic Excellence (EPCAE) supports regional partnerships and academic pathways that encourage students to seek baccalaureate completion. UTEP and El Paso Community College are strong, long-standing partners in our commitment to post-secondary attainment and promote transfer opportunities to students who begin post-secondary studies at our community college.

b. persistence (retention)

Academic advising has been redesigned to provide personalized holistic and integrated advising through the first 45 hours of enrollment. The redesigned is metrics-based to better understand student conditions and evaluate the effectiveness of advising. Advisors work to provide support to address the academic, financial and social realities of students. Advisors also align students academic pathway with personal interests, aspirations, and commitments. Master level social work students provide personalized financial literacy support. In 2017, first year retention was 73% today it is 77%. This model provides dedicated advisors for transfer students. The critical inquiry course, titled UNIV 1301 offers specific sections for transfer students. This course was recently redesigned based on the UTEP Edge, student success framework based on asset based reseach. It is also focused five pillards, engagement, belonging, agency, academic success, and professional preparation.

c. success (completion)

The Student Success Help Desk, formerly the Graduation Help Desk is a model that has been adopted by other UT System institutions to support incoming new, transfer and continuing students. The top three student issues include college specific advising, financial assistance, and registration. The staff at the help desk also work in coordination with Enrollment Services to implement completion and graduation, and reengagement campaigns. Recently, their has been an increased focused on improving transfer pathways. The curriculum office was led efforts to support Fields of Student and other efforts to ease transfer. This year, they worked in collaboration with the College of Liberal Arts to reduce the number of upper division electives required for the Bachelors of Arts in

Psychology. This was necessary to open space in the degree plan to transfer lower division psychology courses from El Paso Community College.

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 semester credit hours accepted
- 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 20,000
- Percent of new transfer students who were recipients: 1%
- Average annual award per student: \$ 1,000

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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

Category	Inclusion in Calculation/ Record	Explanation
		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	(No response provided by institution)	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 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

25

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.)

Community colleges are limited to developing courses in accordance with the Lower-Division Academic Course Guide Manual (ACGM), which sometimes differs from the lower-division course requirements within specific programs at UTEP. Additionally, the process to create a "unique need" course is lengthy, which slows progress to align programs. There are also many challenges with coordinating efforts between institutions to meet curriculum change timelines and catalog deadlines as well as fitting in time for review of articulation agreements by legal departments.

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

UTEP is committed to maintaining an effective process for developing articulation agreements and deepen a culture of transfer pathways with two-year institutions to ensure a seamless transfer of academic credit and applicability of credit; solicit partnerships to improve students' success and increase access to advanced educational opportunities; and

develop and publish useful resources to simplify the complexity of academic pathways for the students we serve.

29. 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 2020-2021 school year.

BA in Applied Sciences, BA in Communication, BA in Criminal Justice, BA in Psychology, BS in Education, and Engineering

30. 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 to align TCCNS courses	X			
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework				X
Texas Core Curriculum				X

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

UTEP is currently reviewing and restructuring the process to develop academic transfer pathways with two-year institutions. To raise awareness of the statewide initiative, the new process will include providing faculty online resources and links to the ACGM Learning Outcomes Project as well as requiring that faculty are aligning TCCNs courses with two-year institutions at the time they are developing articulation plans.

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

We continue to meet with relevant departments to share updates in our approved core curriculum, and with academic leaders in each College/School to review the expectations for accepting transfer credit.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

The Academic Affairs curriculum office will continue to work with faculty to help identify TCCNS course alignment at the time they are updating or creating new courses. Additionally, the Academic Affairs curriculum office regularly updates the University Catalog to list TCCN courses under the course description of the corresponding UTEP course.

b. Field of Study Curriculum

The Academic Affairs curriculum office shares the recommendations of the THECB committees that are updating or creating these curricula with relevant faculty and provides feedback from faculty to the THECB committees. -In response to Field of Study

concerns the College of Liberal Arts revised college level curriculum to allow for better transfer articulation. -UTEP and El Paso Community College curriculum administrators and directors attend each other's undergraduate curriculum committee meetings to maintain awareness of changes, particularly for lower division courses.

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.

