Academic Quality and Workforce

60x30TX
Texas Higher Education Coordinating Board

Texas General Academic Institutions: Increasing Successful Community College Transfer

Appendices

A Report to the Texas Legislature
per Senate Bill 1, 85th Texas Legislature

Fall 2018

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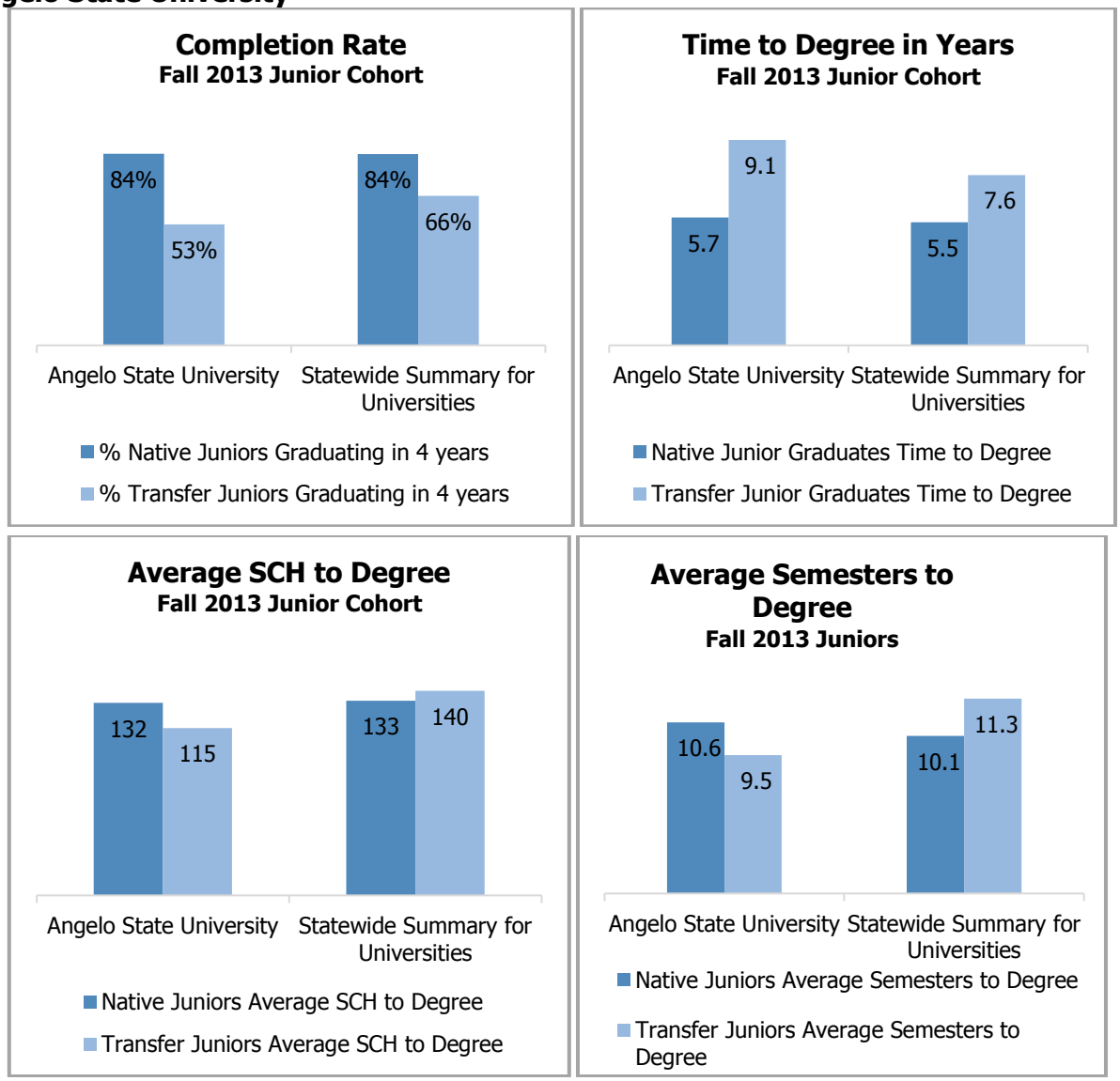
Appendix A: Institutional Profiles

Master's Institutions Peer Group

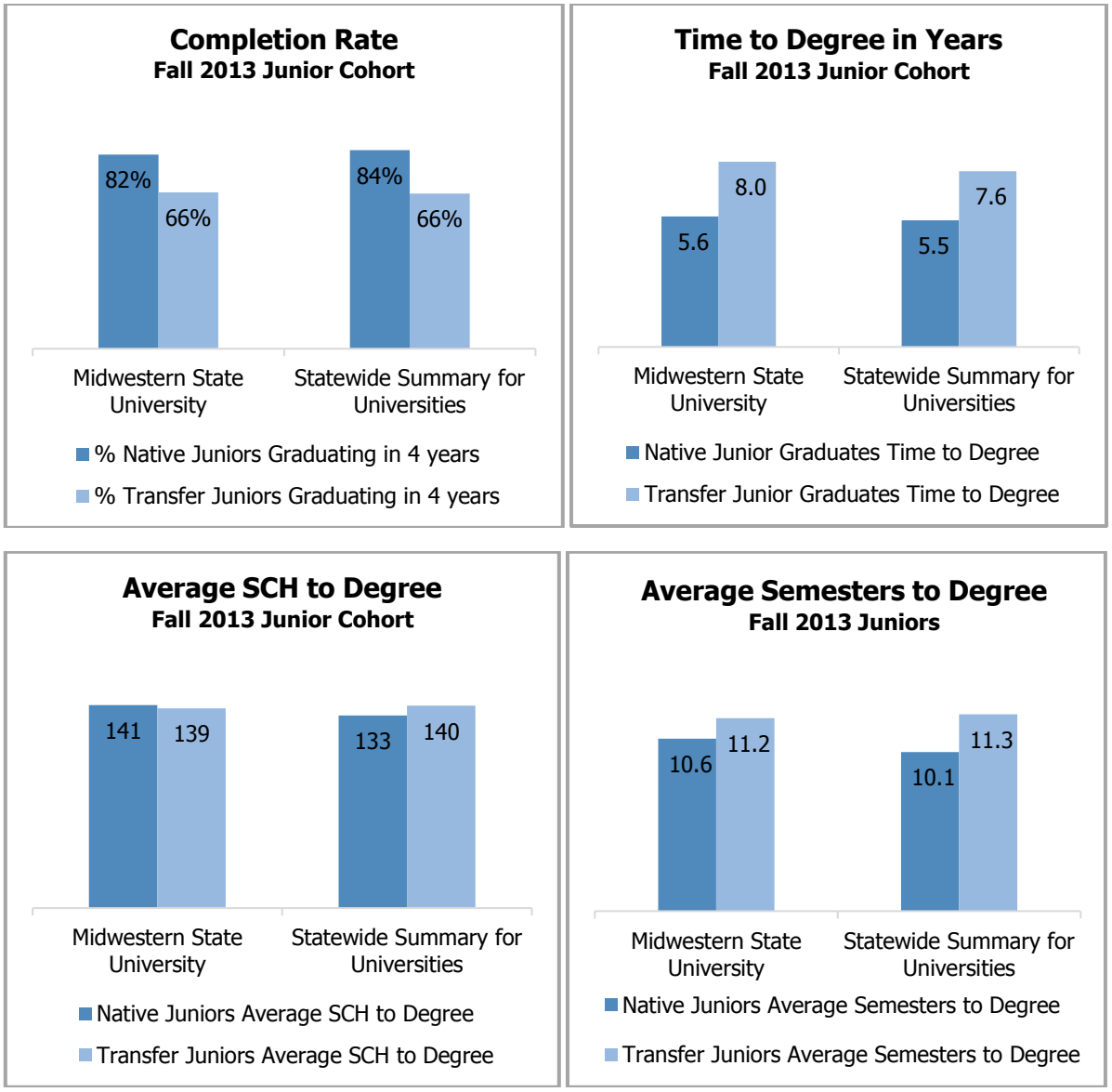
Angelo State University



Angelo State University (Angelo) enrolls many more first-time-in-college students than community college transfer students each fall semester. The United States 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.

While still naming advising provided at community colleges as one of the top barriers to transfer, for this year's report Angelo listed its distance from areas with a large community college student population as the most significant barrier, which is followed by the lack of course and program alignment with community colleges and students' interest and demand for programs not offered at Angelo. Citing the tailored orientation session as the most effective strategy for transfer student enrollment, Angelo identified availability of tutoring services as enhancing student retention and exposure to employment opportunities as fostering degree completion.

Midwestern State University

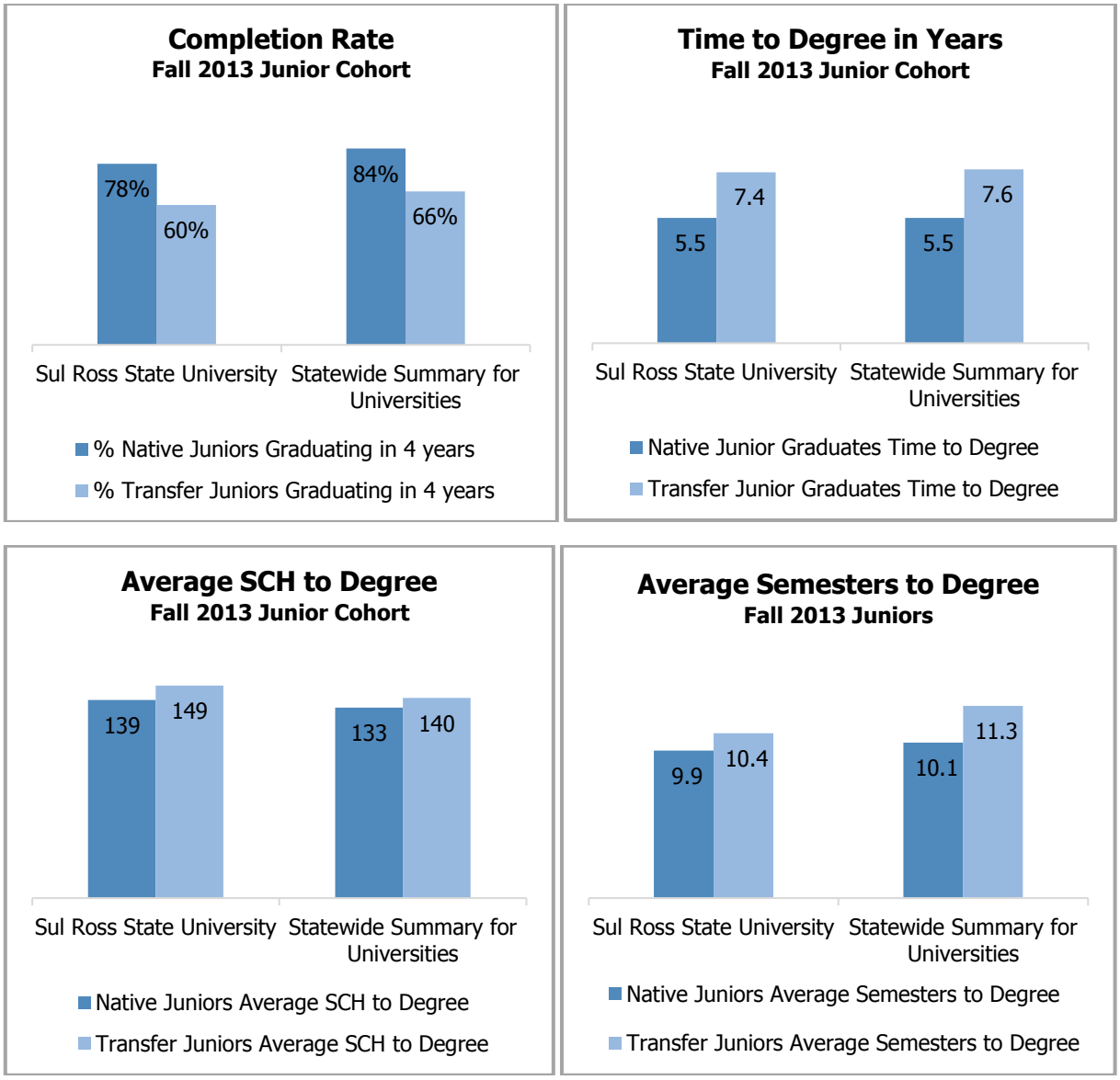


Midwestern State University (MSU Texas) accepts some transfer students from community colleges in the Metroplex area of Dallas-Fort Worth. However, the main feeder institution for the university is Vernon College, which is located approximately 50 miles west of Wichita Falls.

Listed as the top barrier to transfer in last year's report, financial support for transfer students was not an explicit concern for MSU Texas this year. Instead, the greatest barrier to successful transfer for this year's report concerns evaluation of transfer students' transcripts.

The most effective activity for transfer student enrollment undertaken by MSU Texas was the participation in transfer fairs, which promote awareness and highlight the institution's liberal arts mission and low student-faculty ratios. In terms of student retention and completion, the orientation session tailored for transfer students has been the most effective program and has helped connect students to academic majors and the campus, including support services.

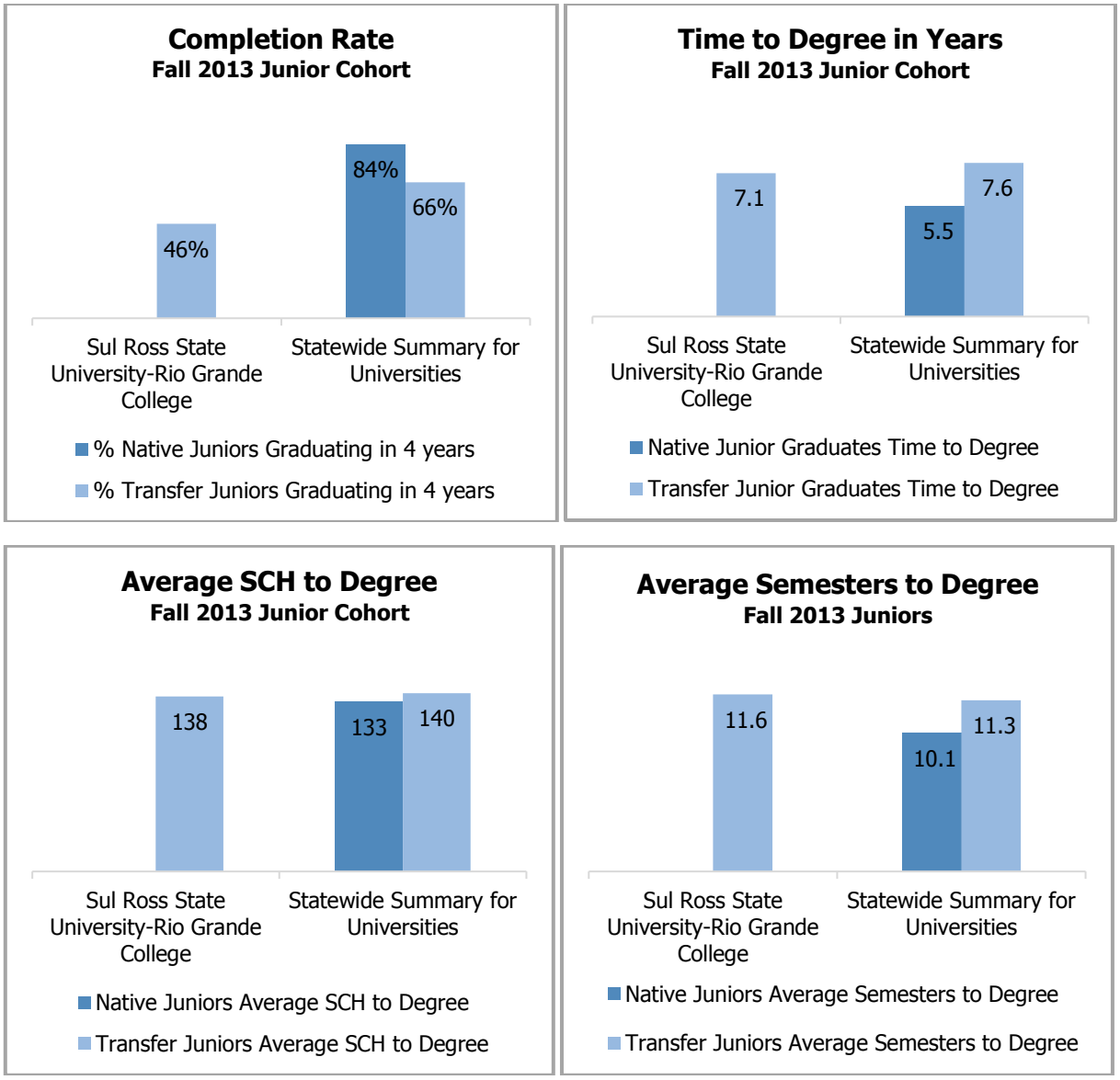
Sul Ross State University



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

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

Sul Ross State University-Rio Grande College

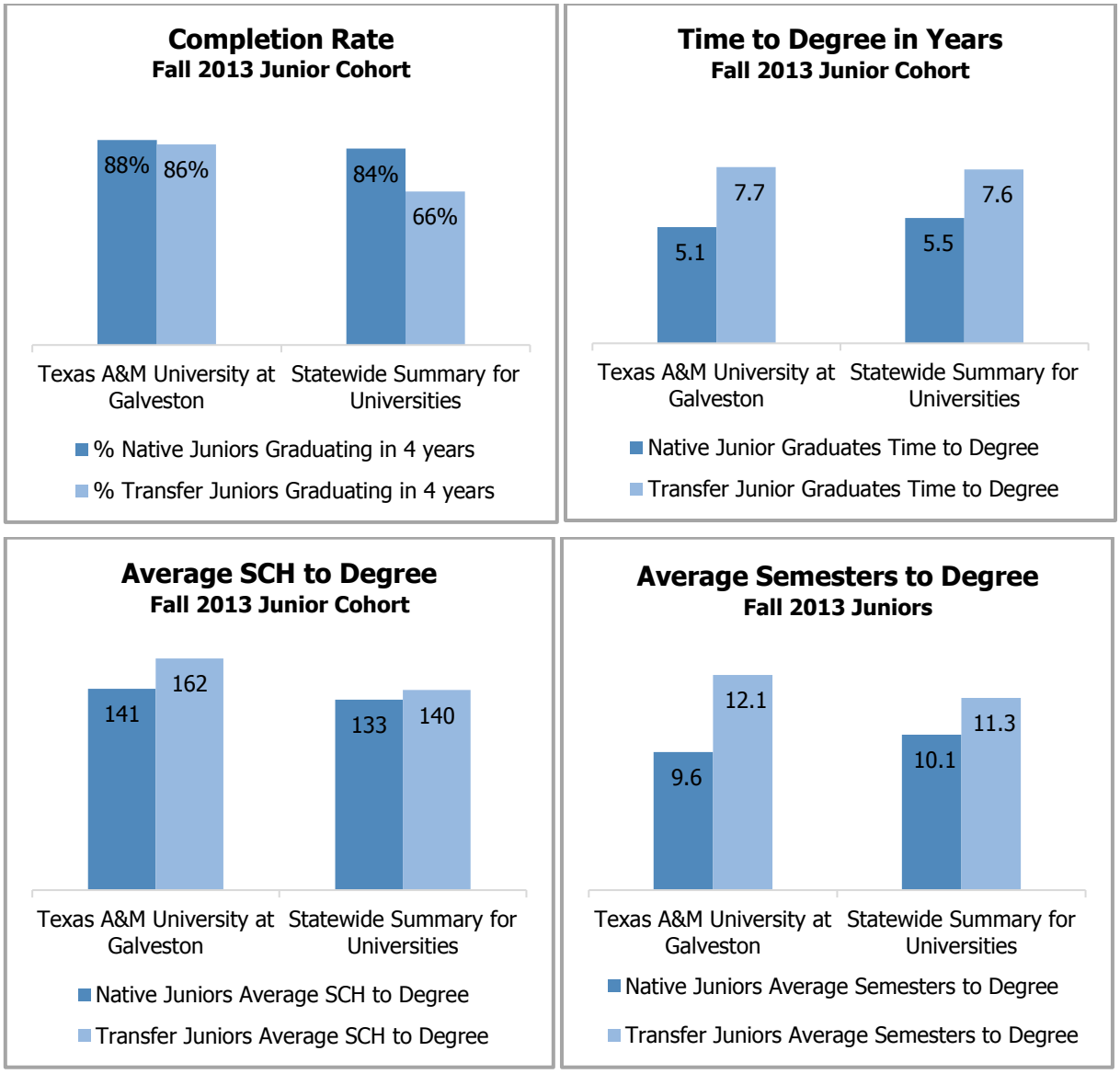


Sul Ross State University-Rio Grande College (Sul Ross-Rio Grande) is an upper-division institution that offers its courses on the campuses of Southwest Texas Junior College in Del Rio, Eagle Pass, and Uvalde. It offers a limited number of master's and bachelor's degree programs and maintains an overall enrollment 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 identified advising as the top barrier to transfer, listing both advising leading students to complete an associate degree, with courses inapplicable to the bachelor's degree, and inaccurate and/or inadequate advising provided by the community college.

Sul Ross-Rio Grande did not name any program as effective for transfer student enrollment, retention, and completion in this year's report. Last year, the most effective program for transfer student enrollment was the direct recruitment at Southwest Texas Junior College by Sul Ross-Rio Grande staff, who provides students with the articulation agreements between the two institutions, attends orientation sessions and transfer fairs at the community college, and conducts ongoing recruitment and communication.

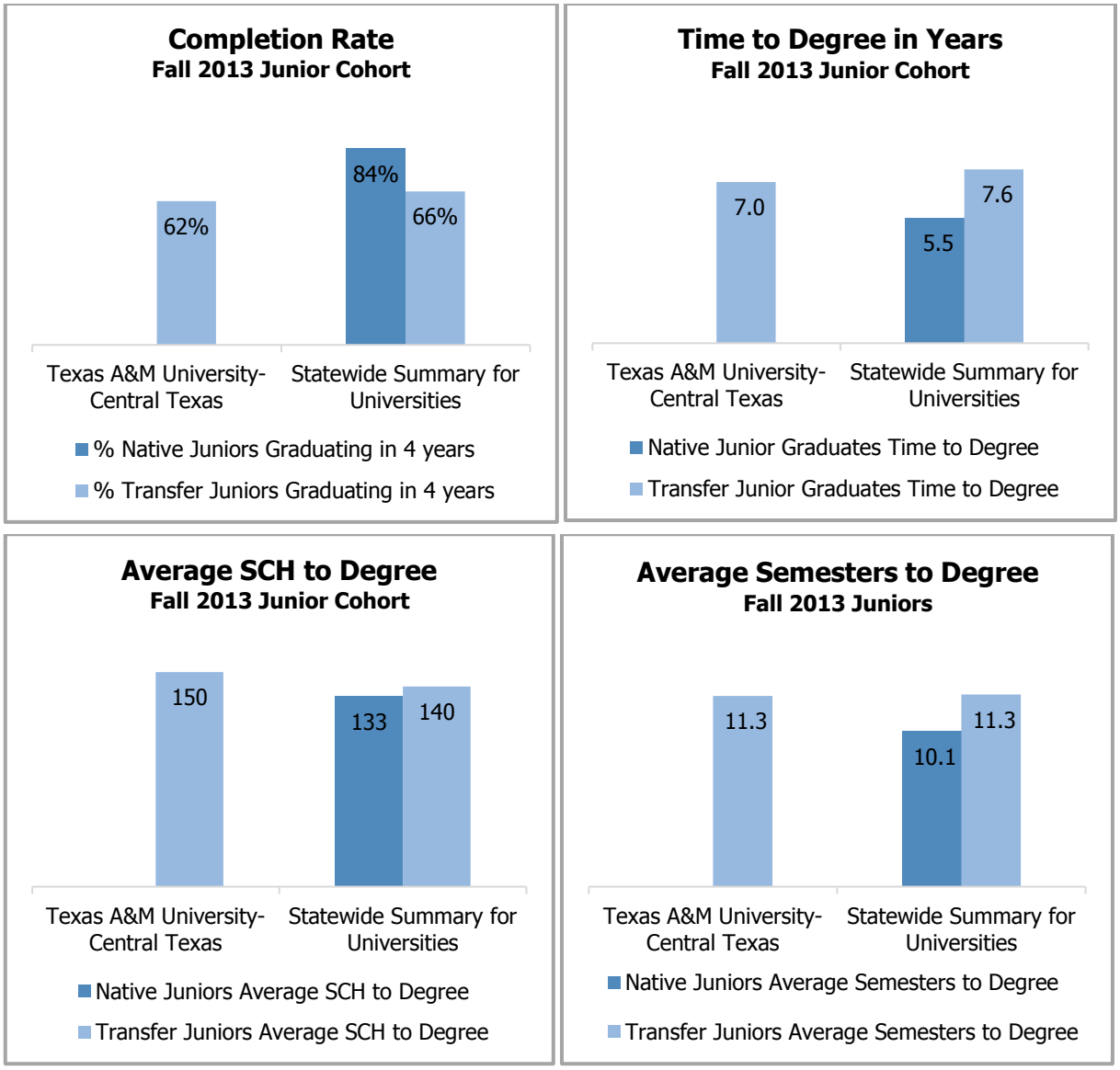
Texas A&M University at Galveston



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

The institution has identified as top barriers to transfer a lack of resources at TAMU-Galveston to facilitate the process for community college students, and a lack of available degree programs corresponding to transfer students' interest and demand. TAMU-Galveston is currently investigating programs that are effective in supporting transfer students' retention and completion. To enhance transfer student enrollment, the institution initiated a social media campaign in early 2018 to target specific programs.

Texas A&M University-Central Texas

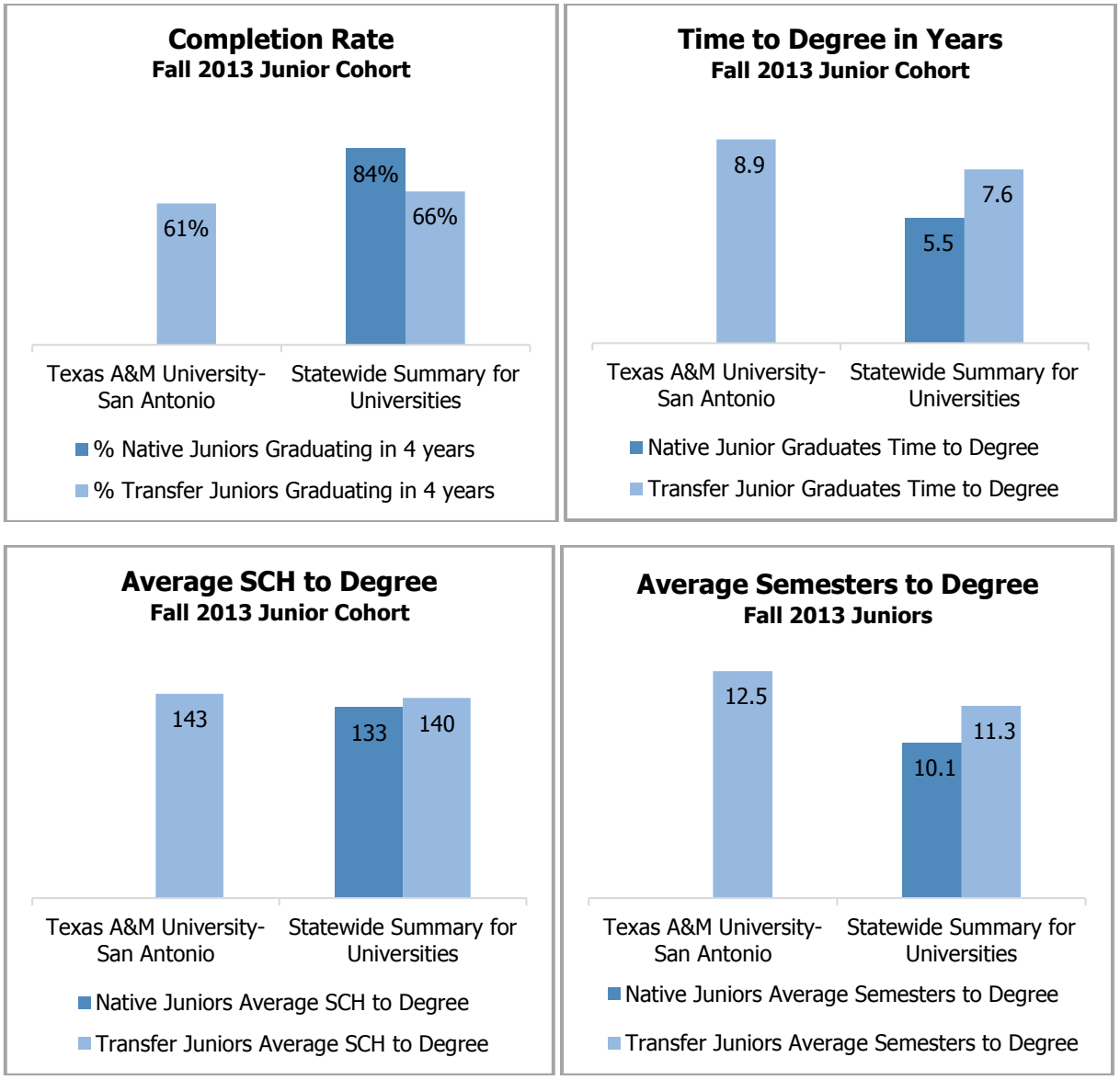


Texas A&M University-Central Texas (TAMU-Central Texas) is an upper-division only institution with approximately 2,500 students. In addition to its campus in Killeen, TAMU-Central Texas offers courses at area community colleges and Fort Hood. As such, the majority of transfer students come from nearby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

As the main barrier to community college transfer, TAMU-Central Texas identified insufficient resources at the institution to facilitate the process for students. The university recently implemented Hobson's Student Relation Management program and has found it effective in enhancing transfer enrollment via identification and maintenance of records of prospective community colleges students and in addressing retention concerns via early alerts for students struggling academically.

In terms of student completion, *Degree Works,* a software package that facilitates monitoring of course-taking and progress toward degree attainment, has been able to provide students with a map to timely graduation through student-developed plans and targeted advising.

Texas A&M University-San Antonio

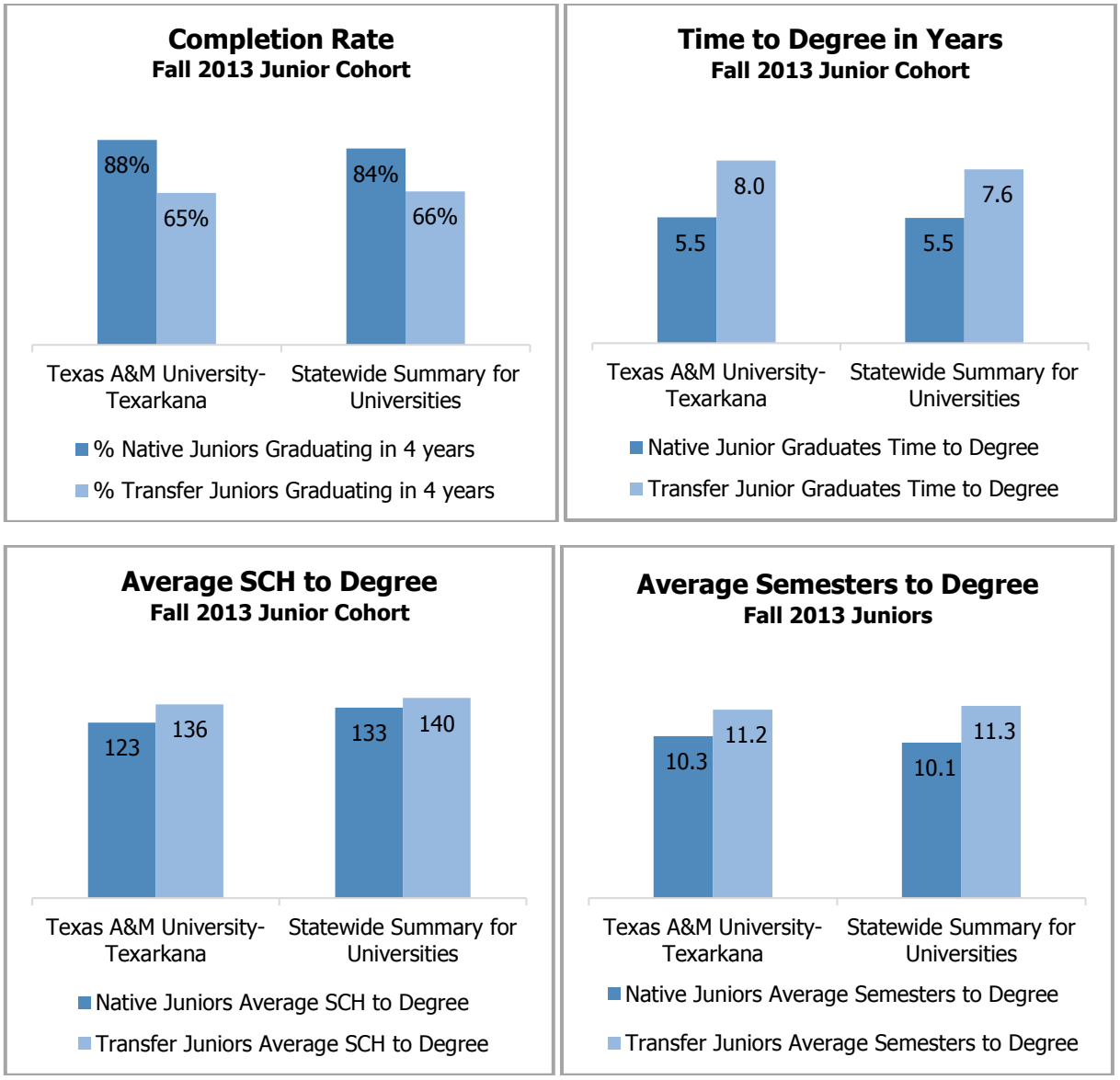


Texas A&M University-San Antonio (TAMU-San Antonio) was only recently established as a standalone institution and has operated as such since 2009. Up until fall 2016, TAMU-San Antonio was an upper-division level institution and served an undergraduate student population comprised of only transfer students.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

The primary barrier to transfer identified by TAMU-San Antonio has consistently been the excessive hours accumulated by students prior to transfer. Based on preliminary data, however, the institution reported that since fall 2016 students have been able to transfer earlier, and the number of excessive hours seems to be decreasing.

In addition to close working relationships with local community colleges, TAMU-San Antonio named the availability of institutional staff at community colleges and expanded recruitment efforts as effective strategies for transfer student enrollment. Easier access to student services and advising have enhanced retention and completion among transfer students.

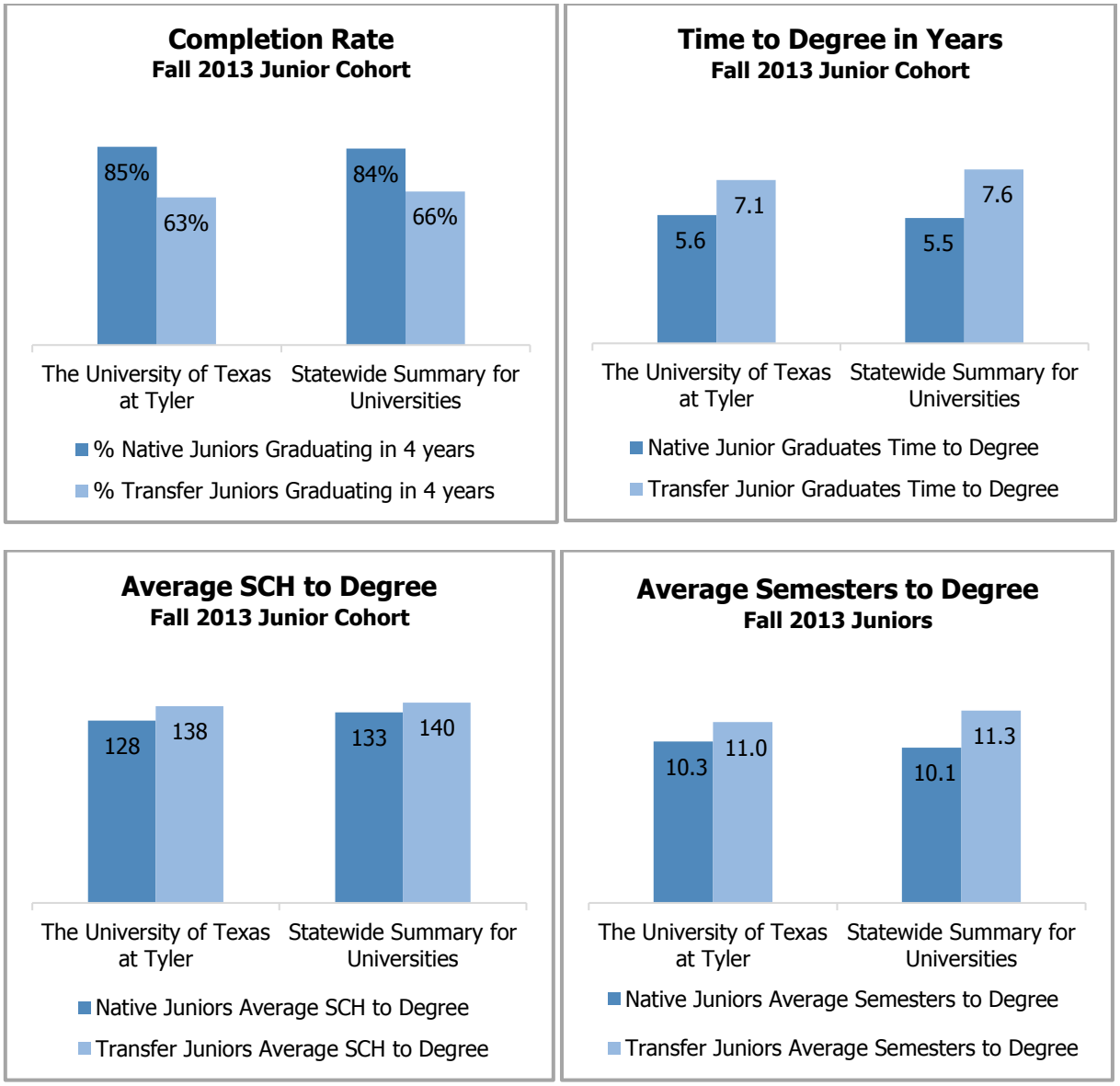
Texas A&M University-Texarkana



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. A new outreach recruitment initiative reported for this year's report is a Title V grant program focusing on underrepresented students' academic advancement beyond the community college and their successful completion of the transfer pathway.

TAMU-Texarkana ranked a lack of financial support for transfer students as a top barrier to transfer, in addition to inadequate course scheduling and/or rotations to meet transfer students' needs. The availability of enrollment services staff from TAMU-Texarkana to address questions at community college transfer fairs has increased student attendance at the events. The institution reported that information sessions tailored for transfer students has been critical in engaging students and fostering persistence.

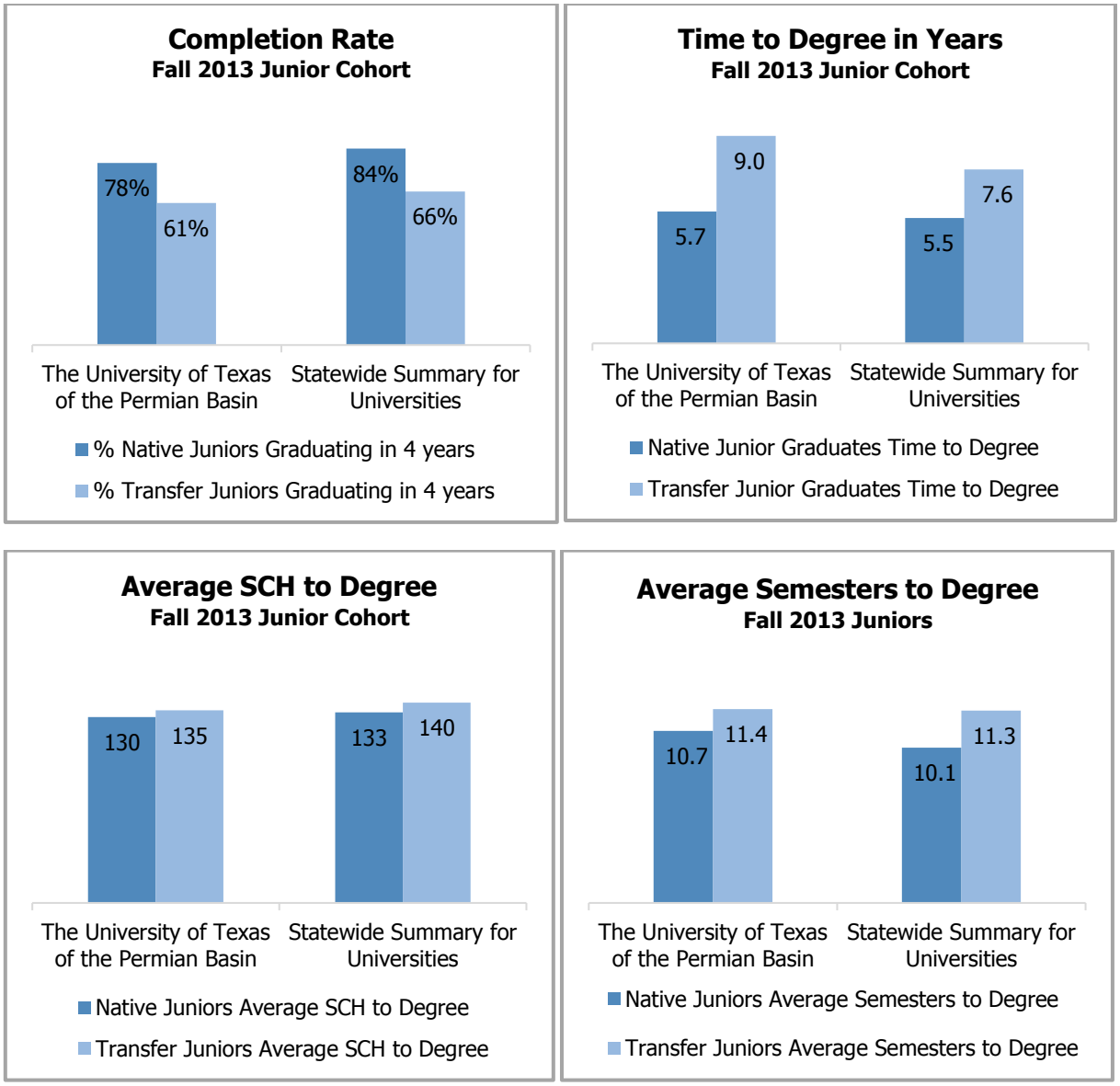
The University of Texas at Tyler



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 a majority of UT-Tyler's transfer population.

The institution has consistently identified excessive hours accumulated prior to transfer as the primary barrier to community college students' transfer experience. UT-Tyler reported that active participation in recruitment on community college campuses continues to be the most effective program for transfer student enrollment. The mandatory annual advising sessions instituted in fall 2016 and close monitoring of student performance also continue to enhance student retention.

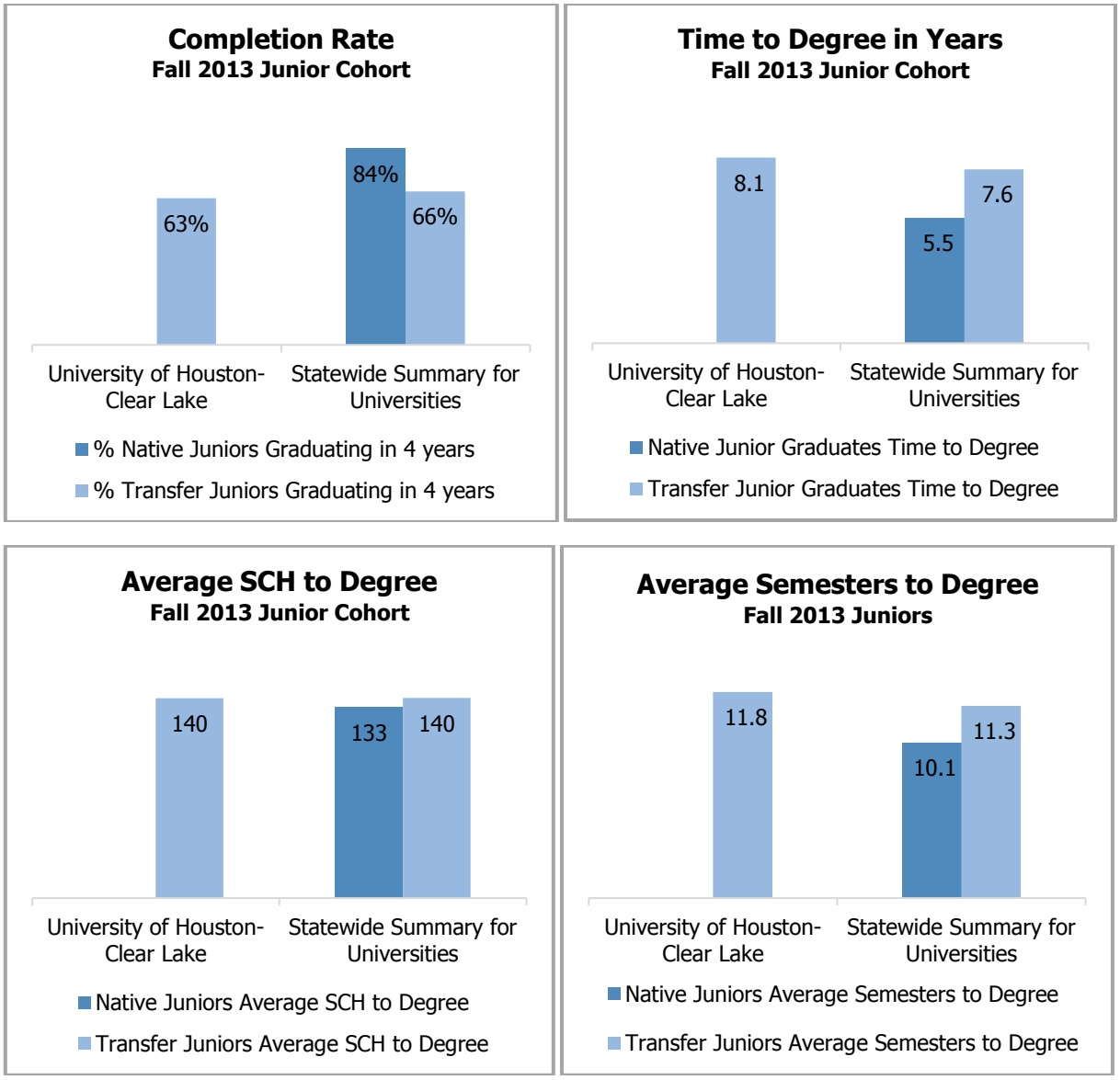
The University of Texas of the Permian Basin



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

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

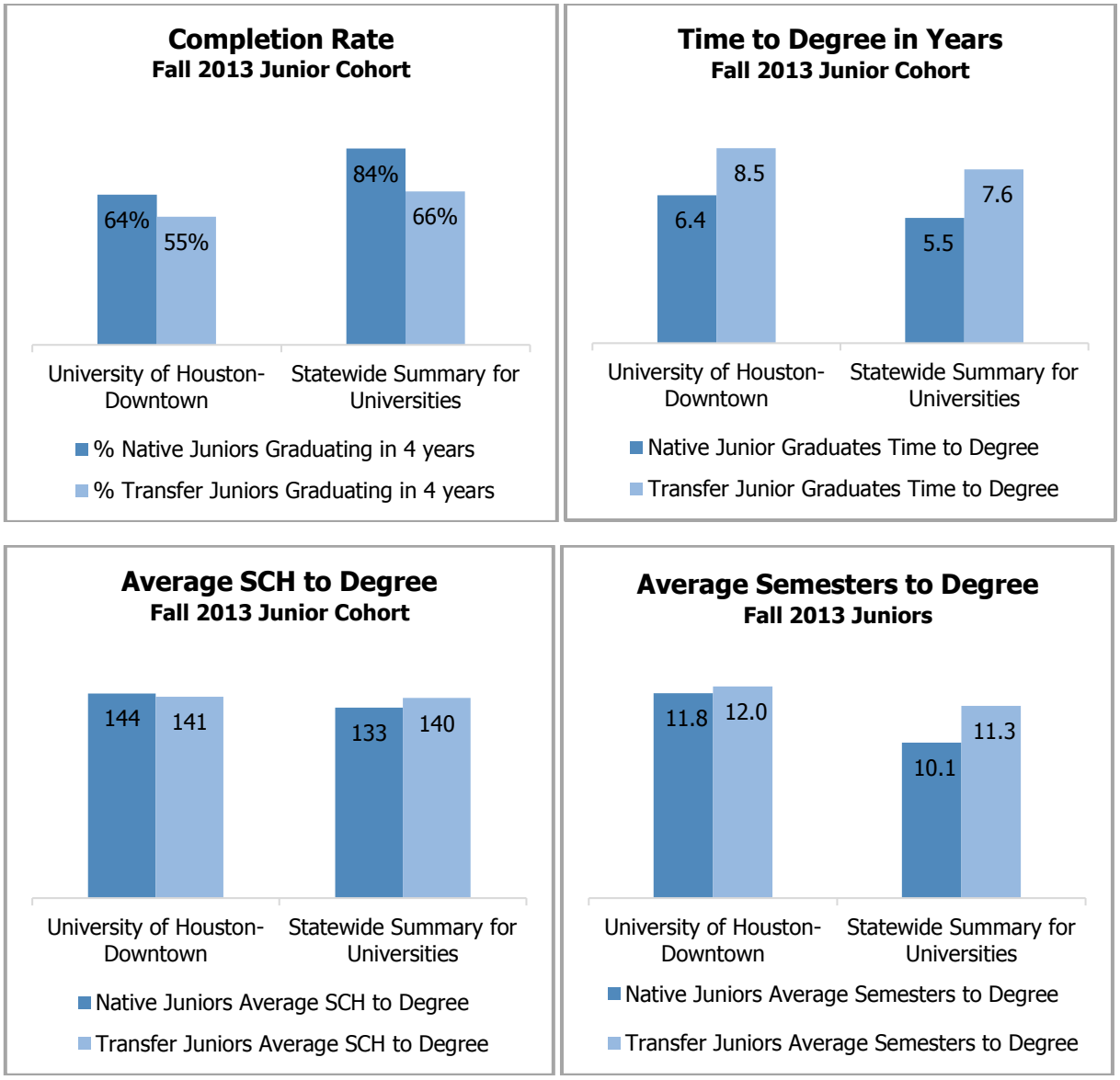
University of Houston-Clear Lake



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

For this year's report, UH-Clear Lake indicated inaccurate and/or inadequate advising at community colleges as the main barrier to transfer. After assessing actual enrollment and degree completion among transfer students, the institution reported effectiveness of a program that offers transfer students easy access to UH-Clear Lake resources, advising, and events. Using their available data on automatic renewals and degree completions, UH-Clear Lake reported that a transfer scholarship program for eligible students, which is automatically renewed based on continuous enrollment and academic performance, was effective for fostering retention and completion.

University of Houston-Downtown

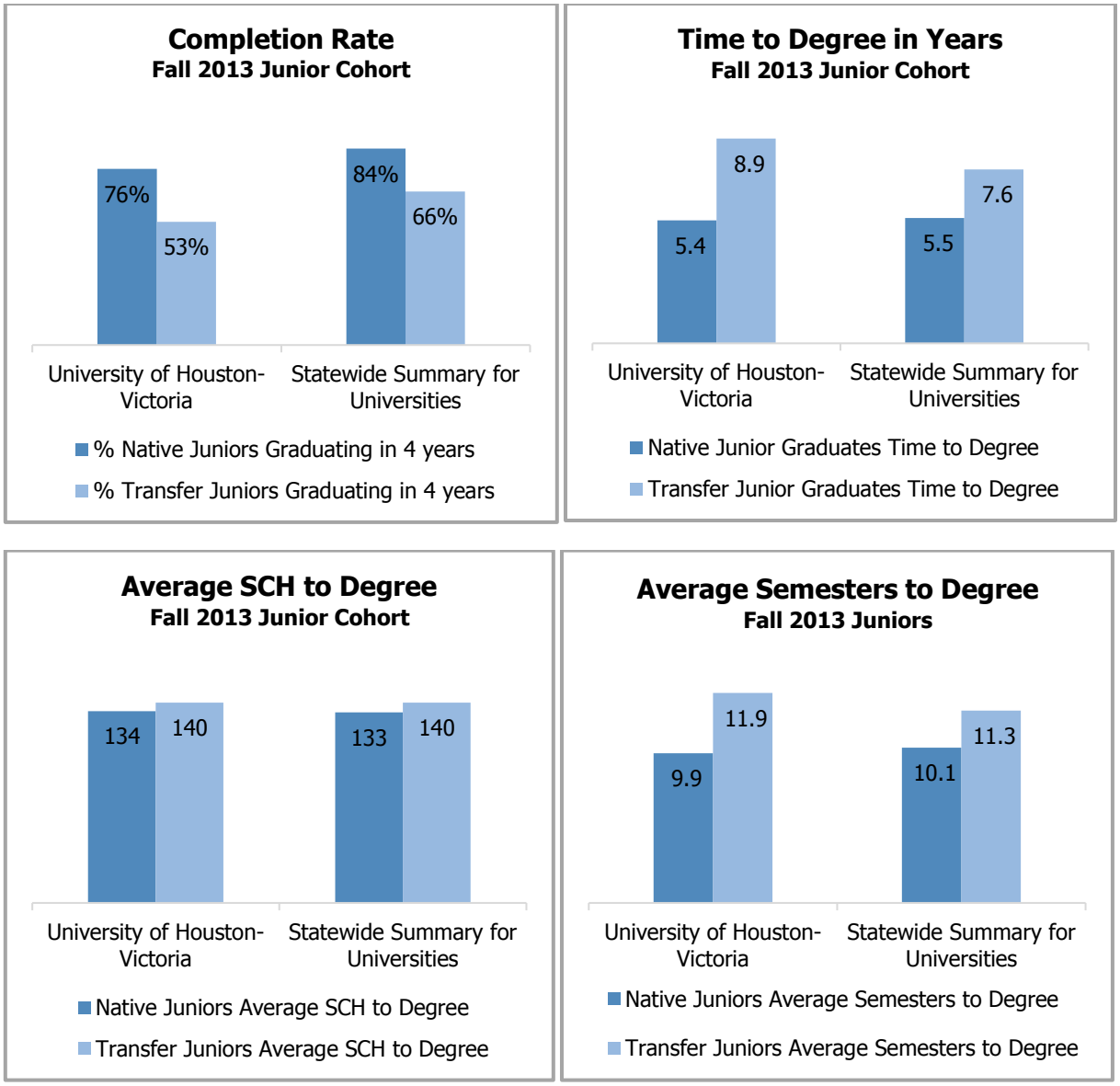


The University of Houston-Downtown (UH-Downtown) was founded in 1974 as a four-year institution to serve the city's workforce. Most of UH-Downtown's transfer students come from the Houston metropolitan area community colleges.