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

No

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	169	538
University core curriculum	74	39
Degree program major requirements	156	213

36. 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)

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

(No response provided by institution)

38. 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.)

There is not a culture of creating co-enrollment programs including financial aid consortiums to facilitate student enrollment in a focused transfer pathway. This would allow students to simultaneously attend both institutions and receive student financial aid by one institution but counting the credits of both institutions for financial aid eligibility purposes.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

UTEP is more strategically supporting articulation efforts across the colleges and university by defining and enhancing processes. This will help sustain the work and allow for better assessment and evaluation of efforts. Additionally, UTEP is keenly aware that transfer students experience sticker shock when they transfer. To help address this, UTEP has created a Transfer Completion Grant by allocating \$500,000. Next year, UTEP intends to increase that amount to \$1M.

41. 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.)

Transfer challenges might be anticipated with the adoption of the new Texas Transfer Framework. While the framework is a step in the right direction, change and adjustments from staff and faculty who support transfer efforts will need to be attended and supported with sensibility.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Yes. UTEP recently hired a Director of Academic Pathways and Engagement and a Vice Provost of Student Success in the Office of the Provost to better support College and Schools and strengthen the culture of articulation and deepen our collaboration with EPCC regarding academic transfer pathways.

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 2021?

3200

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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

- Testing

8. What student outreach efforts (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

1. Initiated 30 minute, targeted virtual transfer sessions called Transfer Bites. Topics include: Financial Aid and Scholarships Admitted, Now What? Transfer Credit Calculator and Transfer Credits Navigating Your Way Through UTSA Expanded the Transfer Academies for Teachers and Engineers. 2. Began a monthly newsletter for statewide transfer advisors and national PTK advisors. 3. Began the Transfer Admissions Advisory Forum to remove barriers for 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.)*

- 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 and Transitions Student Success Services offers services to transfer students, students in transitions, and those in special programs such as Alamo Runners, Alamo On-TRAC, and Transfer Academic for Tomorrow's Engineers.

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

The Transfer and Transition Student Success Services team sends an initial, tailored letter to all newly admitted transfer students providing them with next steps as well as information regarding their transfer coursework applying to their major. In addition, they provided workshops for transfer students regarding Academic Standing, GPA calculations, and Academic Recovery. This unit also does outreach to continuing transfer students who do not register for the subsequent, fall or spring term.

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 single most effective program that UTSA provides to serve Transfer students is the Transfer and Transition Student Success Services (T2S3) Office. The Transfer Recruitment Office and the T2S3 Office partner closely to drive enrollment. While the Transfer Recruitment Team guides the prospective students through the transfer admissions process, the T2S3 is able to do a deeper dive with them regarding the transferability of specific coursework for their degree program. T2S3 provides tools and resources to support students in transition by providing tailored individual appointments with student success transfer advisors; assisting transfer students with navigating the process after admission to registration; developing and maintaining transfer guides; providing advising services to students taking prerequisites for transition to graduate or professional programs; providing innovative solutions to challenges.

b. persistence (retention)

Fall 2019 UTSA's Division of Student Success established the Transfer and Transition Student Success Services (T2S3) unit to collaborate with the Division of Strategic Enrollment to provide seamless and efficient programming and services to transfer students as well as students transitioning to UTSA through special programs. T2S3 provides dedicated and assigned academic advising services to prospective transfer students visiting the UTSA campus or referred from the community college, as well as caseload advising and outreach to students. Upon successful transfer to UTSA, the T2S3 team works with UTSA's Academic Advising unit to identify a dedicated, assigned academic advisor within the student's major maintaining continuity of care and services from enrollment to graduation. Additionally, T2S3 works with UTSA's First Generation and Transfer Center to provide peer mentoring support, skills workshops, orientation, and related programming to first-year transfer students.

c. success (completion)

UTSA's T2S3 serves as a liaison to and works collaboratively with community college partners to develop new articulation agreements and transfer guides/plans. One example of this UTSA's partnership with the Alamo Colleges. As a result of this work we've seen around a 10% increase in the two year graduation rate of full-time transfer students from Alamo Colleges compared to our overall transfer student population. Alamo Colleges has projected that for 2020 the potential savings, tuition and fees, for the students following the transfer guides to be over 151 million dollars. Additionally, the T2S3 team works with UTSA Admissions Office to create and update course equivalency tables as well as ensures dual credit vertical alignment within articulation agreements. Moreover, this dedicated transfer unit works closely with UTSA's Division of Strategic Enrollment to facilitate and expand joint admissions programs and ensure reverse transfer.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 1,215,577
- Percent of new transfer students who were recipients: 65%
- Average annual award per student: \$ 1,846

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/Record	Explanation
Calculation of transfer earned hours	No	Not accepted
Calculation for the transfer GPA for admission	No	Not accepted
Student's record in the student information system	No	Not accepted

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

Transfer Academy for Tomorrow's Engineers at Alamo Colleges District Transfer Academy for Tomorrow's Engineers at Lone Star College System Transfer Academy for Tomorrow's Engineers at Blinn College Articulated Transfer Agreement with Laredo College

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?

20

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

The absence of common TCCN equivalents across Texas public institutions combined with field of study guides for only a small fraction of degree programs requiring yearly review

and individual assessment of course content equivalency. Identifying the specific partners at the community college responsible for degree programs and staff/faculty working with students intending to transfer to encourage reverse transfer rather than Associate's degree completion before transfer.

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

It is critical to facilitating transfer student success. The agreements help ensure critical resources such as transfer guides are developed and appropriate staffing is allocated to support the students' seamless transfer from the community college to UTSA. The agreements also support the regular exchange of information between partnered institutions including a program of study changes before they are published.

29. 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 2020-2021 school year.

UTSA's College of Engineering degree programs in Biomedical, Chemical, Civil, Computer, Electrical and Mechanical engineering participated in the development of three new partnership meetings resulting in MOU's with Alamo College's District, Lone Star College System, Blinn College, and Laredo College in the 20-21 cycle with multiple vertical teams meets and establishing a permanent Oversight and Coordination Committee meeting each long semester.

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum				X

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

a. ACGM Learning Outcomes Project to align TCCNS courses

UTSA's ACGM learning outcomes are reviewed TCCNS equivalent courses during submission of new course proposals and reviewed on an annual basis for existing courses directly with the respective program faculty team which includes the faculty curriculum development team, department chair and associate dean of undergraduate studies working with the Associate Vice Provost of Undergraduate Studies

b. Field of Study Curriculum

Field of study curriculum is reviewed by programs at UTSA in their corresponding department yearly with the institutional point of contact during evaluation procedures for transferring courses, typically the undergraduate advisor of record (UGAR) within each

department and college associate dean of undergraduate studies. UGARs are their department chairs are the dissemination source for faculty awareness of statewide changes in field of study. UTSA actively nominates faculty to serve on state advisory committees.

c. Texas Core Curriculum

UTSA has a robust core development, assessment, support and redesign program established with a yearly review of Component area content. The core faculty at UTSA teach more than 500 classes annually, and have an average of 10.4 years of teaching experience when instructing a core class. UTSA has focused on leadership with core faculty who serve in an advocacy role in their home departments to raise faculty awareness. Academic departments are part of the review process for core assessment, UTSA faculty senate also approves core curriculum. In 2020-21, several strategic initiatives were launched and are currently active to revisit UTSA's development of the Texas Core.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

UTSA has developed several guides for departments implementing ACGM learning outcomes in alignment with TCCNS courses formally into our catalog revision and implementation process. All new TCCNS linked course proposals are assessed by a core-review team each year for alignment and may be removed when equivalency is no longer met through a two year cycle review process (previously an annual process prior to 2018).

b. Field of Study Curriculum

Academic departments review their respective field of study curriculum and determine which course links in their curriculum. This process results in a formal advising guide to show equivalency in coordination with academic advising during the transfer process.

c. Texas Core Curriculum

The Texas Core curriculum is overseen by the Associate Vice Provost of Undergraduate Studies at UTSA and administered by a group of faculty representing all the UTSA colleges to ensure implementation of the core-curriculum and state policies. The Core Curriculum Committee and University Curriculum Committee meet to review all course proposals and make their final recommendations to the faculty senate.