UH-Downtown has consistently identified students transferring with excessive hours and a lack of financial support for transfer students as its top barriers to smooth transfer. Articulation agreements that provide concurrent enrollment and specified degree maps and advisors on community college campuses enhanced transfer student enrollment at UH-Downtown.

Addressing student retention, the institution named experiences such as undergraduate research and service learning that allow the application of knowledge and hands-on practice. UH-Downtown reported that flexibility provided through class schedules and various instructional modes helped with degree completion.

University of Houston-Victoria

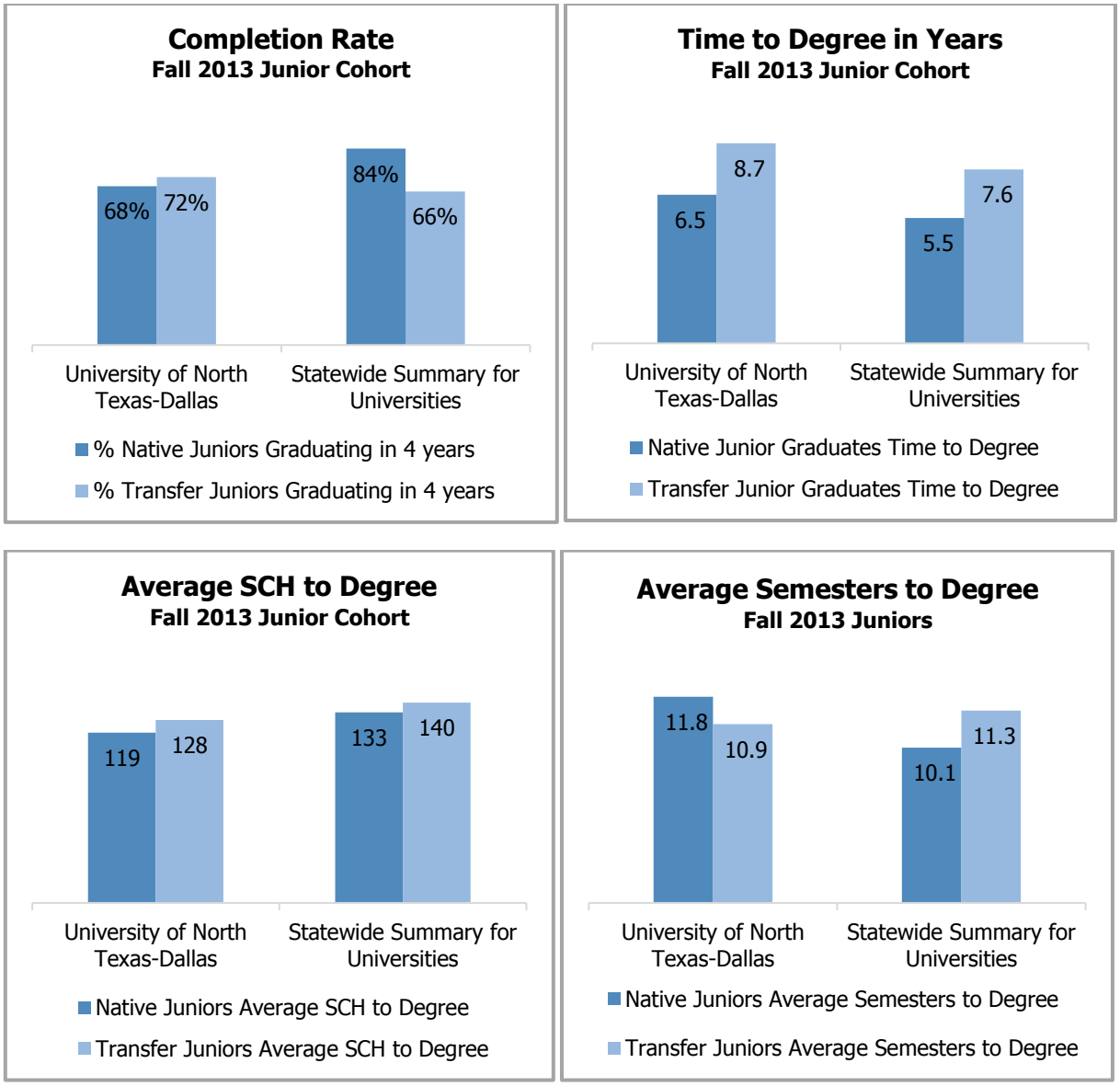


The University of Houston-Victoria (UH-Victoria) admitted its first freshman cohort in 2010. Transfer students to UH-Victoria come primarily from Houston Community College, Victoria College, and Wharton County Junior College. UH-Victoria is designated as a Hispanic-Serving Institution by the U.S. Department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

UH-Victoria has consistently named the lack of academic programs to meet students' needs as a primary barrier to transfer. Based on actual enrollment numbers, the institution described recruitment efforts and articulation agreements with area community colleges as effective for increasing transfer student enrollment.

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

University of North Texas-Dallas

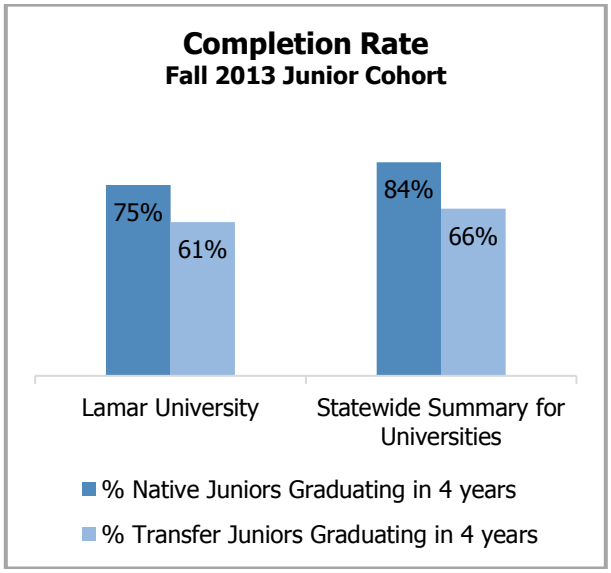


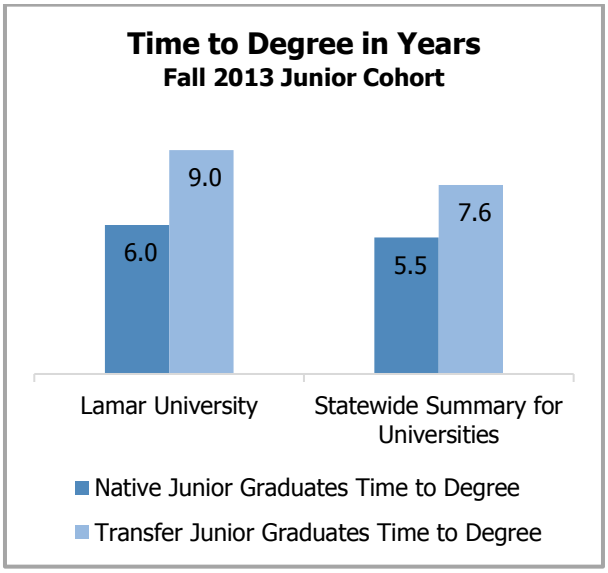
University of North Texas-Dallas (North Texas-Dallas) receives transfers from several community colleges. The majority of transfer students come from the Dallas County Community College District campuses.

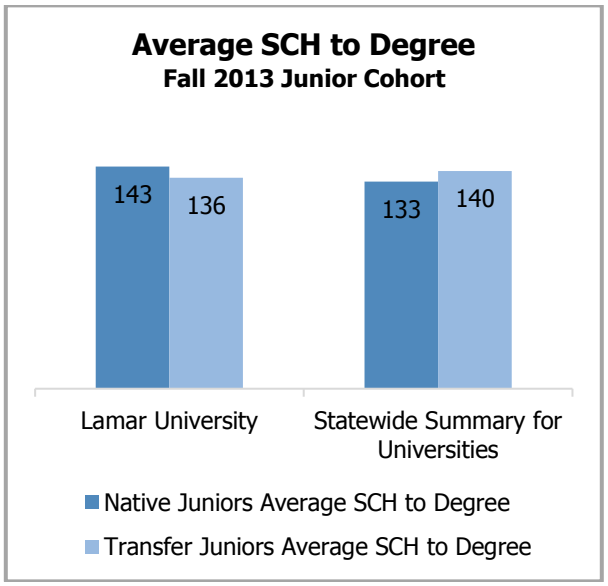
North Texas-Dallas has consistently listed excessive hours accrued prior to transfer as the top barrier to smooth transfer. Bi-monthly sessions tailored for transfer students that provided information about transfer admission and financial assistance were effective for enhancing transfer enrollment.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

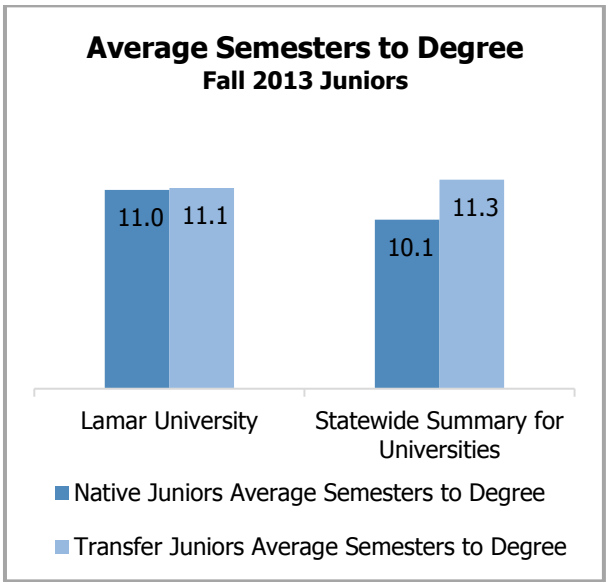
Comprehensive Institutions

Lamar University





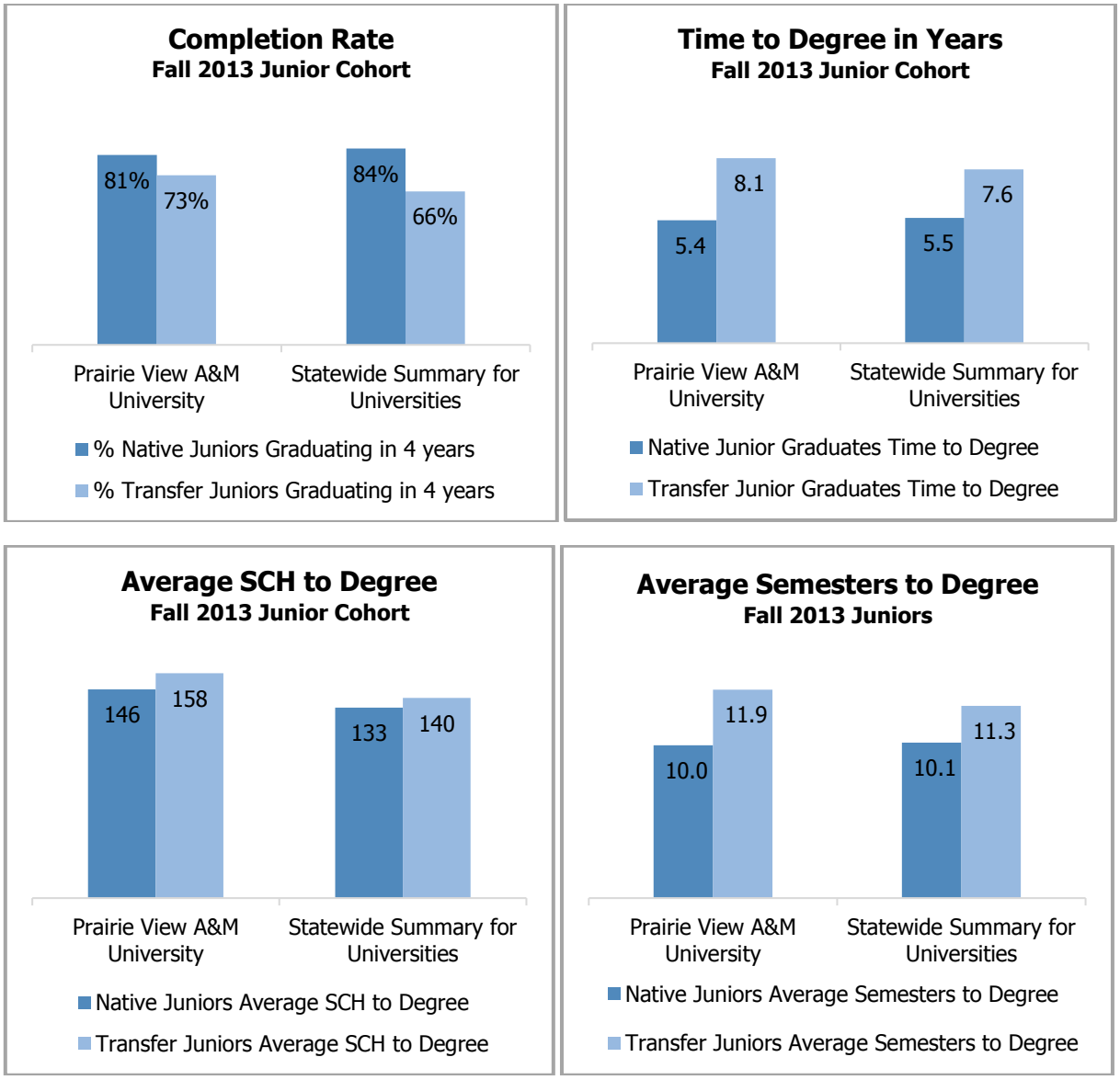




Lamar University (Lamar) serves the Southeast corner of Texas near the border with Louisiana. Transfer students at Lamar primarily come from Lamar State Colleges and the Lamar Institute of Technology; the Houston area community college systems also send students.

For this year's report, the most significant barrier to transfer identified by the institution concerned insufficient resources to facilitate the transfer process. Lamar reported that direct communication with both students and community college staff encouraged transfer enrollment. Services that encouraged persistence and completion among transfer students, according to the institution, included a focus on assisting students in accomplishing their academic, personal, and professional goals.

Prairie View A&M University

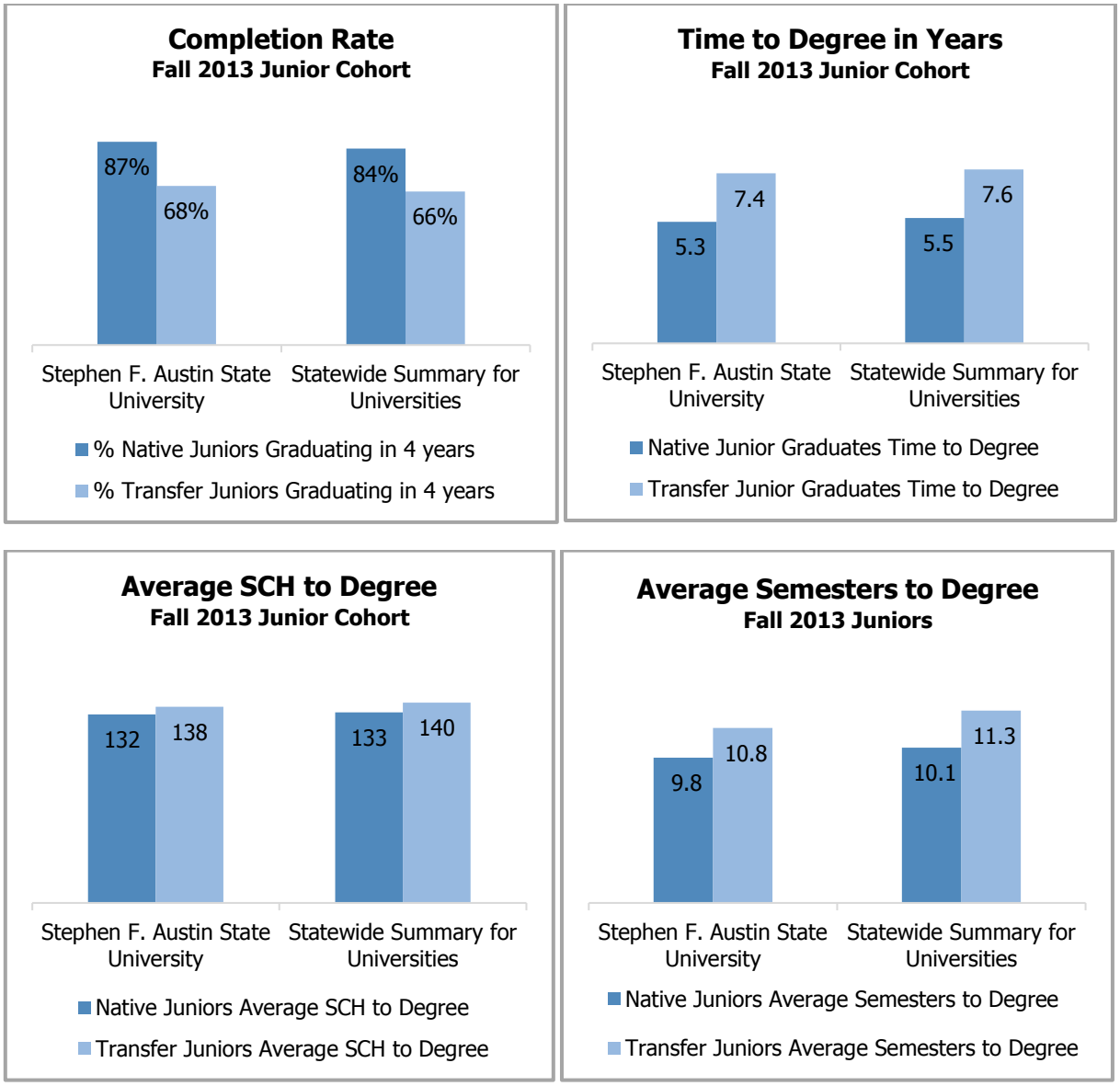


Prairie View A&M University (Prairie View) is a Historically Black Institution and one of the oldest colleges in Texas. Prairie View has traditionally enrolled many more first-time-in-college students than community college transfer students. The primary feeder colleges for Prairie View are Houston Community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

The university identified as the top barrier to transfer insufficient institutional resources to facilitate the transfer process for students from community colleges. When asked to name the most effective program supporting transfer students, Prairie View indicated that a transitional program (Direct Connect) serving prospective transfer students has continued to be helpful in promoting enrollment, particularly via relationship-building with students, recruitment of those who are academically prepared, and the creation of a seamless transfer process. Resources provided through Direct Connect further promoted student completion.

To address retention, Prairie View piloted a Transfer Experience Course and added additional transfer advisors to provide targeted support. The institution plans to create additional programs to facilitate the matriculation and acclimation processes for transfer students.

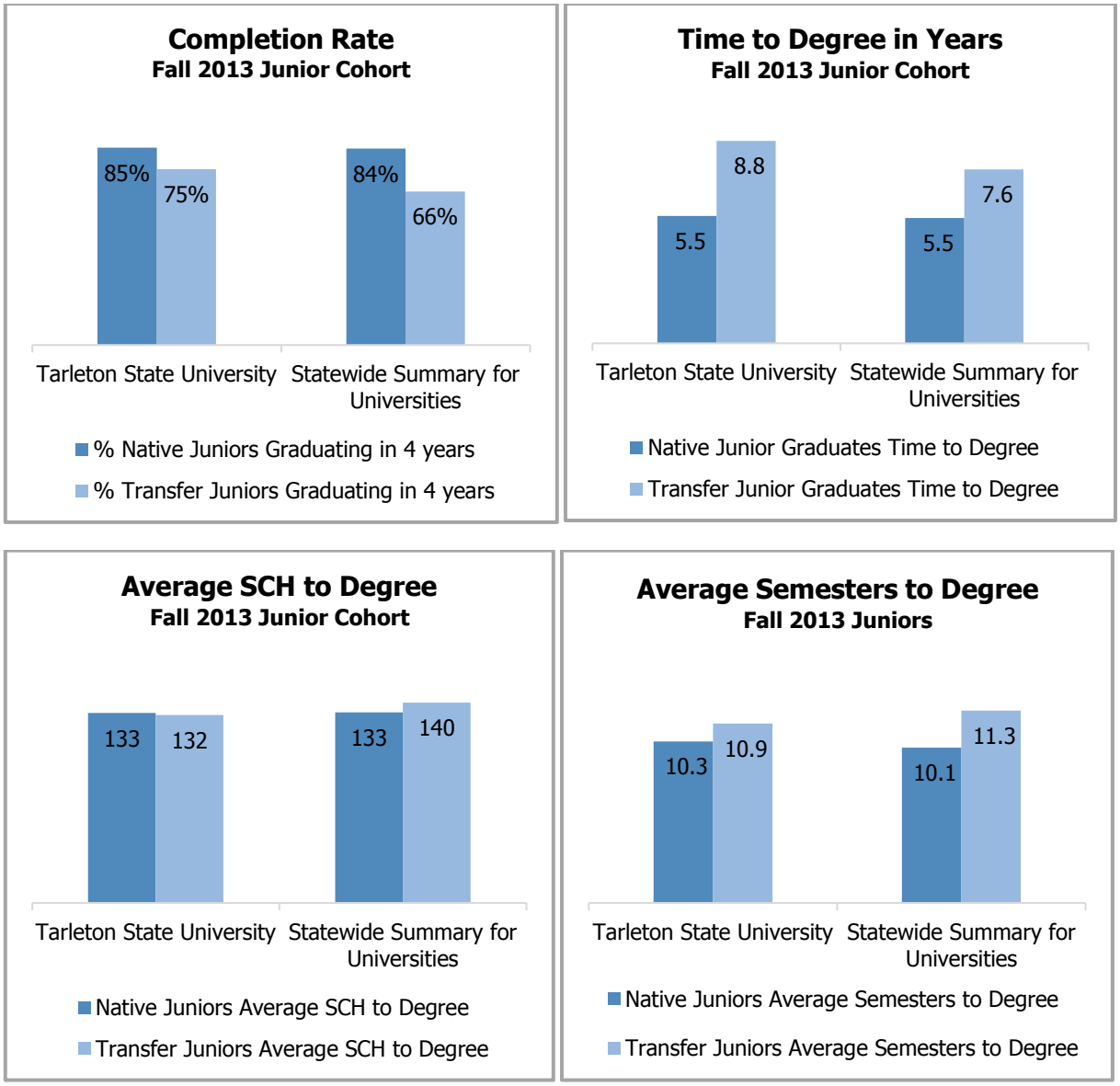
Stephen F. Austin State University



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

For the past four years, SFA has identified a lack of financial support for transfer students as the main barrier to transfer. To encourage transfer student enrollment, the institution offered a scholarship to high-achieving students with earned credit hours from community colleges. According to the institution, the scholarship program has also fostered retention and completion among transfer students.