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

No

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	208	297
University core curriculum	87	54
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

36. 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)
- Additional locations or publications (please specify): (No response provided by institution)

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

1. Students transferring with excessive hours
2. Program admission requirements that are different from your institution's admission requirements
3. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
4. Lack of financial aid support (federal, state, and institutional) for transfer students
5. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
6. Inaccurate and/or inadequate advising at the community college

38. 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)

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

The pandemic significantly online course offerings. As a result of the pandemic, departments are offering courses in various instructional modalities for Fall 2021 and beyond.

41. 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)

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

We are working on an overall MOA with Alamo Colleges to facilitate a seamless transfer process for the Alamo Colleges students.

University of Houston

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

Community college transfer students are not tracked separately.

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

In 2020-2021, we hosted weekly Transfer Tuesday events virtually. In collaboration with EAB, functionality enhancements were made to the transfer credit estimator. We also developed application completion campaigns to assist transfers with missing transcripts.

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 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

We did not initiate student success programs for the first time in 2020-2021.

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 semester credit 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 2020-2021 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 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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. 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 2020-2021 school year.

Houston GPS Meta-Major meetings were held in 2020-2021 to discuss and revise representative sequences of lower-level course requirements across participating institutions. Meetings included the following degree programs: • Social and Behavioral Sciences: Economics BA and BS, History BA, Political Science BA and BS, Psychology BA and BS, Sociology BA and BS • Math, Science, Health Sciences: Biology BA and BS, Chemistry BA and BS, Computer Science BS, Earth Science BA, Environmental Sciences BS, Geology BS, Geophysics, BS, Health BS, Exercise Science BS, Mathematics BS, Physics BA and BS • Business: Accounting BBA, Entrepreneurship BBA, Finance BBA, Management BBA, MIS BBA, Marketing BBA, Supply Chain Management BBA • Education: Teaching and Learning BS (4-8 ELAR, 4-8 Math 4-8 Science, 4-8 Social Studies, EC-6) • Engineering: Chemical and Biomolecular Engineering BS, Civil and Environmental Engineering BS, Electrical and Computer Engineering BS, Mechanical Engineering BS • Arts, Humanities, Communication & Design: Industrial Design BS, Interior Architecture BS, Bachelor of Architecture, Art History BA, Art BA, Studio Art (Graphic Design, Photography/Digital Media, Painting, Sculpture) BFA, Communication Studies BA, Health Communications BA, Strategic Communication BA, Journalism BA, Dance BA, English Literature BA, English Creative Writing BA, Music BA, Applied Music BM, Elective Studies BM, Media Production BA, Theatre BFA, Spanish BA, French BA In addition to the Houston GPS meetings, faculty participated in vertical teaming for the RN to BSN program.

30. 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 to align TCCNS courses		X		
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum				X

31. Describe your institution’s efforts to raise faculty awareness for each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

TCCNS is 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.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

TCCNS is considered in course proposals submitted to the Faculty Senate Undergraduate Committee.

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.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution's 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	107	698
University core curriculum	60	96
Degree program major requirements	10	50

36. 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)
- Class schedule (TCCNS course equivalents)
- Recruitment materials (TCCNS course equivalents)

37. 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

38. 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)

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 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.

41. 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.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Our Houston GPS is engaging in an equity initiative focused on strengthening pathways which will improve transfer. We have also implemented student initiated transfer equivalency with campus-wide workflow to support timely credit evaluation.

University of North Texas

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

3,924

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

3,492

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

69%, 2,724

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

The office held a number of transfer admissions events for both fall and spring to increase applications and admits. This year we also included a transfer excellence scholarship for 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.)*

- 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 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

UNT's Transfer Center has initiated a new podcast called The Eagle Has Landed, which provides new transfer students with information aimed at helping them successfully transition to UNT. UNT also completed the rollout of EAB's Navigate student success platform, which is available to all students. UNT now offers greater accessibility than ever before, having added virtual versions of advising, academic coaching, peer tutoring, etc.

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 are events event where transfer students get to know about UNT. They are very well attended - effectiveness measured by attendance, number applying and number enrolling

b. persistence (retention)

Academic advisors take time to meet with transfer students to discuss educational goals and outline a degree plan. - measured by number of students retained and their progress toward graduation

c. success (completion)

All transfer students are required to meet with academic advisors to keep them on track toward graduation. Advisors can discuss excessive hours and options for timely degree completion if students transfer more than 60 semester credit hours - 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
- 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 2020-2021 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 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

Yes. Admission GPA is based on college GPA if transferring with 15 or more college credits. In the past, transfer GPA was based off of the high school GPA if less than 30 hours in transfer.

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	Explanation
Calculation of transfer earned hours	Yes	WECM courses are only calculated as transfer earned hours when they apply to a degree (primarily the Bachelor's of Applied Arts & Science)
Calculation for the transfer GPA for admission	Yes	WECM courses are only calculated in the transfer GPA for admission when they apply to a degree (primarily the Bachelor's of Applied Arts & Science)
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 2020-2021 school year?

Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 school year.

Bachelor of Science in Event Design & Experience Management BS in Home Furnishings Merchandising Bachelor of Science in Hospitality Management Bachelor of Science in Consumer Experience Management Business Admin & Mgmt Field of Study to BBA in Accounting Business Admin & Mgmt Field of Study to BS in Busi Comp Info Systems Business Admin & Mgmt Field of Study to BS in Logistics/Supply Chain Mgmt Business Admin & Mgmt Field of Study to BBA in Marketing

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?

51

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.)

Limited resources on both sides limit the opportunity to work through, design and agree upon official articulation agreements. As a transfer-friendly institution UNT Transfer Pathways with TCCNS courses have taken the place of official articulation agreements due to their ease in structure and use by Texas students and community college advisors. One difficulty (often encountered in STEM courses) is the number of semester credit hours awarded for science lab courses differ between institutions.

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

UNT participates 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. 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 2020-2021 school year.

None of this work took place during the 2020-21 academic year, primarily due to excessive remote work and learning during the year of COVID.

30. 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 to align TCCNS courses		X		
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		

Statewide Initiative	1 Not Aware	2	3	4 Very Aware
Texas Core Curriculum			X	

31. 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 Curricular Innovation and Academic Partnerships 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 Curricular Innovation and Academic Partnerships then submits this information to the THECB.

c. Texas Core Curriculum

Collectively, the faculty carryout 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.

32. Explain how your institution has implemented each statewide initiative.

a. ACGM Learning Outcomes Project to align TCCNS courses

None reported

b. Field of Study Curriculum

Vice Provost for Curricular Innovation and Academic Partnerships chairs a Field of Study Committee with representation from academic programs, registrar and advising. The committee brings FOS pathways forward for review and compliance with new FOS rules that all lower-division requirements are met by a completed FOS.

c. Texas Core Curriculum

UNT’s Oversight Committee on the Core Curriculum 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.

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

No

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	234	658
University core curriculum	73	72
Degree program major requirements	141	235

36. 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)
- Student information system degree audit (TCCNS course equivalents)

37. 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. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
5. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
6. Lack of financial aid support (federal, state, and institutional) for transfer students
7. Program admission requirements that are different from your institution’s admission requirements
8. Students transferring with excessive hours
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

38. 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.)

There is an increasing number of community college students pursuing certificates or associate of applied science degrees. Limited credits will apply to most academic bachelor degrees.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

UNT automated a reverse transfer process that has increased the number of reverse transfer associate degrees awarded by community colleges. UNT was also a part of the Texas Transfer Partnership Strategy grant program with the Dana Center. Part of our project in partnership with North Central Texas College was to have open discussions with academic advisors at both institutions to understand degree requirements, reduce changes in majors and minimize excessive credit hours earned prior to transfer.

41. 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

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

UNT has implemented a transfer excellence scholarship program. More institutional financial assistance is allocated to transfer students, likely increasing the number of transfer students choosing UNT.

Research Institutions

Texas A&M University

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

Community college transfer students are not tracked separately.

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (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 includes a section dedicated to career & educational opportunities within the degree the student is applying. The Office of Admissions staff collaborates with community colleges and TAMU academic colleges during the year to update the Transfer Course Sheets.

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.)