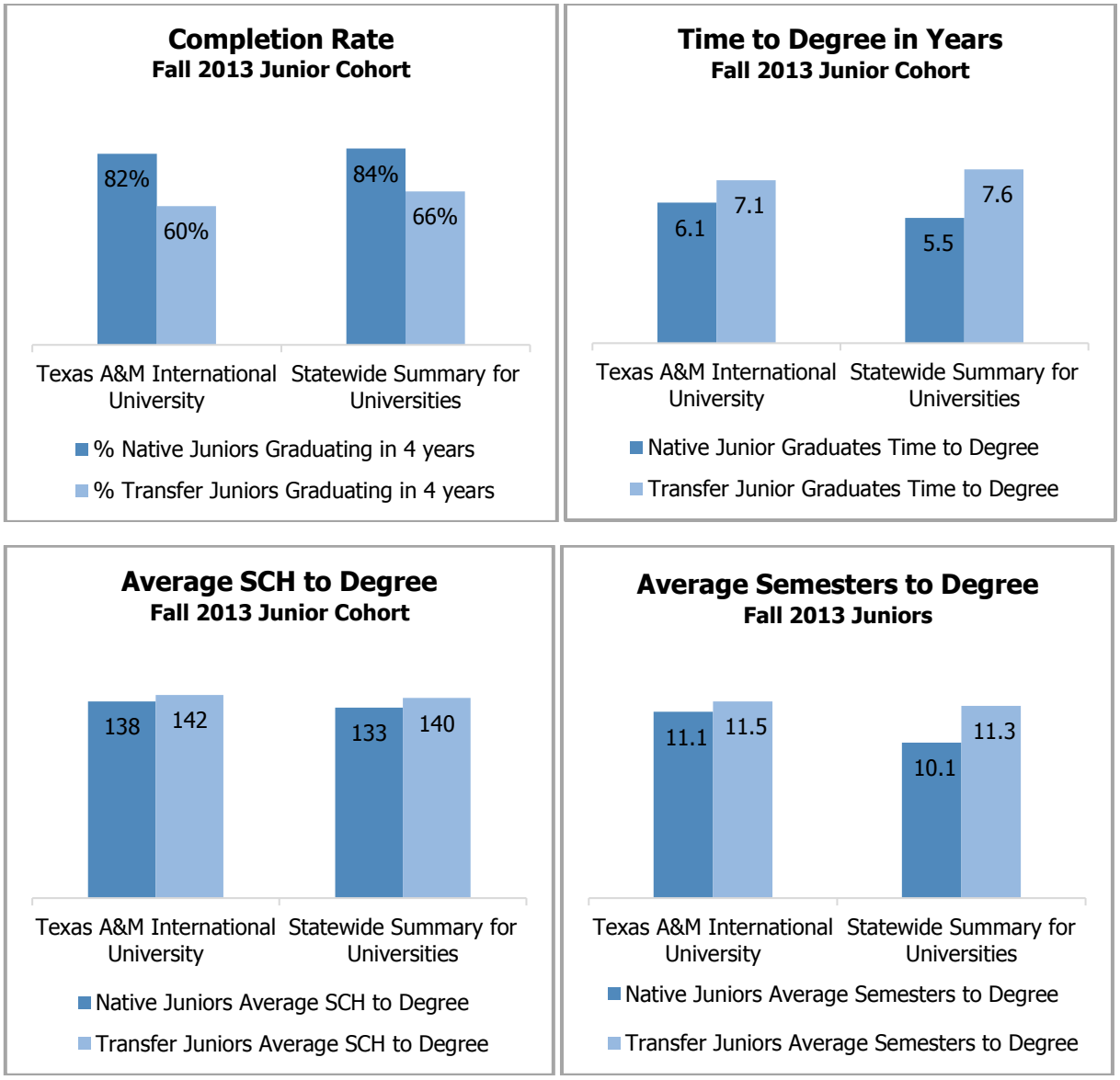
Tarleton State University



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

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

Texas A&M International University

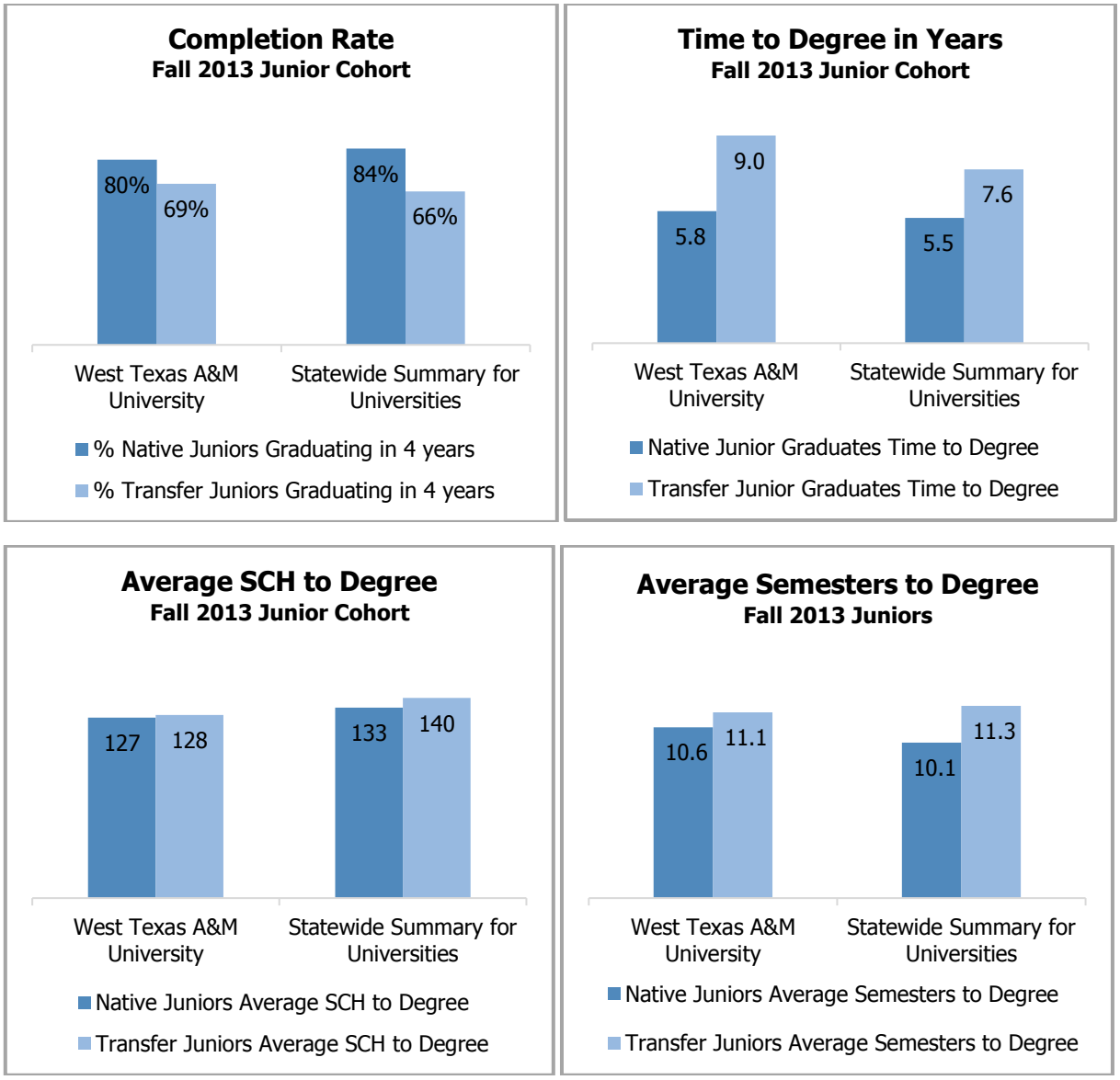


Texas A&M International University (TAM-International) enrolls the majority of its community college transfers from Laredo Community College. Most of the students attending TAM-International are Hispanic, and there are more first-time-in-college students than community college transfer students enrolling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

Identifying many barriers to transfer for this year's report, TAM-International named the lack of financial support for transfer students as the main obstacle. The most effective program for transfer student enrollment was the transfer office at Laredo Community College staffed with TAM-International employees providing enrollment management services.

The institution reported the mandatory one-to-one advising with incoming transfer students as effective for student retention. The advising includes review of course transferability and applicability, in addition to graduation and program requirements. Advising was also named as an effective strategy for ensuring timely completion. TAM-International now has specialized advisors for all five colleges at the institution who monitor transfer students' progress.

West Texas A&M University

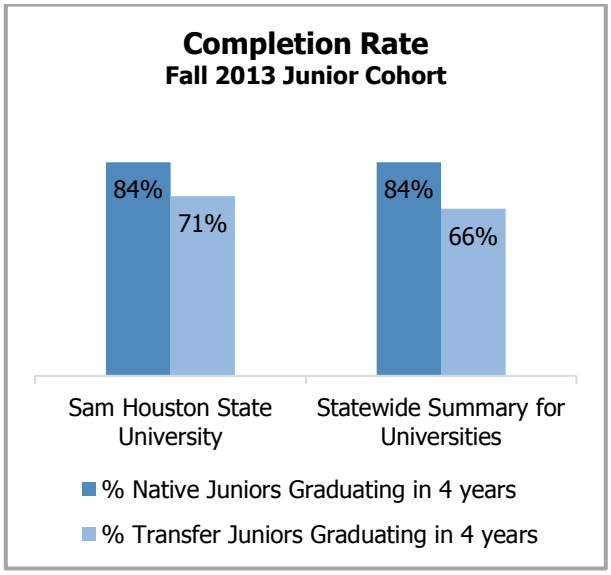


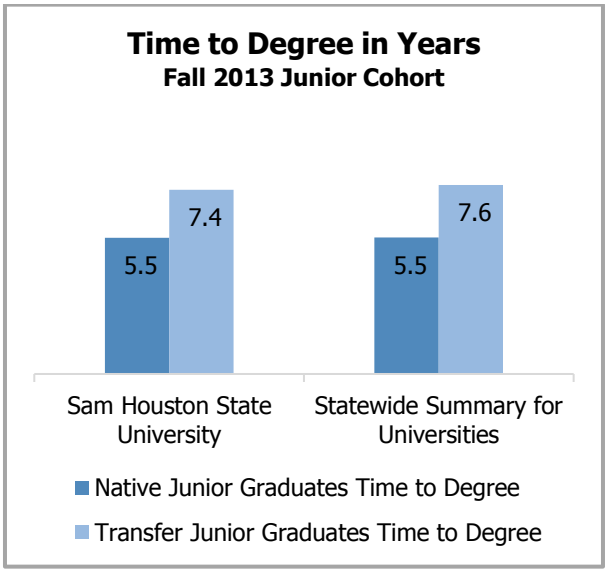
West Texas A&M University (West Texas) in Canyon, Texas, accepts a large number of community college transfer students from its closest feeder institution, Amarillo College. The main campuses of these two institutions are about 20 miles apart. Frank Philips College, which is about 70 miles from Canyon,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

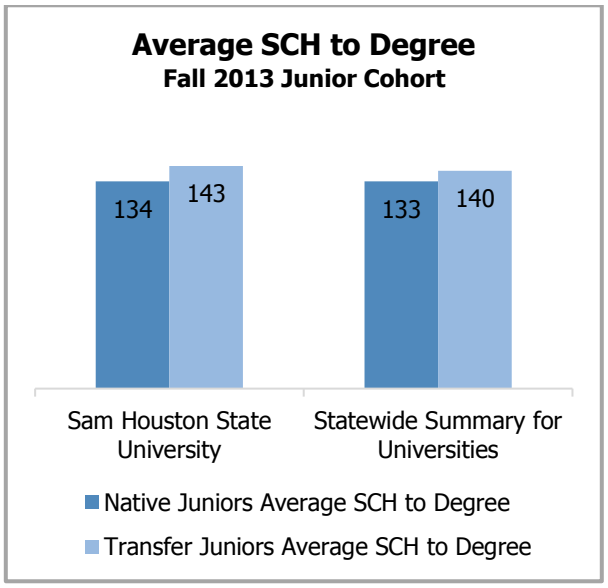
West Texas has consistently ranked students transferring with excessive hours as the top barrier to smooth transfer. The institution report that its practice of accepting a large number of transferred coursework and assisting each transfer student in determining the appropriate academic program based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

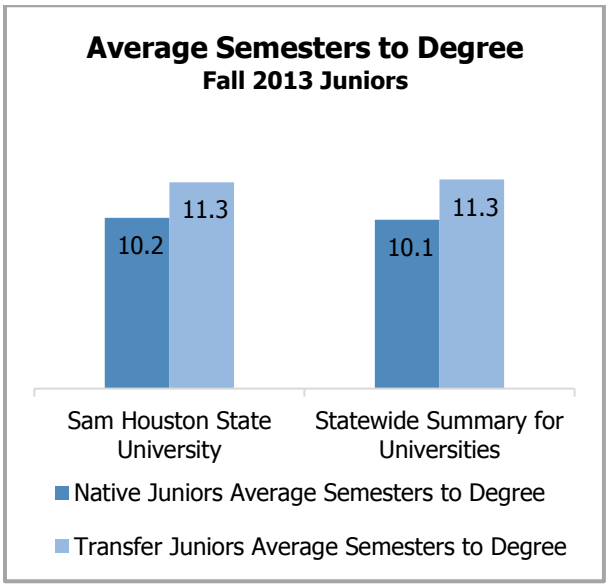
Doctoral Institutions

Sam Houston State University





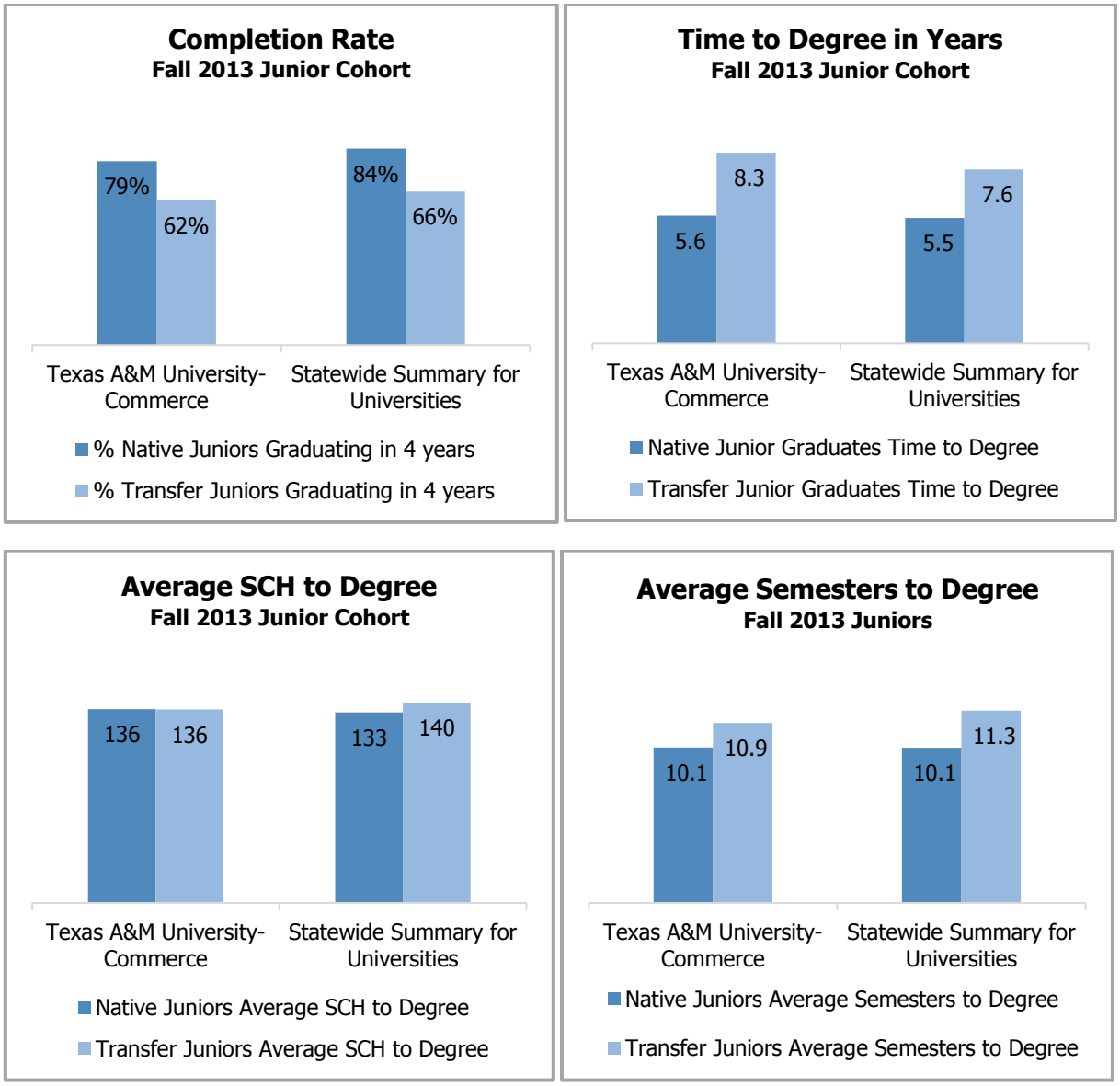




Sam Houston State University (Sam Houston) enrolls transfer students from a very large number of two-year colleges across the state. However, the majority of transfer students come from the Lone Star College System campuses near Houston and Blinn College with campuses in Brenham and Bryan.

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

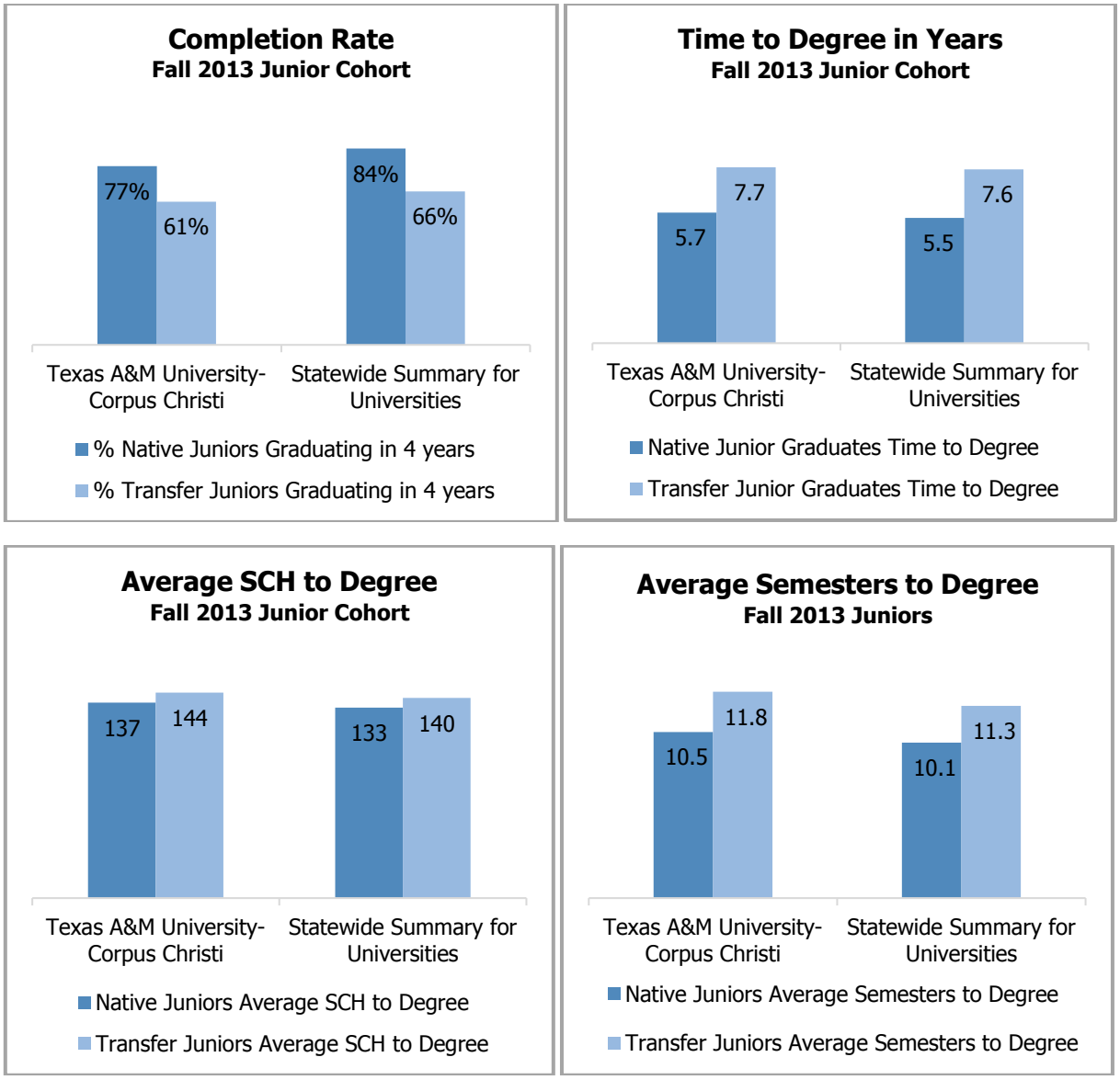
Texas A&M University-Commerce



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

For this year's report, TAMU-Commerce identified the lack of financial support and inadequate advising at the community college as the greatest barriers to transfer. The institution named recruitment visits and tracking inquiries resulting from the visits as a strategy to increase transfer enrollment. Regarding programs to improve retention and completion, TAMU-Commerce stated that no program is currently designated only for transfer students, but that transfer students do benefit from programs offered to all students.

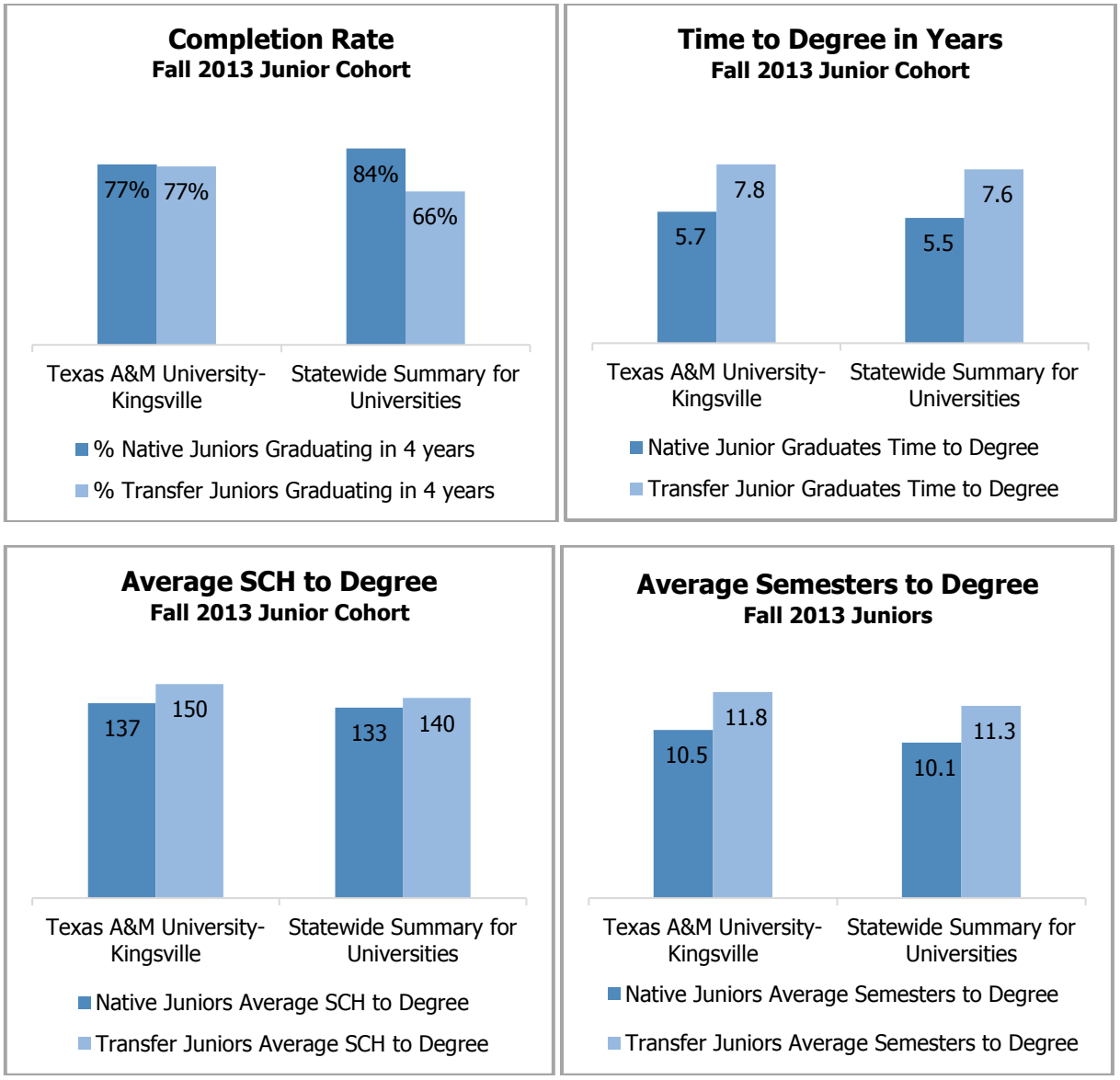
Texas A&M University-Corpus Christi



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, the nearby Del Mar College is a primary feeder institution.

TAMU-Corpus Christi has consistently identified program capacity as the main barrier to transfer. Prospective transfer students' access to TAMU-Corpus Christi staff on their community college campuses, according to the institution, promoted transfer enrollment. Staff had weekly office hours and conducted visits on the community college campus to provide guidance and information. The availability of academic advisors and faculty mentors contributed to transfer student retention. Faculty mentors, in addition, facilitated student completion by providing research opportunities, career guidance, and specific recommendations.

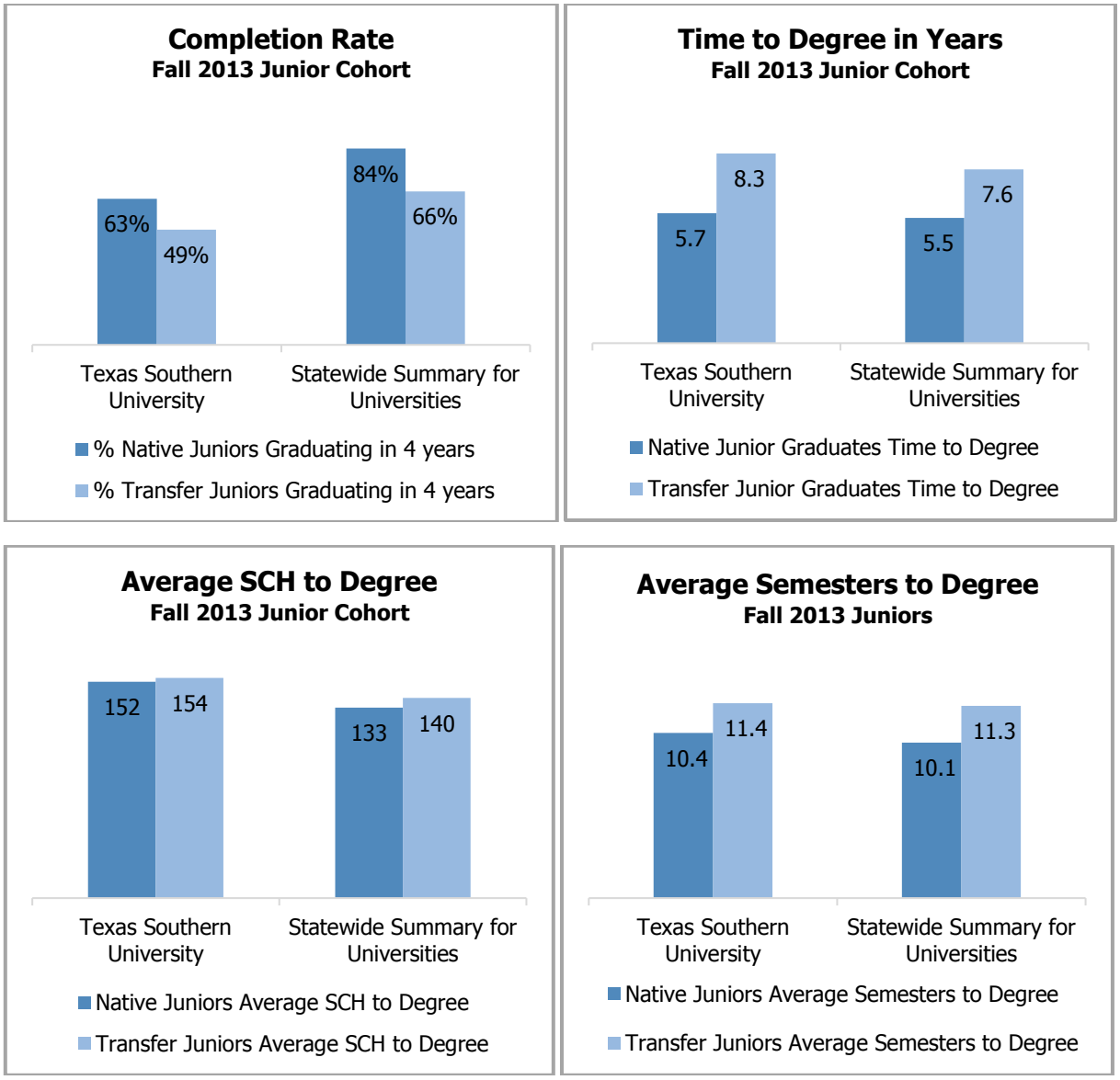
Texas A&M University-Kingsville



Texas A&M University-Kingsville (TAMU-Kingsville) serves the South Texas region, and its student population reflects the diversity of the area. 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 cited for this year's report that the lack of financial support for transfer students was the number one barrier to transfer. For student retention, the institution named a newly implemented program allowing faculty to submit information mid-semester about students who were struggling in class; the early alert information then prompted academic advisors to initiate contact to offer recommendations and information about support services. The institution identified using academic advising to review program requirements prior to the graduating semester as an effective means for ensuring student completion.