(No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2020-2021 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

The Transfer Student Program (TSP) was previously under the direction of the Academic Success Center. This past year, TSP transitioned to the Office for Student Success. TSP specializes in peer mentoring, academic support for transfers, hosts programs and events to help integrate students into the campus community, and manages a transfer student resources website dedicated to serving a range of topics from academics to health and wellness.

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 welcomes prospective transfer students to attend one of six Transfer Information Sessions (TIS). These sessions are scheduled for three dates in the fall and three dates in the spring on Friday afternoons to allow student transportation. TIS will prepare prospective transfer students to be more competitive in the application process by attending a transfer admissions presentation and visiting the academic colleges and other members of the campus community. Future applicants who are considering applying to Texas A&M are encouraged to attend one of these events if they have questions about the application process. Community college staff, current high school students who plan to enroll at community college or in-progress transfer students interested in Texas A&M, are all encouraged to participate. This program demonstrates success through a post-program survey along with increased guest participation from the previous year.

b. persistence (retention)

Office for Student Success – The Transfer Student Program (TSP) creates transfer-specific academic avenues for students to acclimate to the university through transfer-specific programs, resources, and on-campus partnerships. TSP offers a 6-week seminar designed to facilitate the intellectual, social, and personal transition of students into a research 1 institution. The seminars are moderated by professional staff along with a student facilitator – a former transfer student who can share experiences and perspectives positively impacting the new transfer student experience. The adjustment series explores academic planning, expectations, transitional student responsibilities, and social opportunities as a framework to build a sense of connection, engagement, and involvement. TSP facilitates small groups of transfer students who have access to a staff advisor, peer mentor, and attend classes, study, and participate in activities/events as a group to build a sense of community.

c. success (completion)

Academic Success Center (ASC) – 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. To determine effectiveness, the ASC examines grades in targeted courses and compared the grades of students who attended SI 10 times, 5-9 times, 1-4 times, and 0 times. In Spring 2020 87% of students who attended 10+ times received a grade of A, D, or C compared to 81% in the 5-9 times group, 75% in the 1-4 times group, and 69% in the group of those who did not attend.

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 semester credit 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 2020-2021 school year. Use whole numbers for all the responses below.

- Total amount awarded: \$ 204,750
- Percent of new transfer students who were recipients: 2%
- Average annual award per student: \$ 1,896

17. Has the minimum GPA for transfer admissions changed from the 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/Record	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	Same as above

Category	Inclusion in Calculation/ Record	Explanation
Student's record in the student information system	No	Same as above

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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?

52

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.)

The Office of Admissions works closely with our academic colleges and departments to facilitate program articulation agreements as needed.

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.

29. 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 2020-2021 school year.

The Texas A&M University College of Liberal Arts completed work 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. The Texas A&M University College of Architecture holds annual meetings with regional two-year institutions to discuss transfer pathways. Finally, all Texas A&M University colleges offering undergraduate programs annually review and publish transfer course sheets that provide information on required and preferred lower-division coursework and other admissions requirements for prospective transfer students (<https://admissions.tamu.edu/transfer/majors>).

30. 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 to align TCCNS courses			X	
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework			X	
Texas Core Curriculum				X

31. 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 Advisory Committee.

b. Field of Study Curriculum

Faculty administrators and advisors in departments and colleges with existing or 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. Texas A&M University had a representative on the recent transfer framework work group and has a representative on the newly formed Texas Transfer Advisory Committee.

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.

32. Explain how your institution has implemented each statewide initiative.

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 FOSC 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. Texas A&M has a representative on the newly-formed Texas Transfer Advisory Committee who will communicate information about program changes and new FOSC to impacted colleges.

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.

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

No

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	186	641
University core curriculum	103	119
Degree program major requirements	122	378

36. 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 (TCCNS course equivalents)
- Recruitment materials (explanation and significance of the common course numbering system)
- Additional locations or publications (please specify): (No response provided by institution)

37. 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

38. 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 at this time.

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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 address at this time.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Additional academy type programs modeled after our TEAM program and our Engineering Academies are in development with select colleges and community colleges. Additional transfer scholarships are being pursued with select CCs. Improved student support during and after transition.