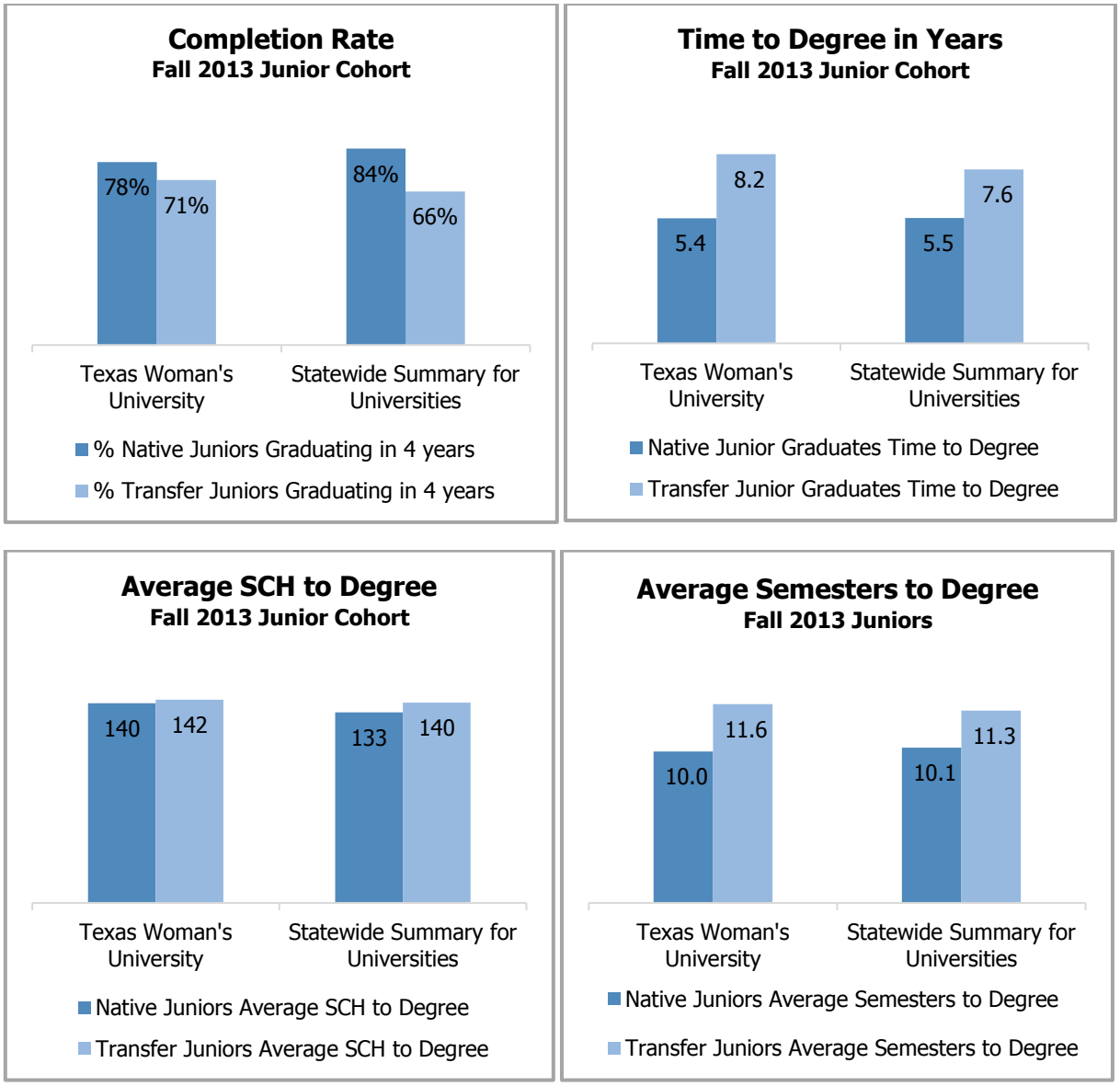
Texas Southern University



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

For this year's report, Texas Southern identified transcript evaluation as the top barrier for a smooth transfer process. The institution cited a newly implemented software program allowing student tracking and staff access to centralized information as the most effective program for transfer student enrollment. The institution named three programs that facilitated retention and completion among transfer students: *Degree Works*, updated to help advisors better determine course transfers; *Student Education Planner*, allowing advisors to view students' course completion status and integrate commonly substituted courses; and *Argos*, a reporting system that provides detailed student reports to academic units at the institution.

Texas Woman's University



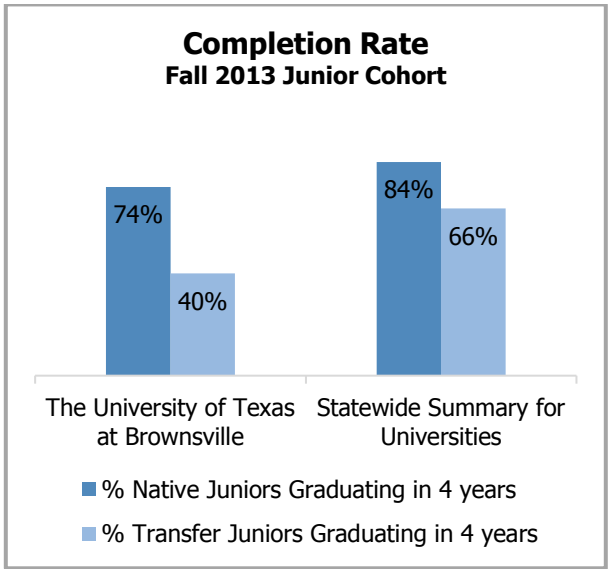
Texas Woman's University (Texas Woman's) received transfer students from several two-year institutions, with most in the Metroplex or North Central Texas area near Denton. Students from North Central Texas College, Collin College, Tarrant County College, and the Dallas County Community College District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

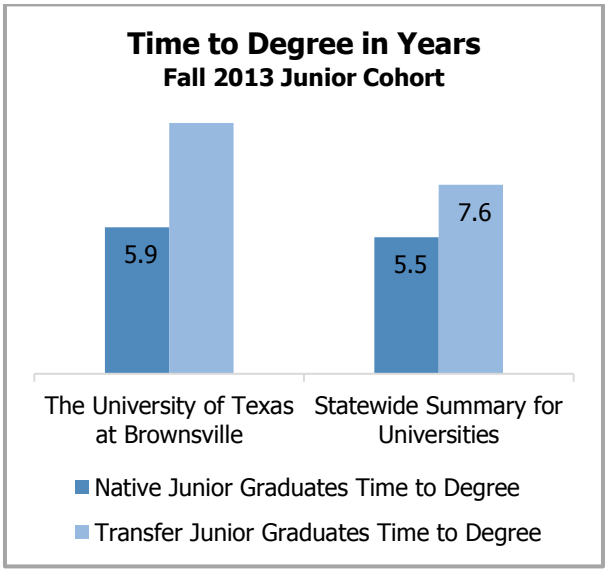
Texas Woman's has consistently identified advising provided by community colleges as the greatest barriers to transfer. The institution considered transparency of information regarding semester credit hours, availability of program information, and partnerships with community colleges as effective strategies for enhancing transfer student enrollment. A fully implemented online planner allowing students to specify coursework for multiple semesters, according to the institution, was effective for student retention. In addition, Texas Woman's has created a position focusing on the needs of transfer students to impact student degree completion.

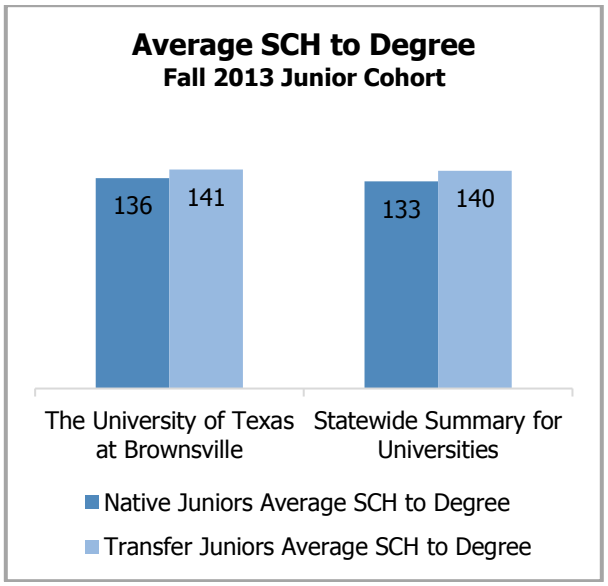
The University of Texas Rio Grande Valley

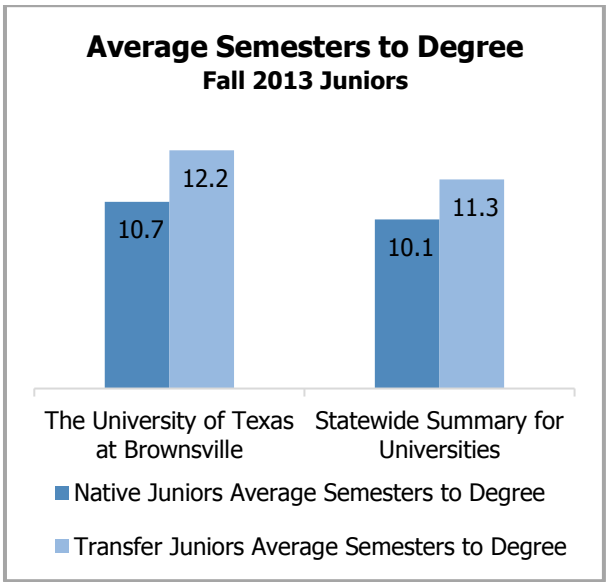
The University of Texas Rio Grande Valley's (UT-RGV) inaugural year for admitting students to the new institution, which combined The University of Texas-Pan American (UT-Pan American) and The University of Texas at Brownsville (UT-Brownsville), was fall 2015. (Historical charts follow.)

The University of Texas at Brownsville (historical)

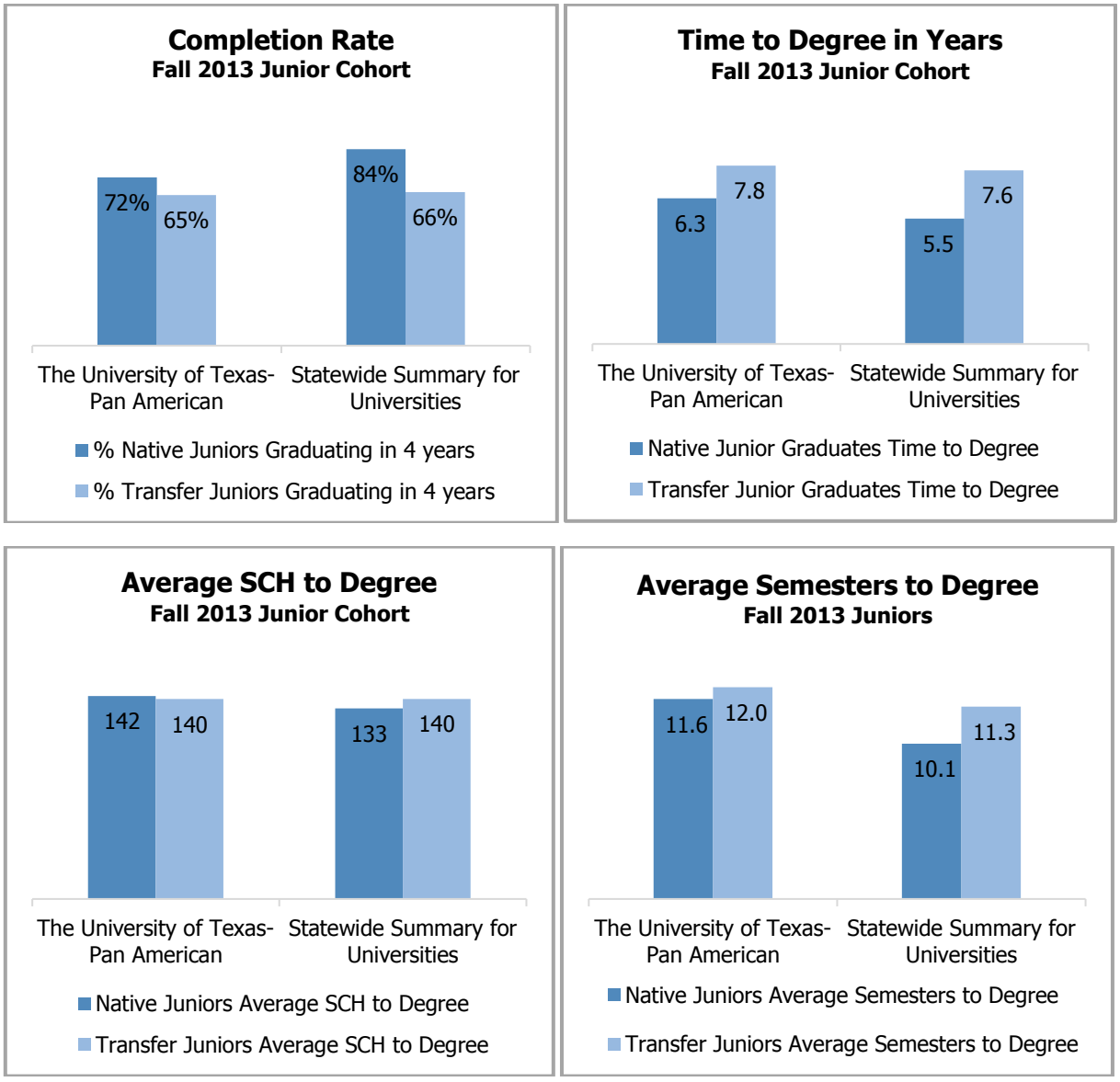








The University of Texas-Pan American (historical)

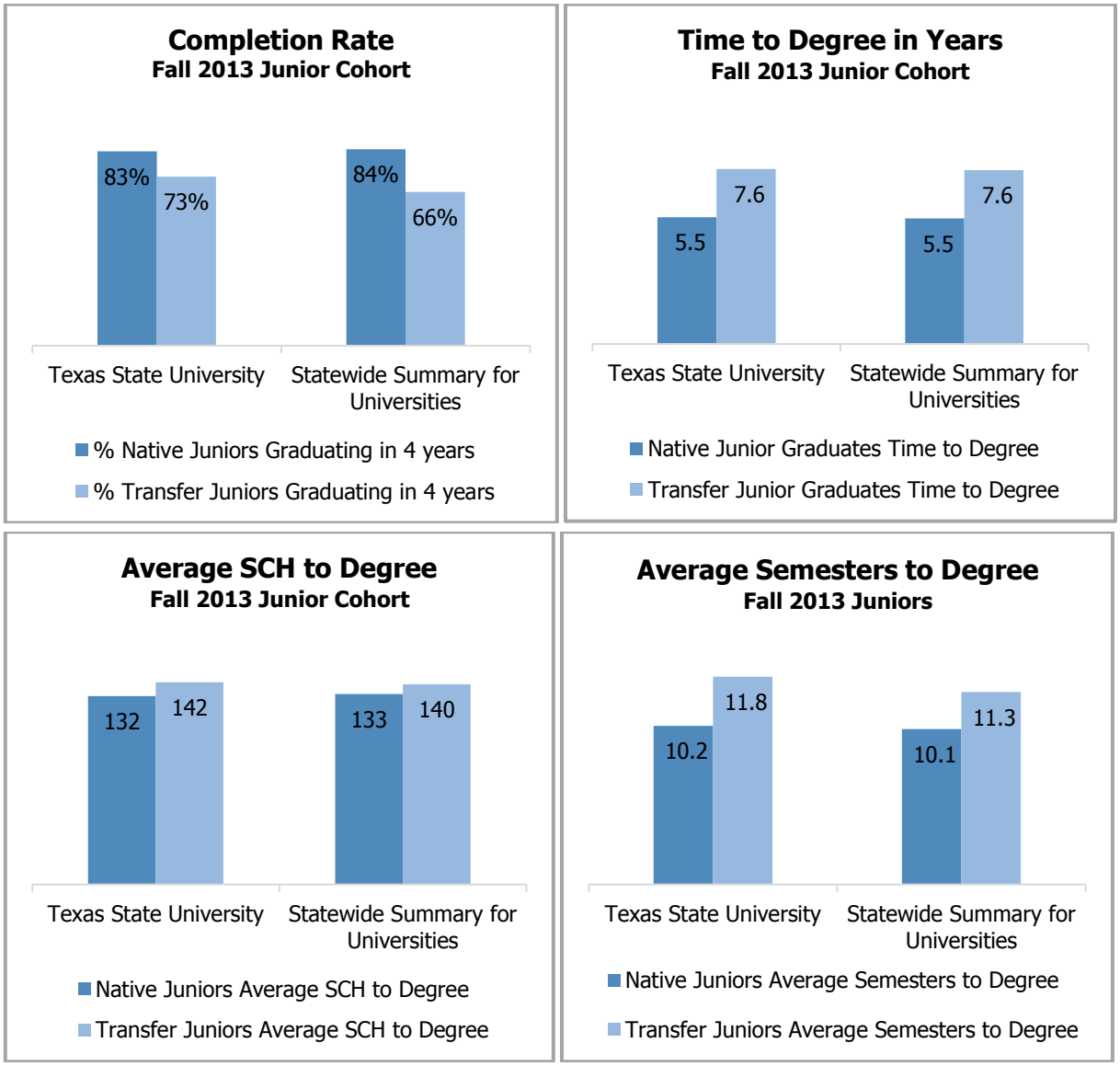


The largest feeder institutions for UT-RGV are South Texas College, Texas State Technical College-Harlingen, and Texas Southmost College.

For this year's report, UT-RGV reported that their most problematic barriers to smooth transfer are advising leading to student completion of associate degrees with courses not applicable to the bachelor's degrees, excessive hours accumulated prior to transfer, and the lack of institutional resources to facilitate the transfer process. These barriers were followed by inadequate course scheduling and/or rotations to meet the needs of new transfer students, which UT-RGV identified as the top barrier in last year's report.

Emerging Research Institutions

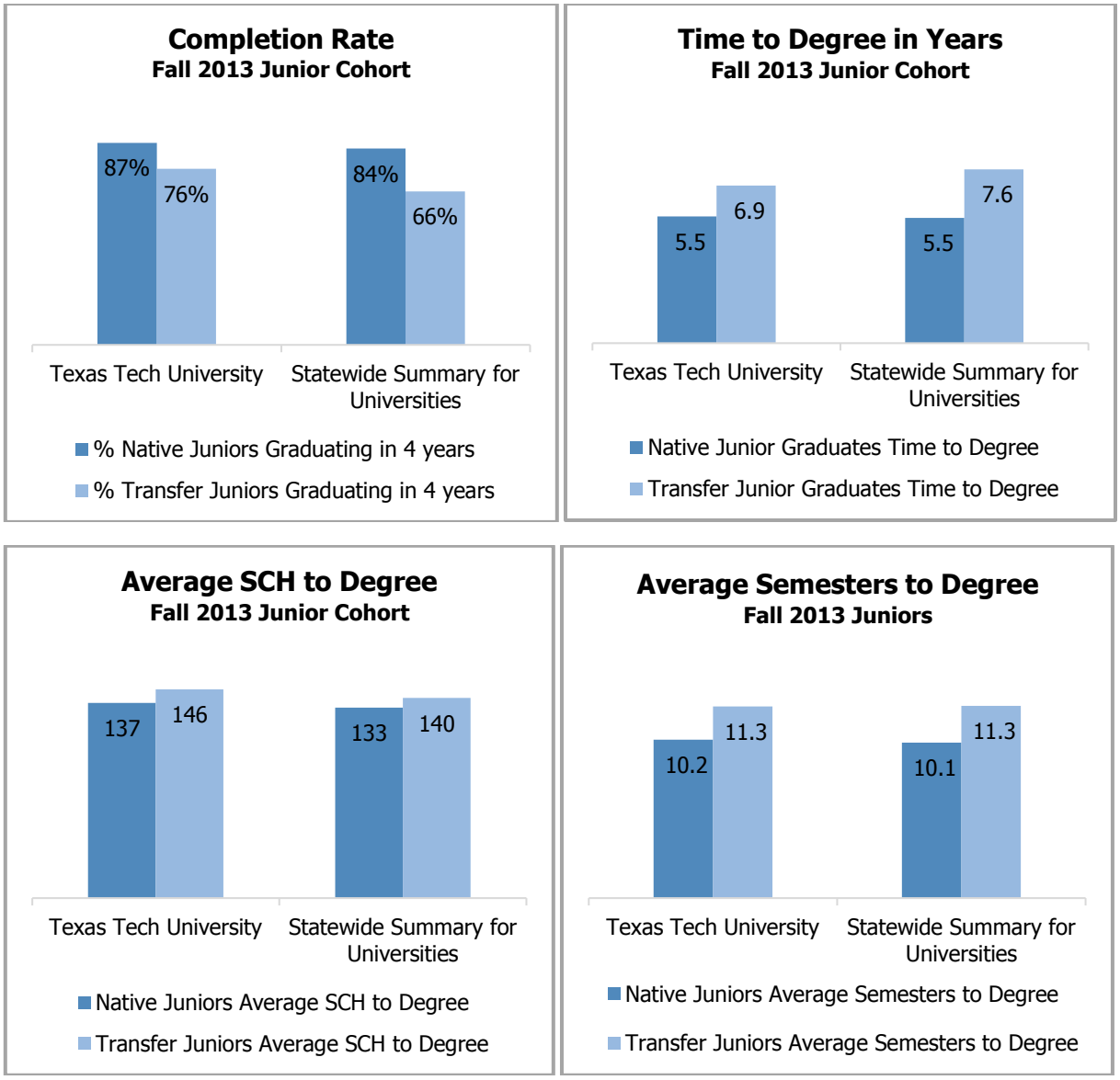
Texas State University



Texas State University (Texas State) enrolls transfer students from all over the state with students representing the 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 (ACC), and Texas State is the top transfer destination for ACC students.

For this year's report, the most significant barrier to transfer identified by Texas State was excessive hours students accumulated prior to transfer. The institution named the Transfer Pathway Guide, which assisted students with decision-making, as the most effective program supporting transfer student enrollment. For student retention, Texas State promoted opportunities for students to become involved and connected with support offices. The ability for students to locate financial support in one place through the Boss Scholarship System, according to the institution, was effective for enhancing student completion.

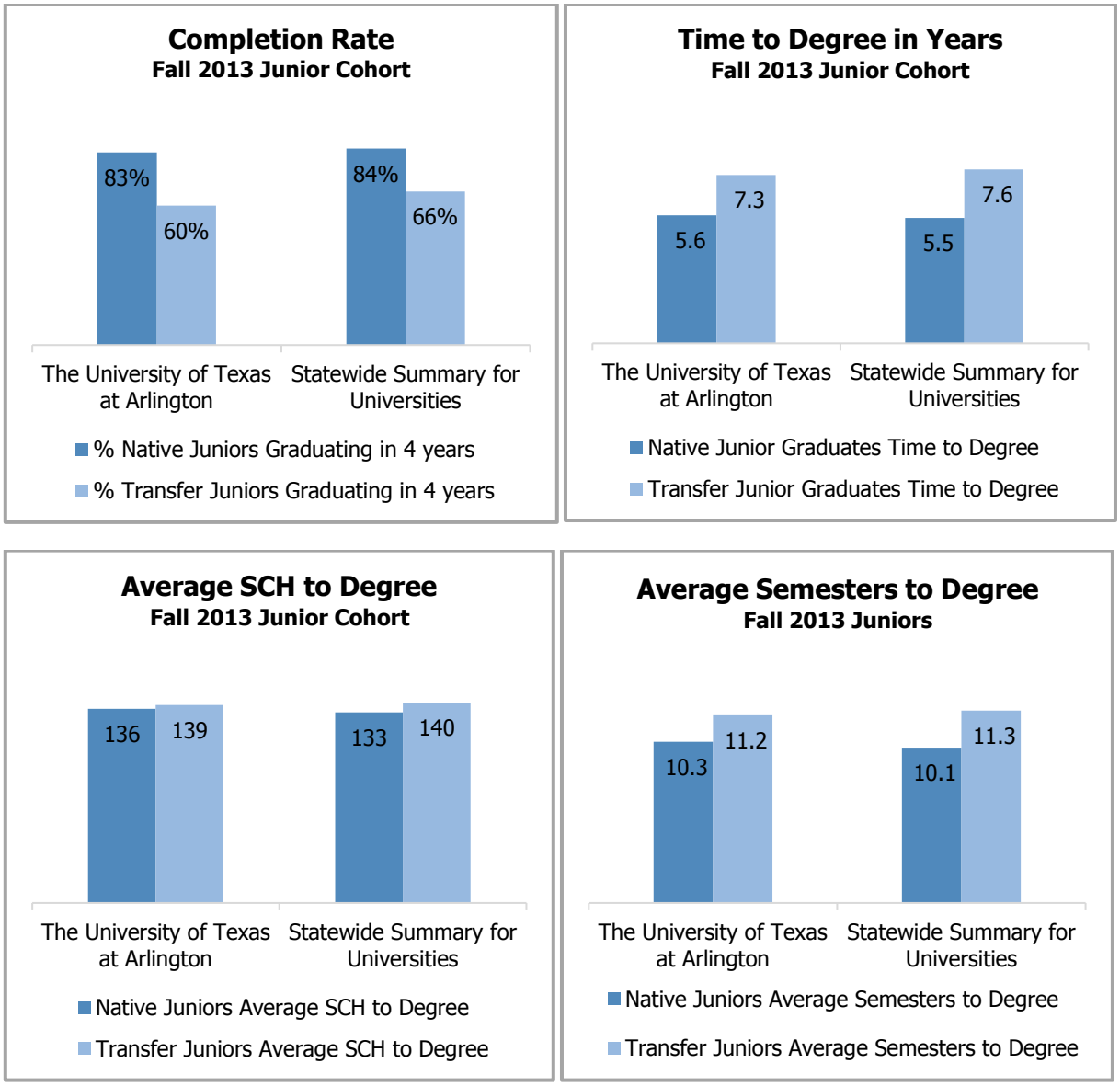
Texas Tech University



South Plain College is the single largest feeder for community college transfer students at Texas Tech University (Texas Tech), but Texas Tech is a popular destination for students from all parts of Texas and from both large and small community colleges.

Texas Tech has consistently ranked as the top barrier to transfer the inaccurate/inadequate advising provided at the community colleges. The institution named Transfer Connection as the most effective program for enhancing enrollment, retention, and completion among transfer students. The program provided specialized orientation and focused on connecting transfer students with peers, faculty, staff, the university community, and available services.

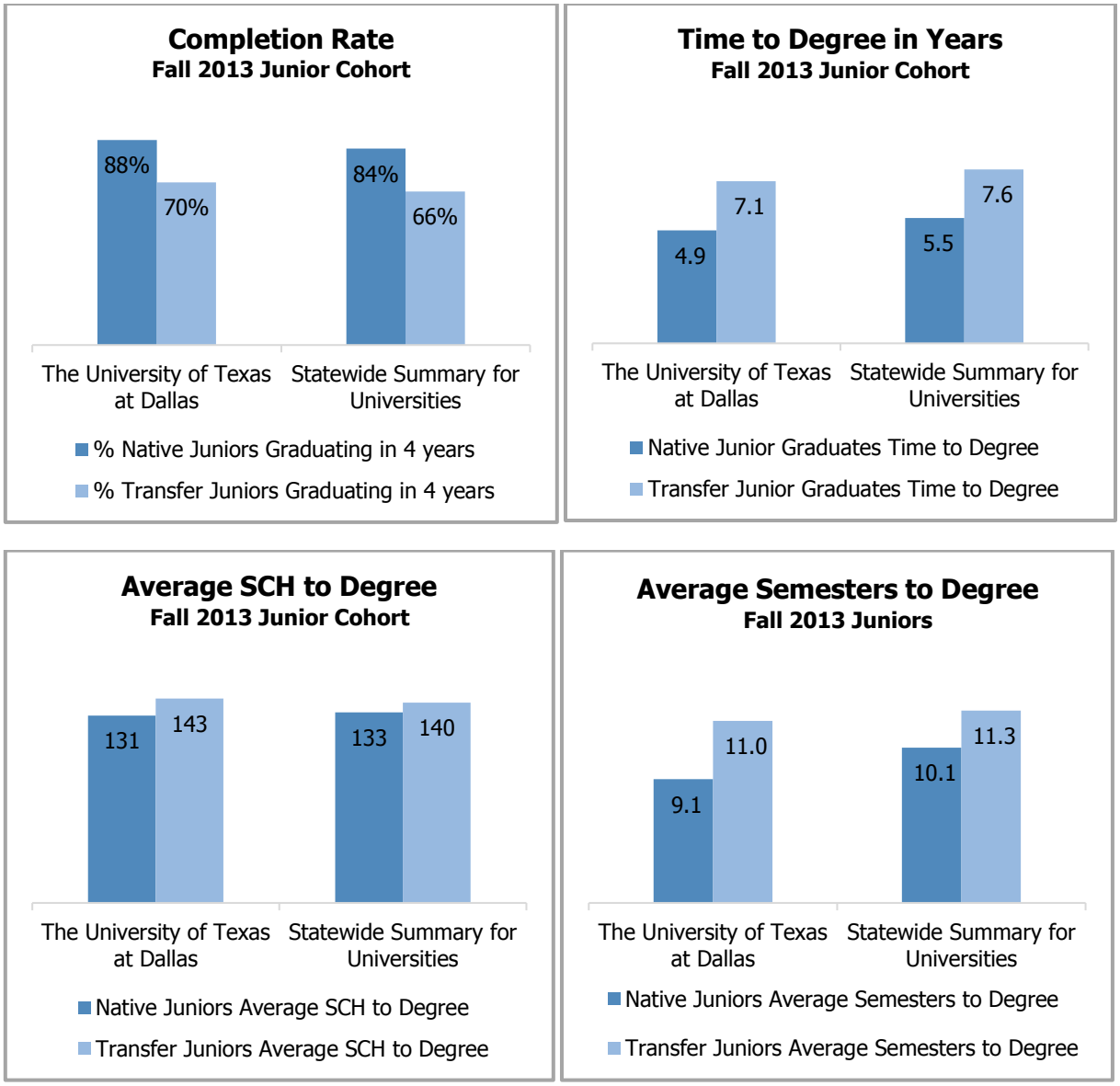
The University of Texas at Arlington



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

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

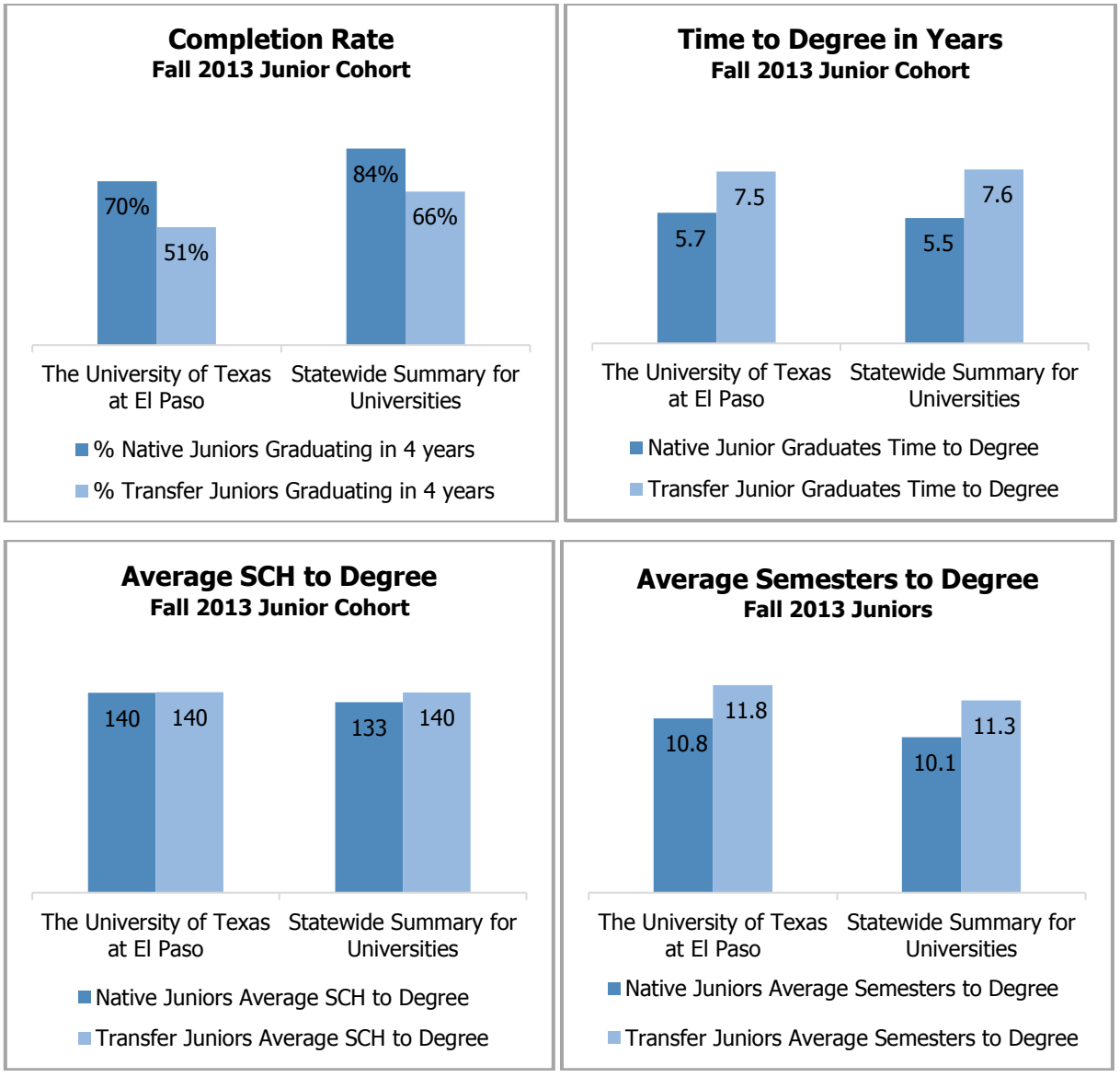
The University of Texas at Dallas



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

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

The University of Texas at El Paso

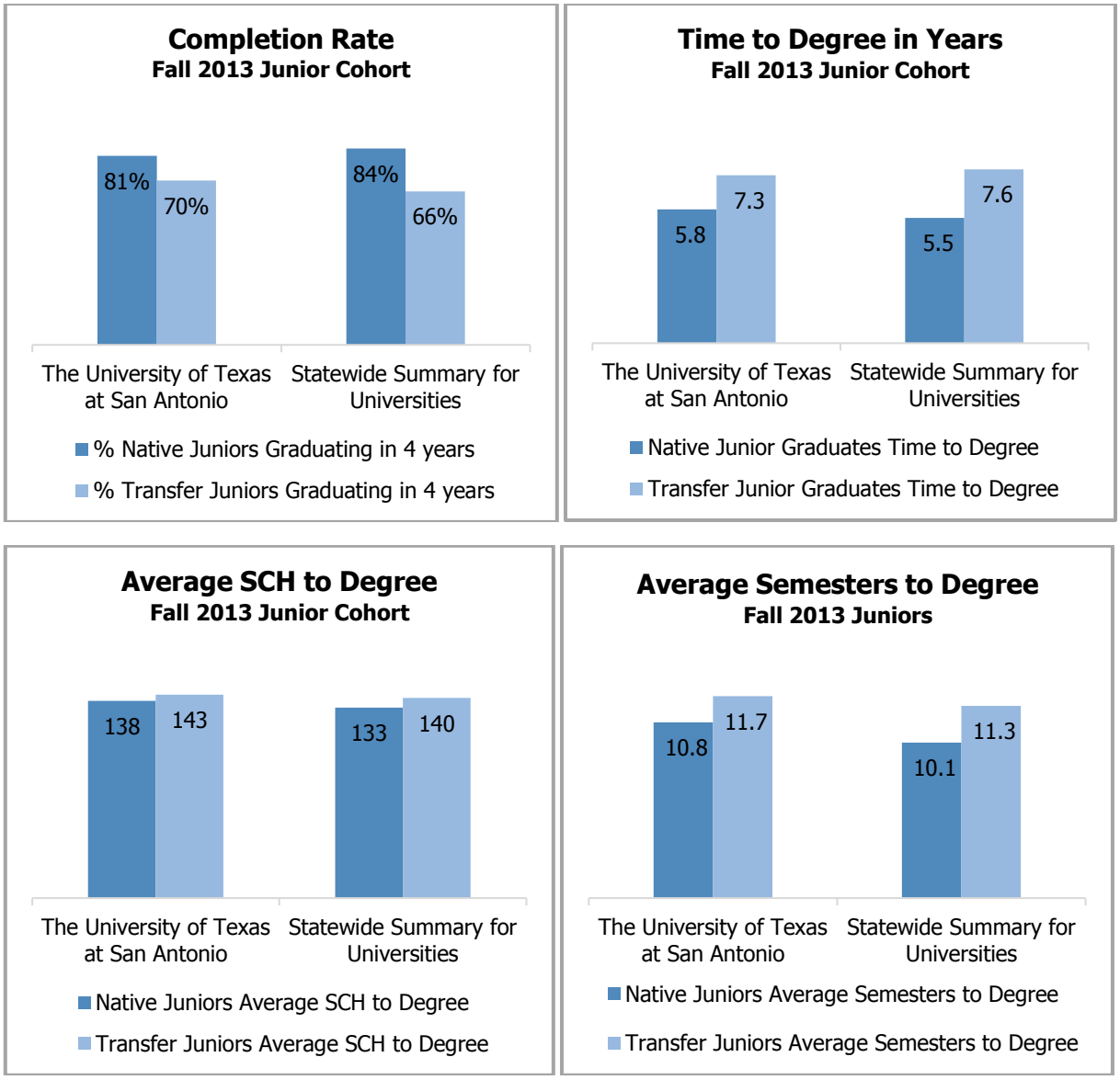


The University of Texas at El Paso (UT-El Paso) has been in operation for over 100 years and serves a high-density population in a geographically isolated area. UT-El Paso enrolls more first-time-in-college students than community college transfer students each fall semester. Most of UT-El Paso students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

UT-El Paso has consistently identified the lack of course and program alignment with community colleges as the most significant barrier to transfer. As effective strategies for transfer enrollment, UT-El Paso named its participation in transfer fairs at EPCC and the new BAAS degree program collaboratively developed with EPCC that will be implemented in fall 2018.

Naming funding support as essential for transfer student retention, UT-El Paso continues to identify funding sources for student financial assistance. For degree completion among transfer students, the institution considered articulation agreements as crucial and continues to work with community colleges on such agreements, while also reviewing course scheduling at the institution to meet students' needs.

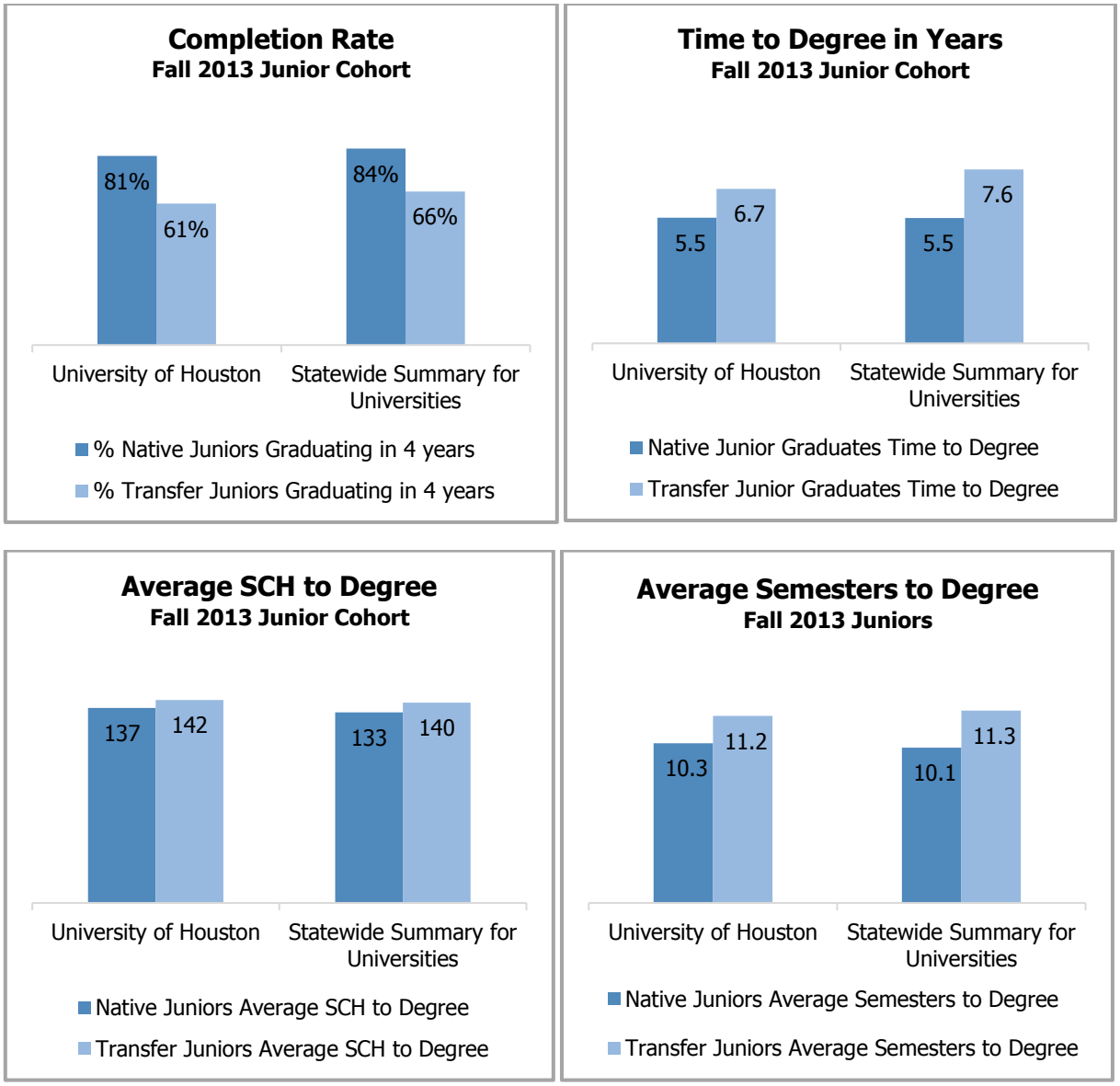
The University of Texas at San Antonio



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

UT-San Antonio has consistently identified students transferring with excessive hours as a major barrier to smooth transfer. Availability of admissions counselors on college campuses to address students' questions and to introduce transfer guides was identified by UT-San Antonio as effective for increasing transfer enrollment. For retention and completion among transfer students, UT-San Antonio named academic advising as crucial in providing support and guidance.

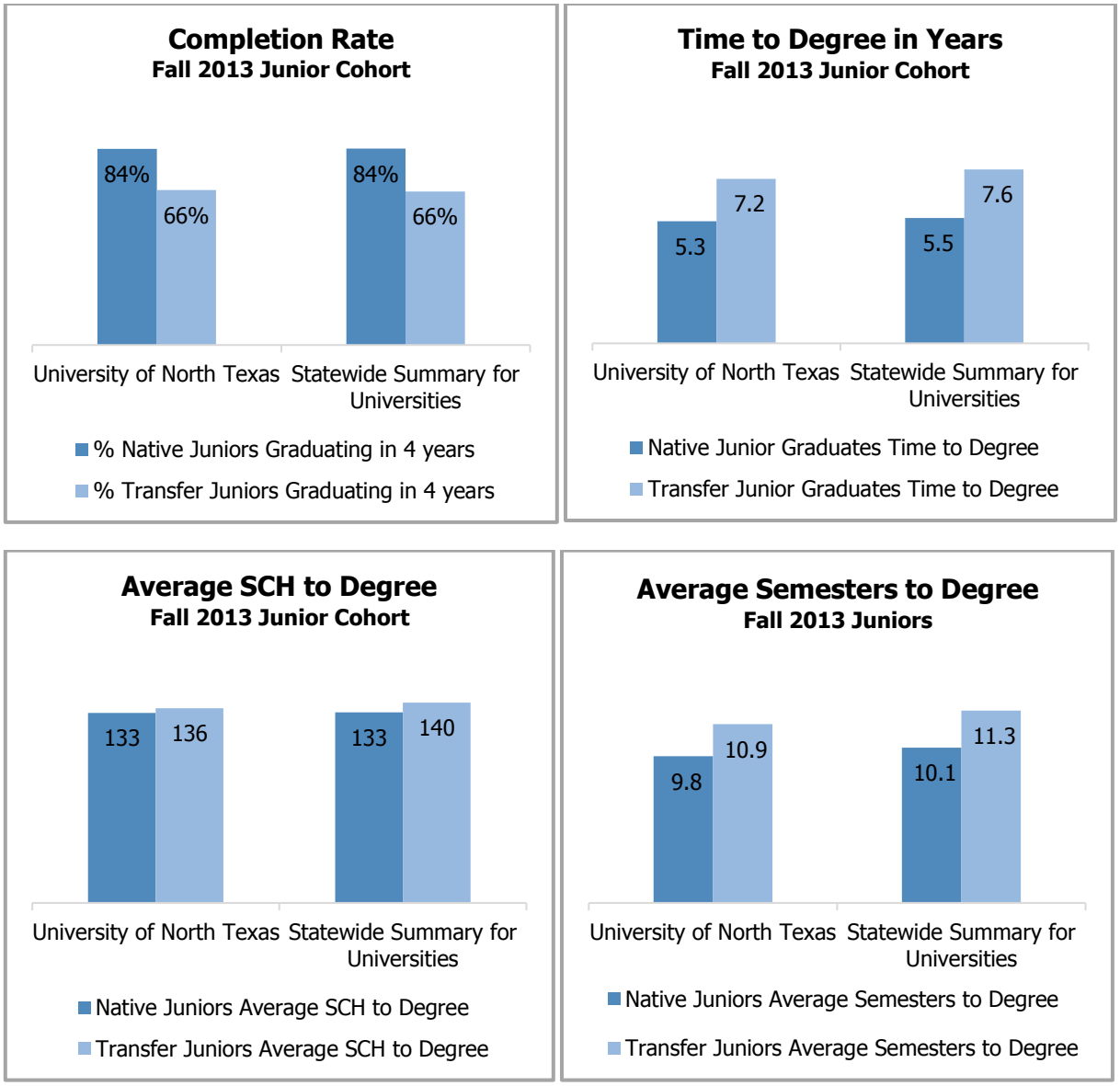
University of Houston



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

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

University of North Texas

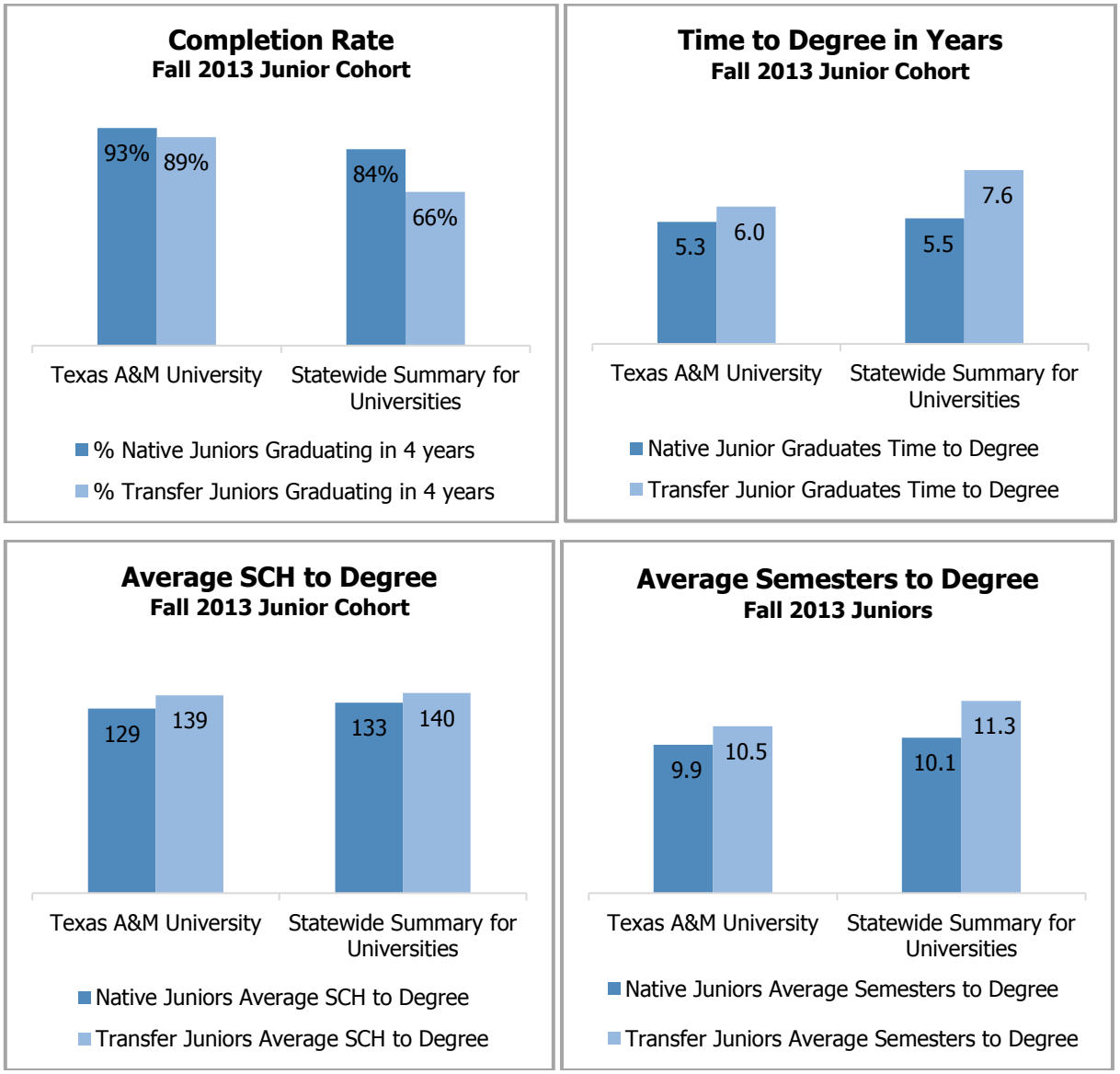


The University of North Texas (North Texas) enrolls transfers from all over the state but serves primarily transfer students from surrounding community college systems. Transfers from Tarrant County College, Dallas County Community College District, Collin College, and North Central Texas College account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

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

Research Institutions

Texas A&M University



The graduation rate for Texas A&M University (TAMU) community college transfer students who were included in the cohort data for this year's report was the best in the state at 89 percent. TAMU leads the state in the payment of the Tuition Rebate for students who graduate on time and do not accumulate more than three semester credit hours beyond that required for their degree program. Even so, TAMU has consistently reported the advising students receive prior to transfer as a significant barrier to smooth transfer.

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

The University of Texas at Austin

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

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

Appendix B

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

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

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

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

Appendix C: Transfer Survey Instrument 2018

Community College Transfer Student Report Survey 2018

I. Institutional Information

a. Please enter the institution's name.

b. Please enter the contact information of the person responsible for completing the responses required in this survey and include:
   1. Name and Position
   2. Email address
   3. Telephone number(s)

c. Please enter the contact information of an alternate contact person and include:
   1. Name and Position
   2. Email address
   3. Telephone number(s)

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

1. Does your institution have a goal for the number of new community college transfer students for fall 2018?
   ____ Yes, provide the number: _____
   ____ No
   ____ Community college transfer students are not tracked separately.

2. Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?
   ____ Yes, provide the number: _____
   ____ No
   ____ Community college transfer students are not tracked separately.

3. Does your institution have a goal for degree completion for your community college transfer students?
   _____ Yes, describe: _____
   _____ No
   _____ Community college transfer students are not tracked separately.

III. Service to Transfer Students

A. Advising

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

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

B. Orientation

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

   ____Yes, offered, but not required
   ____Yes, offered and required
   ____No, transfer students are required to attend orientation with first-time-in-college students.
   ____No, transfer students are offered, but not required to attend orientation with first-time-in-college students.
   ____No, transfer students are not offered an orientation.

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

7. Check the activities/information provided during orientation that includes transfer students. [Select all that apply.]