The University of Texas at Austin

1. Does your institution have a goal for the number of new community college transfer students for fall 2021?

650

2. Does your institution have a spring 2022 retention goal for the number of community college students who transferred in fall 2021?

No

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

70% of students will graduate within 3 years of transfer

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 (in person or virtual) specifically tailored for transfer students?

Yes, offered and required

7. List the activities/information provided during orientation (in person or virtual) 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 (in person or virtual) did your institution conduct or participate in during the 2020-2021 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 outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2020-2021. (Please limit your response to 600 characters.)

Recruitment Coordination - The creations of an Assistant Director position to coordinate all Transfer recruitment activities. Events Conversions - all events (and other student interactions) were converted into "online/virtual" formats. Partnerships – Increased partnerships on Transfer events, particularly with our major feeder (Austin Community College) Academic Fresh Start – Presentations were created (for the first time) to increase clarity of the eligibility requirements. Liaisons in Regional Centers – Within each center, staff were identified as for coverage of all 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
- 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 2020-2021 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 the Progress-to-Degree tool. This tool helps academic advisors determine how student credits count toward their degree while also tracking progress toward timely graduation.

Transfer student retention and graduation rates are also tracked by the university. As of Fall 2020, transfer students admitted from community colleges had a 3-year graduation rate of 69.4%.

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?

No

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2020-2021 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 2019-2020 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2019-2020 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2019-2020 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 2019-2020?

No

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

Category	Inclusion in Calculation/ Record	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 2020-2021 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2020-2021 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. 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 2020-2021 school year.

During the past two years of both leadership transition at the Coordinating Board and the pivot to address the impacts of COVID-19, UT Austin has not been engaged in "vertical teaming" with two-year college faculty. Faculty and administration remain committed to ensuring that the community colleges from which we receive the most transfer students are aware of our degree requirements and recommendations for transfer students. This occurs annually through scheduled days of presentations with community colleges, and regularly through communications between advisors at multiple institutions.

30. 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 to align TCCNS courses		X		
Texas Transfer Advisory Committee and Texas Transfer Field of Study Framework		X		
Texas Core Curriculum				X

31. 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. In addition, learning outcomes for core courses are included in the core course proposal system when faculty and departments submit courses to be included in the core curriculum.

b. Field of Study Curriculum

The Dean of the School of Undergraduate Studies serves on the Texas Transfer Advisory Committee. UGS 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. In 2019, The School of Undergraduate Studies initiated the Core Curriculum Advisory Committee (CCAC) comprised of faculty who teach in and represent each core area. In addition to providing curricular guidance, these faculty also share information regarding core requirements with their departments. UGS sends out regular communication with all faculty who teach core courses to ensure they are aware of the requirements of each course and to provide teaching resources and support. Further, as part of our regular core assessment efforts, UGS engages faculty in the assessment process and reports aggregated findings to colleges and departments.

32. Explain how your institution has implemented each statewide initiative.

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. TCCN information is provided to students in the Undergraduate Catalog and through a crosswalk on the UT Austin website. TCCN information also is provided on the Faculty Council website.

b. Field of Study Curriculum

The Dean of the School of Undergraduate Studies has presented the proposed rules on Discipline Foundation Courses to the UGS Advisory Committee, comprised of associate dean and faculty representatives from each of the colleges on campus. Efforts are on-going to determine the feasibility of the rules. All students who submitted Field of Study courses under the previous rules have been accommodated.

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. 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.

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

Yes

34. Were any common course number equivalents removed from institutional courses during the 2020-2021 school year?

No

35. Indicate the number of lower-division courses in your institution’s 2020-2021 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 a TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2020-2021 undergraduate catalog (core, major requirements, electives)	212	1470
University core curriculum	61	149
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

36. 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)
- Additional locations or publications (please specify): (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/transferresources/ate/>. ATE System – Online transfer credit database.

37. 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

38. 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

39. During the 2020-2021 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

40. Please describe the systemic barriers to transfer which were addressed during the 2020-2021 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

41. 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.)

Not at this point.

42. Are there any emerging developments at your institution that are likely to improve transfer in the future? (Please limit your response to 600 characters.)

Not at this point.