   ____Advising with professional advisors
   ____Advising with faculty advisors
   ____Financial aid advising
   ____Registration
   ____Student organizations
   ____Assignment of student mentors
   ____Assignment of faculty/staff mentors
   ____Meetings specific to academic program majors
   ____Career services
   ____Housing information
   ____Health services information
   ____Mental health/counseling services
   ____Campus safety/security information
   ____Campus tour
   ____Food services/meals
   ____Parent/family participation
   ____Testing

C. Outreach and Success Programs

8. Which of the following student outreach efforts did your institution conduct or participate in during the 2017-2018 school year? [Select all that apply.]

   ____Regular recruitment visits on community college campuses
   ____Transfer fairs on community college campuses
   ____Academic advising on community college campuses

____Financial aid advising on community college campuses
____Permanent transfer advisor on community college campus
____University campus preview day(s) exclusively for prospective transfer students
____University campus preview day(s) for all prospective students
____None of the outreach efforts listed were conducted.

9. List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (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 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

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

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

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

E. Website

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

____Minimum grade point average (GPA) required for transfer admissions
____Minimum semester credit hours a student is required to have to be considered for transfer admissions
____Number of semester credit hours students are required to take in residence at your institution for graduation
____Limit on transferable hours accepted
____Scholarship and financial aid information specific to community college transfer students
____Information about course transfer policy
____Course equivalency guides or database

F. Targeted Financial Aid

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

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

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 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 2016-2017 requirement?
    ____Yes, describe change and reason for the change_____
    ____No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 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 2016-2017 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 2016-2017?
    _____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.

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS /RECORDS (Yes/No)	EXPLANATION
calculation of transfer earned hours		
calculation for the transfer GPA for admission		
student's record in the student information system		

B. Academic and Workforce Articulation Agreements

Academic and workforce articulation agreements should include course equivalencies and specific degree program applicability of transfer courses. These agreements are signed by institutional representatives. Multiple transfer planning guides/degree guides attached to a general transfer agreement are not considered separate agreements.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 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 2017-2018 school year.

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

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

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

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

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

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

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

C. Faculty Participation

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.
    a. ACGM Learning Outcomes Project to align TCCNS courses
    b. Field of Study Curriculum
    c. Texas Core Curriculum

34. Explain how your institution has implemented each statewide initiative with or without faculty involvement.
    a. ACGM Learning Outcomes Project to align TCCNS courses
    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.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
    ___Yes, list courses and explain why___
    ___No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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)**
2017-2018 undergraduate catalog (core, major requirements, electives)		
University core curriculum		
Degree program major requirements		

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

___Catalog course descriptions (TCCNS course equivalents)
___Catalog crosswalk list with institutional courses (TCCNS course equivalents)
___Catalog degree requirements (TCCNS course equivalents)
___Degree/curriculum guides (TCCNS course equivalents)
___Transfer admissions webpages (TCCNS course equivalents)
___Transfer admissions webpages (explanation and significance of the common course numbering system)
___All departmental webpages (TCCNS course equivalents)
___All departmental webpages (explanation and significance of the common course numbering system)
___Class schedule (TCCNS course equivalents)
___Recruitment materials (TCCNS course equivalents)
___Recruitment materials (explanation and significance of the common course numbering system)
___Student information system degree audit (TCCNS course equivalents)
___Additional locations or publications (please specify)

V. Barriers to Transfer

39. The following have been identified as barriers to transfer. Not all may apply to your institution. Please select only those experienced at your institution and rank the applicable items based on how problematic the issues are at your institution, with "1" being the most problematic, "2" being the next most problematic, and so on. If all issues are selected, "15" will represent the least problematic.

___Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
___Lack of financial aid support (federal, state, and institutional) for transfer students
___Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
___Inaccurate and/or inadequate advising at the community college

___Transfer students' interest/demand for degree programs not offered at your institution
___Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
___Program admission requirements that are different from your institution's admission requirements
___Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
___Students transferring with excessive hours
___Degree programs at capacity at your institution
___Distance from areas with large community college student population
___Students undecided about their major
___Lack of adequate and appropriate services for online transfer students
___Transfer students unprepared for the rigor of university curriculum
___Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring

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

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution? ____Yes ____No

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

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

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

Appendix D: Institutional Survey Responses

Master's Institutions

Angelo State University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   300
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   210
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   190
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered, but not required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students

9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   We continued the outreach programs with both Howard and Southwest Texas Junior College for engineering and general academic programs. We provided grant funds to SWJT as part of a title V Cooperative Grant from DOE as a part of our HSI programming. We are also in the process of revamping curricula across the board to make transferring more seamless and transparent.

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.)**
    None of the services are targeted specifically to transfer students although all providers are aware of the unique situations of transfer students.

12. **List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)**
    No specific programs 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)*
       We have a specific NSO for transfer students separate and apart from NSO for freshmen.
    b. *persistence (retention)*
       The tutoring services available for students is the most important thing we do. Math Lab, Writing Lab and general tutoring are included in that suite of services.
    c. *success (completion)*
       Providing job opportunities through career fairs is key.

14. **List the items included on the institutional website for transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
    - Minimum grade point average (GPA) required for transfer admissions
    - Minimum semester credit hours a student is required to have to be considered for transfer admissions
    - Number of semester credit hours students are required to take in residence at your institution for graduation
    - Limit on transferable hours accepted
    - Scholarship and financial aid information specific to community college transfer students
    - Information about course transfer policy
    - Course equivalency guides or database

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 1,198,694
Percent of new transfer students who were recipients	60%
Average annual award per student	$ 1,622

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
Yes. Reduced to 12 SCH. Previously a student with less than 18 hours had to meet the same requirements as a new first time freshman (ie. ACT or SAT and class rank). Students with 18 or more hours had to have a 2.0 cumulative gpa only. We reduced the threshold to 12 hours with a 2.0 gpa and eliminated the ACT and class rank criteria. We did that because our data indicates that college gpa is a better predictor of retention and success than the ACT and class rank. In other words, if a student has been successful in 12 SCH, they can likely succeed.

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
Yes. Increased from 66 to 78. State statute only says we cannot be forced to accept more than 66. Since we require 42 advanced hours we will accept the balance from a community college.

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	We use all of the hours presented for that calculation
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 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
Articulation agreement for a BAAS degree in Criminal Justice with the Community College of the Air Force.

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?
4

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?
12

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

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
We are keenly interested in increasing the number of transfer students to our institution. We have undertaken a study to enlighten us of the obstacles that might be limiting the number of transfers we get.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
I think it is about 50/50 at the moment. As a part of our efforts to increase transfer enrollment, we are working with faculty to change that ratio.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
We think they are a critical part to our strategy, but only a part. We are doing many things that we expect to positively impact our success with transfer students.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
Civil Engineering, Criminal Justice

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
We recently switched all of our lower division courses to the TCCN. In the process, we have adopted the learning outcomes and have instituted our outcomes assessment around those common learning outcomes.

b. *Field of Study Curriculum*
We have participated in several of the committees to develop FOS for those degrees. There is general awareness of FOS, but more will need to be done to inform faculty of the purpose.

c. *Texas Core Curriculum*

We have revamped our core in both content and application. There was a widespread lack of understanding of the core in general and specifically how it should be applied to transfer students.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
We have worked with faculty in implementing these learning outcomes as a part of our assessment activities. It is an ongoing process.

b. *Field of Study Curriculum*
Faculty that have participated with the CB on these committees bring those experiences back to their colleagues which helps with education and buy in.

c. *Texas Core Curriculum*
Because of the issues we have dealt with concerning the core, faculty are much more attuned to the issue. We are involving faculty and the core curriculum committee as well at the university curriculum committee.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	153	1
University core curriculum	57	1
Degree program major requirements	153	1

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

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

- Recruitment materials (TCCNS course equivalents)
- Recruitment materials (explanation and significance of the common course numbering system)
- Student information system degree audit (TCCNS course equivalents)

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

1. Distance from areas with large community college student population
2. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
3. Transfer students' interest/demand for degree programs not offered at your institution
4. Inaccurate and/or inadequate advising at the community college
5. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
6. Transfer students unprepared for the rigor of university curriculum
7. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
8. Lack of financial aid support (federal, state, and institutional) for transfer students from community colleges
9. Students transferring with excessive hours

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

Geographic location.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

The main one is the misapplication of the core and a core that is too restrictive. some advisors were interpreting core requirements as degree requirements. In some cases they are degree requirements but not always. Also, our core was restrictive in the number of courses we designated as core compared to our peers. As a result, when a potential transfer student looked at our core and compared it to what they had taken, they often got the impression that they would need additional hours here as opposed to another university.

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

We are working to change the campus culture to be more welcoming of transfer students.

Midwestern State University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   525
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   Community college transfer students are not tracked separately.
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Community college transfer students are not tracked separately.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Assignment of student mentors
   - 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
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (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.)*

- 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.)

We participate in reverse transfer as mandated by the state of Texas. Some of our programs have specific articulation agreements with community colleges which better facilitate student completion at our institution, mainly BAAS and Health Sciences

12. List and briefly describe student success programs initiated for the first time in 2017-2018 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)*

Transfer Fairs: Admissions counselors attended approximately 40 fairs hosted by community colleges. This approach is especially effective in promoting awareness of our institution and highlighting the liberal arts mission and the low student-faculty ratio at MSU.

b. *persistence (retention)*

First year experience will be the most powerful program for retaining students, currently the Orientation special session for transfer students is our most effective program. During these sessions, transfer students learn about special research and internship opportunities, professional writing support, and career counseling services. Both the writing support and undergraduate research programs connect students to our campus and their academic majors

c. *success (completion)*

Orientation familiarizes students with the student support services that are available to them to acclimate to the university.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 180,682
Percent of new transfer students who were recipients	25%
Average annual award per student	$ 913

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Some technical work is accepted in transfer in the BAAS program and some health sciences. If accepted for use toward the degree requirement, would be added in the earned hours.
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	Transfer work is entered into the student information system, but only calculated in earned hours/attempted hours, NOT the MSU gpa. If work is not deemed transferrable, it may be entered, but without hours or credits awarded

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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?
69

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.)
Manpower to coordinate the agreement / existing agreements are not clearly communicated to All CC personnel / some CCs have not signed/returned agreements

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
It is mutually beneficial to both institutions. It also extends the capacity and ability to serve students for both. The benefits to us are creation of "pipelines" for our majors, our completion degrees, and provides us with students who've demonstrated an ability to persist in college level work.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
They are positive and supportive. Our faculty understand the importance of the previously described "pipeline" of well qualified, college ready students that generally come from such agreements.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Administration recognizes the importance of these agreements as mutually beneficial financially as well as extending the capacity each partner to better serve students.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
Computer Science, Nursing, Radiologic Sciences, Respiratory Care, Education, and BAAS.

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
The Core Curriculum Committee includes 1-2 faculty reps from each of the 6 colleges, and the committee will be working to promote the alignment of courses. We have several of our faculty from different disciplines selected and serving on these ACGM Learning Outcomes

Committees. They report back to their departments and deans on their work and in turn shared with other faculty.

b. *Field of Study Curriculum*
As requests for nominations are received by the Provost from the THECB requests are sent through the academic deans. We have several of our faculty from different disciplines selected and serving on these FOS Committees. They report back to their departments and deans on their work and in turn shared with other faculty.

c. *Texas Core Curriculum*
The Core Curriculum Committee includes 1-2 faculty reps from each of the 6 colleges, and these reps work with the faculty in their colleges to make sure they're aware of recent changes to the core

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
As these documents are completed the changes are distributed on campus via the deans for incorporation and change as needed.

b. *Field of Study Curriculum*
As these documents are completed the changes are distributed on campus via the deans for incorporation and change as needed.

c. *Texas Core Curriculum*
The Core Curriculum Committee solicited and reviewed proposals for the core curriculum and submitted them for approval by the Provost and the Board of Regents

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
Yes. TRN 1171 to TCCNS PHED 2156 MUSC 2931 to TCCNS MUSI 1158. The THECB removed them from the ACGM.

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	146	276
University core curriculum	61	34
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

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

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

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

1. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
2. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
3. Degree programs at capacity at your institution
4. Students transferring with excessive hours
5. Students undecided about their major
6. Transfer students unprepared for the rigor of university curriculum

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

(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

We are beginning to address the advising issues via the Associate VP for Assessment, the TASP Center, the Academic Advising committee, and Degree Works implementation/training team. With the opening of our MSU Texas Flower Mound facility, we are partnering with NCTC to assist students with degree completion from NCTC, or adult learners with transfer work from any higher educ institution, and we continue to work on streamlining procedures for effectiveness with this new venture.

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

(No response provided by institution)

Sul Ross State University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   Community college transfer students are not tracked separately.
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   Community college transfer students are not tracked separately.
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Community college transfer students are not tracked separately.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   No, transfer students are required to attend orientation with first-time-in-college students.
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Housing information
   - Mental health/counseling services
   - Campus tour
   - Food services/meals
   - Parent/family participation
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   None were initiated in 2017-2018
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.)

None specifically tailored to transfer students.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

None were initiated in 2017-2018.

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)*
Recruiting and advising physically on transfer campus.

b. *persistence (retention)*
Recruiting and advising physically on transfer campus.

c. *success (completion)*
Recruiting and advising physically on transfer campus.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Information about course transfer policy

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

No

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 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 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

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

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
(No response provided by institution)

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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?
(No response provided by institution)

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?
(No response provided by institution)

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.)
(No response provided by institution)

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
(No response provided by institution)

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

(No response provided by institution)

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

None

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
The Registrar's Office reports this process.

b. *Field of Study Curriculum*
The Core Curriculum Council builds awareness.

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
The Registrar's office had a major alignment in the fall of 2014, and now it is updated annually.

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

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

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?

No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	144	274
University core curriculum	51	8
Degree program major requirements	120	298

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

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

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

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

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

(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

Increased recruiting and advising presence at Community College Campuses

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

(No response provided by institution)

Sul Ross State University-Rio Grande College

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   No
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   No
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   No
4. **Does your institution require academic advising for new transfer students?**
   No
5. **Do your institution's academic advisors receive training specific to transfer students?**
   No
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Assignment of student mentors
   - Meetings specific to academic program majors
   - Campus safety/security information
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   (No response provided by institution)
10. **List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion).** *(Order of selected responses does not reflect order of importance to the institution.)*
    - Student mentors
    - Writing lab
    - Academic early alerts for struggling students
    - Commuting/transportation assistance
11. **Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings**

are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)
(No response provided by institution)

12. **List and briefly describe student success programs initiated for the first time in 2017-2018 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
    - Number of semester credit hours students are required to take in residence at your institution for graduation
    - Limit on transferable hours accepted
    - Scholarship and financial aid information specific to community college transfer students
    - Information about course transfer policy

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

16. **For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 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 2016-2017 requirement?**
    No

18. **Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?**
    No

19. **Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

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

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
(No response provided by institution)

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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?
(No response provided by institution)

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?
(No response provided by institution)

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.)
(No response provided by institution)

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
(No response provided by institution)

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
(No response provided by institution)

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
(No response provided by institution)

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
(No response provided by institution)

b. *Field of Study Curriculum*
(No response provided by institution)

c. *Texas Core Curriculum*
(No response provided by institution)

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
(No response provided by institution)

b. *Field of Study Curriculum*
(No response provided by institution)

c. *Texas Core Curriculum*
(No response provided by institution)

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	(No response provided by institution)	(No response provided by institution)
University core curriculum	(No response provided by institution)	(No response provided by institution)
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

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

- (No response provided by institution)

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

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

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

(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

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

(No response provided by institution)

Texas A&M University at Galveston

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   Community college transfer students are not tracked separately.
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   Community college transfer students are not tracked separately.
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Community college transfer students are not tracked separately.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Financial aid advising on community college campuses
   - University campus preview day(s) exclusively for prospective transfer students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   Here is a brief sample in our Enrollment Mgmt Plan specific to transfer students: Host Community College Counselors Posters Phi Theta Kappa membership College Fish Mailings Incorporate Transfer Sheets/Recruit Website - Transfers Community College Counselors Galveston College

COM San Jac Alvin Transfer Tri-Fold Brochure Terry Scholar Transfer T Camp Discuss with student affairs

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

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

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

I don't believe we are particularly developed in this area. It is a targeted goal for the next operational period. The transfer population is highly diverse regarding their backgrounds and needs. We do have tailored services for veterans which overlaps considerably.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

We have implemented a comprehensive "Learning Commons" which includes tutoring, supplemental instruction, literary support, Writing lab, math lab, and hypermedia lab. We also have a personalized academic coaching program. All campus services are open to all students.

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

a. *number (enrollment)*
We launched a social media marketing campaign in January 2018. We are hopeful that this will be useful to target specific programs.

b. *persistence (retention)*
Currently under study

c. *success (completion)*
Currently under 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
- 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 2017-2018 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 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
(No response provided by institution)

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

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

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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?
2

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
Articulation agreements are very difficult to manage with a small staff. They must be updated every year to match any catalog changes on either end. We have found it more productive to create transfer advising guides based on the Texas Common Core numbers for each academic

degree program. This allows flexibility. It also allows the students to "shop" degree programs at any point. We have found that freshmen entering at the community college may not have a clear path. They need time to explore and then seek options as they move forward.

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

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

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
We have not been very successful historically with articulation agreements. We have shifted toward developing advising sheets instead of formal agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
none

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Almost none

b. *Field of Study Curriculum*
We do not have any programs that directly match field of study programs so the exposure is somewhat limited. We have circulated approved field of study programs to degree programs most closely associated (biology and engineering).

c. *Texas Core Curriculum*
The Faculty Senate has a standing committee related to the Core, has offered multiplier workshops each year, and has implemented an internal review process.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
(No response provided by institution)

b. *Field of Study Curriculum*
(No response provided by institution)

c. *Texas Core Curriculum*
(No response provided by institution)

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?

Yes. We follow TAMU guidelines

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	61	45
University core curriculum	47	9
Degree program major requirements	3	40

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)

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

1. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
2. Transfer students' interest/demand for degree programs not offered at your institution
3. Students undecided about their major
4. Students transferring with excessive hours
5. Transfer students unprepared for the rigor of university curriculum

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

As a special purpose institution, it is difficult to expect community college advisers to fully understand our degree programs or the opportunities.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

We began a series of luncheons with Galveston College advisors to increase communication and share issues.

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

The maritime licensing program is an inherent barrier for transfer students.

Texas A&M University-Central Texas

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   450
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   386
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   600
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Assignment of student mentors
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   Austin Community College - Eat & Learn Transfer Sessions - Held at partnering community college campus, faculty attended recruitment events. Voucher provided to cover application fee. Temple

College Explore Your Transfer Pathways - Event promoting transfer pathway with application fee voucher incentive held on the Temple College Campus Application Fee Waiver Table Events - Held at partnering community college campus, voucher provided to the cover the application fees in a less formal event setting - designed to catch a large volume of students (versus holding more formal events) at one time.

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. Our online and face-to-face campus tutoring resources are tailored to meet students' needs.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Pilot initiative specifically targeting new first-time transfer students in introductory courses from their respective degree majors was launched in the spring 2018 term. Each student received a strengths literacy presentation, and option for non-course follow-up success coaching support to assist the student in having a successful academic and term-to-term retention outcome during their first semester at our 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)

Hobson's CRM is being implemented to maximize our recruiting efforts by identifying and recording prospective students at our partnering community colleges.

b. persistence (retention)

Starfish, from Hobson's, is being implemented to identify students who are newly transferred from our partnering community colleges and showing signs of academic distress in their first semesters at our University. The tool uses signature assignments, classes, and benchmarks to predict students who are likely to be at risk of either not passing or not returning in the following semester. This early alert system replaces a program we currently use that is doing a less robust job of retaining students. The current program has been very successful at keeping our retention rates (% of newly admitted students at all undergraduate levels enrolling the following year) above 70%.

c. success (completion)

Degree Works, implemented with the adoption of the Ellucian Banner student information system, provides students with a clear map to graduation. The program includes a feature that allows students to develop plans needed to complete their degree enabling staff and faculty to better advise students on completing with the least number of hours and semesters to degree. This saves transfer students thousands of dollars in tuition and lost wages.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 106,765
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 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	For 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 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
Nursing - Central Texas College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
33

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?
4

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
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); d. Lack of awareness of opportunities to partner to create articulation agreements

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Articulation agreements allow for some increased flexibility in the academic programs to better serve the needs of students. Through intentional dialogue between the two institutions an articulation agreement becomes an option after it becomes clear how the goals and outcomes of the two programs align and thus some potential duplication can be removed through this formal agreement.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
The faculty are initially very receptive to the idea (in principle), and this receptiveness has tended to develop into an eagerness to develop a formal agreement after the academic programs at each institution begin discussing their curriculum. The faculty tend to buy-in to the concept more when they see how their program aligns with our partner institution(s).

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

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

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

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

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

The University's Undergraduate Council considered the inclusion of these learning outcome in its upper-level course to ensure continued practice after introduction of 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 field of study curriculum and how it fits into their programs.

c. *Texas Core Curriculum*

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

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

b. *Field of Study Curriculum*

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

c. *Texas Core Curriculum*

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

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 undergraduate catalog that fall into each of the categories below. <u>Note: This information is not reported in CBM reports.</u> You may need to contact your institutional research office or office of the registrar to obtain these numbers.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	271	0
University core curriculum	266	0
Degree program major requirements	32	0

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

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

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

1. 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

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

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

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

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

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

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

Texas A&M University-San Antonio

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   Community college transfer students are not tracked separately.
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   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?**
   No
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Mental health/counseling services
   - Campus safety/security information
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 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) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   In 2017-2018, permanent transfer advisors were placed at local community colleges to facilitate students' transitions and increase transfer enrollment.
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
- 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.)

The services listed above are provided to all students; they are not tailored specifically to the needs of transfer students, except for the transfer student orientation.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

No student success programs were new in 2017-2018.

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)*

A&M-San Antonio was originally an upper-division only institution. Until Fall 2016, all of the institution's undergraduate students were transfer students, and the relationships that were built with local community colleges continue to support enrollment growth among transfer students. The placement of admissions counselors at community colleges, and expanded recruitment efforts has provided additional support for transfer students who are making the transition to a four-year institution. Preliminary data indicate that students are transferring earlier in their academic careers (and with fewer excess hours) since A&M-SA became a four-year university.

b. *persistence (retention)*

Expansion of student services, including advising, success coaching, tutoring/writing center support, and other programming has supported increased persistence.

c. *success (completion)*

Transfer student completion rates are also supported by expanded access to student services and improved transfer advising (and transfer guides).

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

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 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 5,500

Percent of new transfer students who were recipients	0%
Average annual award per student	$ 5,500

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	(No response provided by institution)
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	Vocational/technical hours only transfer as en bloc credit for the Bachelor of Applied Arts and Sciences degree.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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?
6

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?
6

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
There really aren't any. It does take time to complete articulation agreements, receive approval at both institutions, and complete transfer plans for students. However, these things are just part of the process.

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

To facilitate student transfer and baccalaureate degree completion. Articulation agreements can help streamline the transfer process, reduce time to degree, and limit the number of excess hours students accumulate.

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

The institution's faculty are supportive of articulation agreements.

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

The institution's administration supports the development of articulation agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

Education, Computer Science/Computer Information Systems

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

The institution uses the TCCN system for all lower-division courses. Faculty members who are involved in the curriculum change/curriculum proposal process are aware of the importance of utilizing the TCCNS to improve transferability of courses.

b. *Field of Study Curriculum*

As the state has expanded the number of fields of study, we have nominated faculty to serve on FOS working groups whenever possible.

c. *Texas Core Curriculum*

Faculty members who are involved in the curriculum change/curriculum proposal process, as well as those involved in core curriculum assessment, are aware of Texas Core Curriculum requirements. This information is also available online.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

Faculty members who are involved in the curriculum change/curriculum proposal process use the TCCNS to select numbers for new courses. The ACGM is also used by faculty to review course-level learning outcomes when proposing new courses.

b. *Field of Study Curriculum*

As the state has expanded the number of fields of study, we have nominated faculty to serve on FOS working groups whenever possible. Faculty are also responsible for making curriculum changes if/when necessary to accommodate changes to the FOS.

c. *Texas Core Curriculum*

The institution followed state requirements when creating it's core curriculum. Since the curriculum belongs to the faculty, faculty were very involved in creating the core curriculum, and they are now involved in creating and reviewing proposals for changes to the core curriculum.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	58	12
University core curriculum	47	7
Degree program major requirements	58	12

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

- Additional locations or publications (please specify): Courses already use TCCNS whenever possible. Equivalents aren't necessary.

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

1. Students transferring with excessive hours
2. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students

40. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.) (No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.) (Automatic skip based on previous question)

43. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)
(No response provided by institution)

Texas A&M University-Texarkana

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   300
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   300
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Yes. We measure our transfer student graduation at 3 and 5 years for each cohort.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Assignment of student mentors
   - 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
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students

9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   The PATH Program (Pioneer Foundation Grant) is a mentorship program for African-American males and is designed to encourage and support students through guidance and engagement to enhance academic and personal success. The I-CARE (Title V Grant) program is exclusively offered to transfer students 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.

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
    - 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 - Texas A&M University-Texarkana is a community of learners that facilitates our first-year students' transition into the intellectual, social, and cultural environment of the university while establishing a strong foundation for academic success and personal growth.

12. **List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)**
    First-year Transfer Experience - Texas A&M University-Texarkana is a community of learners that facilitates our first-year students' transition into the intellectual, social, and cultural environment of the university while establishing a strong foundation for academic success and personal growth.

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 fairs held at the community colleges. Representatives from all enrollment services areas are available at these events to assist with questions. We experienced a 3% increase in attendance at these events.
    b. *persistence (retention)*
       The New Student Conference provides tailored sessions for transfer students. Attendance has been excellent for this event. This event is in addition to the orientation requirement and is critical to student engagement and persistence.
    c. *success (completion)*

PLACE (Program for Learning and Community Engagement) - Texas A&M University-Texarkana faculty are inaugurating an annual thematic program and lecture series around which the university has organized a variety of activities to engage students, faculty, and the Texarkana community. Many faculty members are actively participating by integrating the theme and lecture series into their classroom instruction. The goal is to create and nurture a community of learners, and a valuable component to this learning community is the Texarkana community. All of the program's lectures and most of the events will be open to the public and the university will invite and welcome the community at large. The theme for 2017-18 was Science and Technology. Attendance at PLACE events increasing above 1700 attendees.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 42,000
Percent of new transfer students who were recipients	13%
Average annual award per student	$ 1,000

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION

Calculation of transfer earned hours	Yes	We include technical/workforce courses after approval by the faculty advisor. We have one degree program that allows these courses to be transferred without prior approval, BAAS.
Calculation for the transfer GPA for admission	Yes	We include technical/workforce courses after approval by the faculty advisor. We have one degree program that allows these courses to be transferred without prior approval, BAAS.
Student's record in the student information system	Yes	We include technical/workforce courses after approval by the faculty advisor. We have one degree program that allows these courses to be transferred without prior approval, BAAS.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
Bachelor of Applied Arts & Sciences, Bachelor of Business Administration, Bachelor of Science in Interdisciplinary Studies

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
9

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
5

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.)
Coordinating faculty schedules and availability to meet together to develop agreements. Some faculty members question the quality of the curriculum at community colleges.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
To facilitate students moving from community colleges to our institution. To increase enrollment at our institution. To provide increased education opportunities for our region.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
Generally good. Some programs are resistant because they believe they are under-resourced as is and faculty don't have time to engage in the articulation development process. As mentioned above, some faculty have biases against the quality of instruction at community colleges.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Very favorable. The president and her advisory council believe strong articulation agreements are the key to increasing enrollments at our institution and to better serve our community.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

BAAS, BBA, Criminal Justice, Chemistry, Biology, Engineering

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Include alignment issues as agenda items for faculty meeting. Include training on alignment issues for program directors.

b. *Field of Study Curriculum*
Calls for members of committees are circulated to faculty. Messages from THECB are circulated to faculty members.

c. *Texas Core Curriculum*
Curriculum committee and faculty senate as a whole work on the core. Core requirements are reviewed at faculty meetings and and program director meetings.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Faculty are involved from the ground up in alignment process.

b. *Field of Study Curriculum*
Faculty are directing efforts at developing field of study curriculum.

c. *Texas Core Curriculum*
Faculty lead efforts at meeting core curriculum requirements.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?

Yes. SPAN 1311/1312 - removed from ACGM

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	86	110

University core curriculum	51	10
Degree program major requirements	53	27

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

- Additional locations or publications (please specify): Link to TCCNS website is in Catalog.

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

1. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
2. Lack of financial aid support (federal, state, and institutional) for transfer students

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

Lack of a regional appreciation of the value of a four year college degree.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

We developed additional articulation agreements and 2+2 plans. We hired additional staff to support transfer students.

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

Scholarship/financial aid limitations remain a significant barrier.

The University of Texas at Tyler

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   No
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   No
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   No
4. **Does your institution require academic advising for new transfer students?**
   No
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered, but not required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - 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
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   No new outreach recruitment programs were implemented for the 2017-2018 academic year.
10. **List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion).** *(Order of selected responses does not reflect order of importance to the institution.)*

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

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

None of the services or activities are tailored for transfer students, but are available for all undergraduates.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

UT Tyler is in the process of implementing a 24/7 online tutoring service which will launch in summer 2018 and will be available to all undergraduates. This service will be a significant improvement to the academic support resources that are available to transfer students who take more online classes and who often have more personal responsibilities which limit their ability to participate in daytime support services.

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 most effective recruitment initiatives for community college transfers continue to be recruitment on the community college campus through college and career centers and student clubs/organizations, application drives that waive the application fee, and scholarship programs for transfer students (transfer scholarships are not limited to community college transfer students only). The competitive scholarship waiver assists with out of state recruitment.

b. *persistence (retention)*

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

c. *success (completion)*

The Bachelor of Applied Arts and Sciences degree is an online degree completion program comprised of mostly transfer students. The BAAS was created specifically for working professionals who seek to finish their degree in an academic environment that recognizes the importance of balancing work, family, and other commitments. Launched in 2015, this program has seen tremendous enrollment growth from 91 students in Spring of 2015 to 247 students in Spring of 2018. During the 16-17 academic year, the BAAS graduated 101 students, making this the second ranked undergraduate program in terms of degrees conferred just behind the Bachelor of Science in Nursing.

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?
No

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 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 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

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

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
Odessa College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
40

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
173

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.)
Developing degree program articulation agreements takes time and requires collaboration and compromise across institutions. The goal of articulation is to ensure that the courses students complete at the community college level adequately prepare them for the upper division work at the four-year institution. This involves curriculum review and alignment of many courses which is also a time consuming and challenging process.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Articulation agreements are meant to simplify the transition from a community college to our University and to promote a seamless transfer of credit and as well as guarantee an efficient path to graduation for students.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
The development of articulation agreements for certain degree programs is seen as a valuable process.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
UT Tyler views the development of articulation agreements as a necessary and worthwhile process. With the University's new mission to become the primary educational and economic driver of East Texas, there is an emphasis on community partnerships that foster student success. Articulation agreements are critical partnerships for ensuring the successful transition and completion of our transfer student population.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
Accounting, Art, Biology, Chemistry, Civil Engineering, Construction Management, Criminal Justice, Economics, Electrical Engineering, English, Finance, General Business, Health Studies, History, Human Resources Development, Industrial Technology, Interdisciplinary Studies, Kinesiology, Management, Marketing, Mass Communication, Mechanical Engineering, Music, Nursing, Political Science, Psychology, Social Sciences, Spanish, Speech Communication, Wellness

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

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

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

a. ACGM Learning Outcomes Project to align TCCNS courses

Little attention has been given to raising faculty awareness of this alignment

b. *Field of Study Curriculum*
Little attention has been given to raising faculty awareness of the Field of Study

c. *Texas Core Curriculum*
the faculty awareness of the Texas Core Curriculum is well established on the UT Tyler campus

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
a review of this alignment is scheduled for the 2018-2019 academic year

b. *Field of Study Curriculum*
a review of the field of study and how it aligns with the transfer process is scheduled for the 2018-2019 academic year

c. *Texas Core Curriculum*
the Texas Core Curriculum and the learning outcomes each section should achieve are reviewed by the academic departments on an annual basis and a Core Curriculum committee meets numerous times throughout the year to evaluate existing Core Curriculum courses and reviews applications for new Core Curriculum courses before submission to the THECB.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	108	217
University core curriculum	66	30
Degree program major requirements	84	139

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)

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

1. Students transferring with excessive hours
2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
3. Inaccurate and/or inadequate advising at the community college

4. Insufficient staff 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

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

Lack of availability for in-person meetings for vertical teaming and therefore lack of 2+2 articulation agreements with community colleges.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

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

One possible barrier is that students are taking an increased number of dual credit courses, and with the lack of proper dual credit advising and vertical pathways from the high school to the community college to the university, the percentage of courses that can be applied to the student's degree program is limited. Due to our new strategic plan, with the goal of building the traditional campus and in placing more funding to support new first-time freshmen and CAP program (UT Austin) retention, UT Tyler has lowered the transfer scholarship ranges, which may be an institutional barrier.

The University of Texas of the Permian Basin

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   Community college transfer students are not tracked separately.
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   Community college transfer students are not tracked separately.
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Community college transfer students are not tracked separately.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered, but not required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   Although not a program per se, we have in the past one year made purposeful efforts to meet with advisors and admissions personnel from out two main partner CC to talk through our

processes, requirements, transfer rules etc aimed at increasing awareness for transfer. Also articulation agreements for seamless transfer of credits and dissemination of the information on the two major Community College Campuses that serve our school.

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

- Student mentors
- Faculty/staff mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus
- Commuting/transportation assistance

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

None. The activities and services offered are not meant specifically for transfer students. They target the entire student body

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Renewed discussions with Academic Areas at local feeder colleges with regards to existing articulation agreements and renewed those agreements in a formal setting with Odessa College and the specific Engineering Programs with Midland College. Online transfer orientation for students who are unable to attend in person has been revamped and made available to 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 outreach to the feeder institutions includes regular visits by a Transfer Admission Counselor and a professional Academic Advisor at the Odessa and Midland College campuses.

b. persistence (retention)

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

c. success (completion)

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

through EAB (the student success collaborative) we are to tell the cases processed and their outcome

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 524,625
Percent of new transfer students who were recipients	34%
Average annual award per student	$ 1,726

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Depends on CC policy. We will use the cumulative grade point average based on courses completed at that CC.
Calculation for the transfer GPA for admission	Yes	This cumulative GPA is used for admission and scholarship purposes. It is not included in the University GPA.

Student's record in the student information system	No	Cumulative is not captured in the system but used for scholarship and admission purposes and is a scanned document in the student's file.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
12

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
2

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?
2

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
A key challenge is having someone assigned to facilitating/engaging faculty at each campus to get the articulations in place. So, it is more of a lack of personnel and priority when it comes to the overall needs of the campus.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Community outreach, recruitment & retention benefit from articulation agreements and so having them in place and promoting the fact that they exist is key but not always obtained.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
I think it is viewed as good community outreach unless they are visible, faculty and administration may not adhere to the articulation requirements if staffing (faculty positions) don't warrant it. So, unless there is institutional support, an articulation agreement may not have any teeth to it if the courses can't be offered in a timely manner.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Articulations have a habit of being created and then shelved until a new wave of administrators comes through to renew them, only to be shelved again. The key is having someone assigned to facilitate, encourage and promote the articulations at both institutions so that both parties are held accountable for maintaining the articulation agreements. That key step does not exist due to other priorities at the institutions.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
As much as I know, faculty in the nursing, business and engineering programs were directly involved in developing course content, scope and requirements with the two year colleges.

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
None that I know of.

b. *Field of Study Curriculum*
course development, articulation agreements, SACs meetings

c. *Texas Core Curriculum*
Through training and user manuals developed by the office of advising. The core-curriculum committee is headed and managed by faculty across the various major programs offered on campus

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
The office of institutional effectiveness has taken leadership in information gathering and dissemination and documentation especially through the office of the registrar and academic advising

b. *Field of Study Curriculum*
Office of the provost through the Dean's Council and SACs meetings has taken leadership in advocacy and supervision of aligning curriculum and content to state standards, emphasizing on quality in both online and regular programs and dissemination of information on expectations outcomes.

c. *Texas Core Curriculum*
faculty involvement in management and running of core curriculum helps in maintain standards, development of prospective courses for consideration and inclusion. The offices of academic advising and admissions are instrumental in checking for transfer equivalencies for both partial and core complete students.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)

2017-2018 undergraduate catalog (core, major requirements, electives)	36	N/A
University core curriculum	49	N/A
Degree program major requirements	13	N/A

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

- Catalog course descriptions (TCCNS course equivalents)

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

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

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

Cost of living in the region, and availability of job opportunities especially at the peak of the oil boom

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

Through review and signing of various articulation agreements, and expansion of the summer course offerings for a seamless transition of transfer students into the fall semester and into their majors of choice.

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

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

University of Houston-Clear Lake

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   No
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   No
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   No
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - 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
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**

Alvin Community College (ACC) and UHCL held a joint "Meet and Greet" recruiting event on the UHCL Pearland Campus. Students can begin their academic career taking ACC classes on our Pearland campus and then complete select BA and BS degrees by taking UHCL classes on the Pearland Campus.

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

- Student mentors
- 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.)

All incoming junior and senior students are obligated to follow our Transfer Advising Program (TAP). TAP elements: Students have an advising hold preventing class registration after admission to UHCL. Students with 54 or more credit hours schedule an appointment and meet with an adviser in the Transfer Advising Office. Upon completion of the visit, students register for classes. After the session through TAP, students are to the appropriate academic college for their major. Additionally, we offer automatic transfer scholarships to students with at least a 2.75 GPA.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

UHCL LEADS is leadership program we developed implemented in Spring 2018 to engage continuing and transfer students. It is a six-week, interactive leadership program designed to help students harness their leadership skills, and network with other students. Each week we will explore concepts of personal leadership, group leadership, community engagement, and social justice. At the end of the program, students should feel more confident in their leadership skills, and empowered to create change on and off campus. 7 out of 22 applicants (31%) for the program were transfer students in Fall 20

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)

Hawk Connection helps students get ready for a four-year degree at UHCL, while they are attending a community college. Students can join Hawk Connection as soon as they arrive at their community college. A Hawk Connection adviser is assigned to them for guidance while at the community college and through enrollment at UHCL. Hawk Connection is a gateway to accessing UHCL resources otherwise not offered to traditional prospective students. These services include but are not limited to waived application fee, transfer advising, academic advising, membership in student organizations, career and counseling services, and Hawk Connection events. The criteria to determine effectiveness is enrollment at UHCL and completion of a four-year degree.

b. persistence (retention)

New first time, degree seeking undergraduate students who transfer 30 or more credits to UHCL with a transfer GPA of 2.75 or above receive an automatic transfer scholarship. Students who maintain consecutive enrollment in the first two long semesters at UHCL, earn a minimum of 18 semester hours of academic credit at UHCL prior to their third long semester, maintain a cumulative UHCL GPA no lower than 2.75, and enroll in 9 or more hours at UHCL in the third consecutive long semester have the scholarship automatically renewed for the second year. Criteria to determine effectiveness are the number of students who maintain the scholarship for 2 years and complete a four-year degree.

c. *success (completion)*

New first time, degree seeking undergraduate students who transfer 30 or more credits to UHCL with a transfer GPA of 2.75 or above receive an automatic transfer scholarship. Students who maintain consecutive enrollment in the first two long semesters at UHCL, earn a minimum of 18 semester hours of academic credit at UHCL prior to their third long semester, maintain a cumulative UHCL GPA no lower than 2.75, and enroll in 9 or more hours at UHCL in the third consecutive long semester have the scholarship automatically renewed for the second year. Criteria to determine effectiveness are the number of students who maintain the scholarship for 2 years and complete a four-year degree.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 1,574,700
Percent of new transfer students who were recipients	57%
Average annual award per student	$ 1,500

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	UHCL only applies specific amounts of technical or workforce credit toward the fulfillment of degree requirements for the university's technical degrees, such as the BSN in Nursing and the 3 Bachelor of Applied Science degree programs.* Those programs include this credit in the calculation of the transfer GPA; and, the credit is recorded in our PeopleSoft Student Information System. *Some technical credit that was previously granted to enrolled or returning students is grandfathered for in-progress degrees, if the student had the credit approved prior to our change in policy for transferrable credit.
Calculation for the transfer GPA for admission	Yes	Yes, for technical programs offered at UHCL only
Student's record in the student information system	Yes	Yes, for technical programs offered at UHCL only

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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?
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.)
Unwillingness to be flexible on degree requirements, ie. Insisting that some courses can only be taken at their institution. Academic advisors have no voice in the process and decisions are made by faculty and administrators who are not involved in the day-to-day impact of decisions in the agreements. Lack of understanding of the process and requirements of the agreements.

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

To provide students a seamless pathway from community colleges to the university. These agreements also help students avoid taking excessive hours and helps to limit student debt. Additionally, these agreements and our participation in Houston GPS will help us to increase students' completion rates resulting in increases in regional attainment rates.

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

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

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

The university administration's attitude toward articulation agreements is favorable as evidenced by our participation in Houston GPS.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

Computer Science BS, Computer Engineering BS

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

Faculty created 4 year curriculum maps which helped them to become aware of this statewide initiative.

b. *Field of Study Curriculum*

Faculty participated in Fields of Study Curriculum Committees and responded with comments.

c. *Texas Core Curriculum*

The University Core Curriculum Committee examines the core and suggests changes that then proceed through shared governance.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

The ACGM is used when examining students' transcripts as they tranfer to UHCL. When needed faculty assist in determining course alignments. Academic advisers are trained in using this alignment.

b. *Field of Study Curriculum*

Faculty are aware of the Field of Study Curriculum and encouraged to take it into consideration as changes are made to degree plans. Academic advisers are trained in using FOS.

c. *Texas Core Curriculum*

The Core Curriculum Committee comprised mostly of faculty oversees the university core curriculum communicates through the faculty senate regarding changes and requirements.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 undergraduate catalog that fall into each of the categories below. <u>Note: This information is not reported in CBM reports.</u> You may need to contact your institutional research office or office of the registrar to obtain these numbers.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	120	47
University core curriculum	71	2
Degree program major requirements	51	41

38. List the locations where information about the TCCNS and common course number equivalents are provided. *(Order of selected responses does not reflect order of importance to the institution.)*
- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Student information system degree audit (TCCNS course equivalents)

39. Identify and rank barriers to transfer, with "1" being most problematic.
1. Inaccurate and/or inadequate advising at the community college
2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
3. Students transferring with excessive hours

40. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)
None

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.) (Automatic skip based on previous question)

43. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)
None

University of Houston-Downtown

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   2000
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   1860
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   1886
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (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.)*

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

(No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2017-2018 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 allows for the following: (1) students to be jointly admitted to both the 2-year and 4-year institution and take advantage of resources at both institutions; (2) develop 2+2 degree maps for both AA and AAS at community colleges to BA, BS and BAAS at UHD to reduce wasted credit hours, student debt and time to degree completion; and (3) provide an opportunity to embed advisors into community colleges for students to seamlessly transition to UHD.

b. *persistence (retention)*

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

c. *success (completion)*

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

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 110,000
Percent of new transfer students who were recipients	3%
Average annual award per student	$ 1,930

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	For certain degrees that accept them. (BAAS)
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 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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?
205

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
20

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

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
We participate for the benefit of the students. It makes transferring to 4-year institution easier and hopefully aids in retention and graduation.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
Not certain at this time.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
The administration sees the benefit to the students and to the institutions that are participating in these agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
(No response provided by institution)

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Our institutional effectiveness team has been working with faculty to raise awareness.

b. *Field of Study Curriculum*
We hold meetings with faculty and have developed guidelines.

c. *Texas Core Curriculum*
We update our core annually and faculty work to provide these updates.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Our institutional effectiveness and institutional research offices oversee this work of alignment currently.

b. *Field of Study Curriculum*
We are developing transfer degree maps that specify the field of study courses and how they transfer into our degrees.

c. *Texas Core Curriculum*
We evaluate our core annually thru the work of our General Education committee. Updates are made as needed.

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
Yes. The equivalency is removed when a course is removed from ACGM. The equivalency is also removed if the UHD course description changes which results in the course no longer being equivalent to the common course number equivalent. These situations are rare.

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	150	147
University core curriculum	70	35
Degree program major requirements	130	121

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Additional locations or publications (please specify): Undergraduate Catalog

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

1. Students transferring with excessive hours
2. Lack of financial aid support (federal, state, and institutional) for transfer students
3. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
4. Program admission requirements that are different from your institution's admission requirements
5. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
6. Inaccurate and/or inadequate advising at the community college

7. Transfer students' interest/demand for degree programs not offered at your institution

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

(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

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

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

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

University of Houston-Victoria

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   350
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   No
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   No
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered, but not required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Financial aid advising
   - Student organizations
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Food services/meals
   - Parent/family participation
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Financial aid advising on community college campuses
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   In 2017-18, UHV and Coastal Bend College collaborated on a marketing project which is designed to promote a seamless transfer between the two institutions. This project consisted of a photo shoot with the two mascots, promoting the 2+2 transfer agreement. Posters, displays and digital marketing were created from the photo shoot and are currently being implemented by both CBC and UHV.

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 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

(No response provided by institution)

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

a. *number (enrollment)*
Recruitment at and articulation agreements with area community colleges-as measured by number of students enrolling compared to community colleges with which we do not have articulation agreements

b. *persistence (retention)*
Success center, tutoring, writing center, and supplemental instruction.

c. *success (completion)*
Degree auditing for students with more than 100 credit hours

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 3,500
Percent of new transfer students who were recipients	1%
Average annual award per student	$ 500

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	For 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 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
BS Criminal Justice Studies BAAS BS Biology

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
31

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
5

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?
6

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

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
To ease transfer and completion for students

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

Positive. Faculty often participate in defining articulation agreements

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Positive. Builds good will with neighboring institutions

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
Computer Science, Computer Information Systems, Psychology, Math, English, History, Political Science, Communication, Biology, Biomedical Sciences, Criminal Justice, Spanish, Health Studies, Kinesiology, Education, Accounting, General Business, Finance

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
faculty have learned about the ACGM through participation in the Houston Guided Pathways to Success project

b. *Field of Study Curriculum*
Faculty have been encouraged to serve on the Field of Study teams, a few have done it, and we distribute calls for comments on the proposed fields of study to faculty in the relevant areas

c. *Texas Core Curriculum*
The core is taught primarily by full-time faculty, and many upper division faculty are active in teaching or overseeing the core.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Through Houston Guided Pathways to Success project

b. *Field of Study Curriculum*
(No response provided by institution)

c. *Texas Core Curriculum*
Our core aligns with the letter and spirit of the Texas Core Curriculum. The faculty committee that monitors the core is cross disciplinary and active in statewide initiatives like LEAP Texas, Marketable Skills workshops/conferences, and the Houston Guided Pathways to Success project

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	56	40
University core curriculum	39	0
Degree program major requirements	12	0

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

- Catalog crosswalk list with institutional courses (TCCNS course equivalents)

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

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

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

(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

We have joined the Houston Guided Pathways Project, to ensure that student both have the transfer degree plans they need and that the courses are offered in a timely and consistent rotation

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

We serve a large Hispanic population and a small international student population, and there has been anxiety about the political climate.

University of North Texas-Dallas

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   640
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   90%
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Yes. Increse rate by 5% over prior year.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Financial aid advising
   - Student organizations
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   UNT Dallas served as the only public 4-year partner of the Dallas County Promise, a transformational effort between school districts, colleges, universities, workforce, and communities to increase college completion in Dallas County. At the core, the promise is a scholarship from the Dallas County Community College District Foundation in partnership with

matching university scholarships aligned to high-demand jobs. Participants are paired with a success coach, receive intrusive advising to ensure a seamless transfer pathway to UNT Dallas. More at http://dallascountypromise.org/

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

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

UNT Dallas offers a Completion Scholarship for students who do not have enough financial aid or funding to finish their degree. Targeted to those with one semester left in order to reach completion/graduation. UNT Dallas has designated an Academic Advisor to serve students with over 80 hours to develop an intentional pathway to degree completion (see below 13 c).

12. List and briefly describe student success programs initiated for the first time in 2017-2018 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. However, during spring 2018, a new advising fee was implemented that enabled UNT Dallas to hire additional academic advising staff who are in the process of developing and planning support services to be launched starting in Fall 2018. Currently, the additional academic advising staff enabled UNT Dallas to offer one-on-one advising and registration appointments in contrast to group advising previously held at orientation. This has provided a more individual and personal advising experience. It has also facilitated earlier course registration.

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

a. *number (enrollment)*

Transfer Information Sessions - these sessions are offered twice a month and are tailored for prospective students who wish to transfer coursework from a community college or university. These visits include information about transfer admission requirements, financial aid and scholarship opportunities and an introduction to the academic community from faculty. Also offered off-campus at local community college campuses, they are referred to as TransferMation events.

b. *persistence (retention)*

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

c. *success (completion)*

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

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 20,000
Percent of new transfer students who were recipients	25%
Average annual award per student	$ 1,300

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION

Calculation of transfer earned hours	Yes	Only for those students in the BAAS degree.
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	Only for those students in the BAAS degree.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
AA to BA in Sociology, AS FoS Business to BBA, AA FoS CRIJ to BS Criminal Justice, AA FoS CRIJ to BS Criminal Justice with Sociology Minor

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?
0

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

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
To create a clear pathway to degree completion for transfer students in order to avoid excessive hours and loss of credits.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
UNT Dallas faculty are very interested and willing to engage in meetings with two-year college faculty in order to align program and course requirements. Meetings are regularly held and two-year college faculty and administrators are invited along with business/industry representatives to discuss new academic program development and any revisions to current degree offerings to ensure their relevancy and alignment to industry needs.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Extremely supportive as transfer students are critical to our success. Administration conducts monthly meetings with community college district leaders to simplify pathways and track progress on the development of articulation agreements, guided pathways, degree guides and course equivalencies.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

Communication & Technology, Hospitality Management, Logistics & Supply Chain Management, Education Counseling, Criminal Justice, General Business

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Deans work with their faculty members.

b. *Field of Study Curriculum*
Involvement in the determination of pathway equivalencies/articulation agreements for their field of study.

c. *Texas Core Curriculum*
Discussion in the Core Curriculum faculty committee.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
see above

b. *Field of Study Curriculum*
see above

c. *Texas Core Curriculum*
see above

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?

No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	109	131
University core curriculum	62	13

Degree program major requirements	184	39

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

- Catalog course descriptions (TCCNS course equivalents)
- Degree/curriculum guides (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): tccns.org

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

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

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

None

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

UNT Dallas was able to hire additional academic advising staff, which enable the university to handle the student caseloads per best practice standards. Advising staff working to put in place practices in order to provide effective services and support to the transfer student population.

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

As the number of transfer students grows, pressure is placed on existing institutional scholarship resources. There are insufficient dollars to award all eligible new students. There is also a need for continuing student scholarships that we have been unable to offer up to this point.

Comprehensive Institutions

Lamar University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   Community college transfer students are not tracked separately.
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   Community college transfer students are not tracked separately.
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Community college transfer students are not tracked separately.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   No, transfer students are offered, but not required to attend orientation with first-time-in-college students.
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Student organizations
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Food services/meals
   - Parent/family participation
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   Transfer students were marketed to for our Open House. In addition, we have developed new partnerships with community colleges to expand Articulation Agreements.
10. **List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion).** *(Order of selected responses does not reflect order of importance to the institution.)*

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

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

(No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

none

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

a. *number (enrollment)*

Transfer Admission Counselor Team- Assistant Director and three Transfer Admission Counselors who reach out to new students via phone and email. Conduct transfer fairs and interact directly with community colleges.

b. *persistence (retention)*

Student Tutoring and Retention Services (STARS) provides educational resources to assist students in reaching their academic, personal, and professional goals. STARS programs include appointment-based tutoring, embedded tutoring, collaborative learning programs, developing effective learning strategies, identifying goals and related action plans for academic success, and peer-/faculty-/staff-led REDtalks to share expertise and advice on college success. STARS measures its effectiveness through number of students served, partnerships and collaborative support efforts across campus, marketing and program communication reach, ongoing staff and student tutor training, alignment with national standards and best practices, and similar program-specific goals and targets.

c. *success (completion)*

Student Tutoring and Retention Services (STARS) provides educational resources to assist students in reaching their academic, personal, and professional goals. STARS programs include appointment-based tutoring, embedded tutoring, collaborative learning programs, developing effective learning strategies, identifying goals and related action plans for academic success, and peer-/faculty-/staff-led REDtalks to share expertise and advice on college success. STARS measures its effectiveness through number of students served, partnerships and collaborative support efforts across campus, marketing and program communication reach, ongoing staff and student tutor training, alignment with national standards and best practices, and similar program-specific goals and targets.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 50,000
Percent of new transfer students who were recipients	2%
Average annual award per student	$ 2,000

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	We include them in our BSIT program only
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 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
Lamar State College Port Arthur - BA- marketing management; Lamar State College Orange- Criminal Justice, Communication, Communication and Journalism

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
4

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
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.)
Coordinating course requirements to create the degree plans.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
The goal is to create a streamline process for students to accomplish their overall goals. It is expected to increase the number of direct transfer students for the upcoming cycle.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
Positive. Most faculty are for articulation agreements as long as they are involved in the process.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Administrations attitude is very positive. The administration would like to see more agreements and pathways for students to obtain their degree from Lamar University.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
(No response provided by institution)

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
(No response provided by institution)

b. *Field of Study Curriculum*
(No response provided by institution)

c. *Texas Core Curriculum*
(No response provided by institution)

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
(No response provided by institution)

b. *Field of Study Curriculum*
(No response provided by institution)

c. *Texas Core Curriculum*
(No response provided by institution)

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	119	452
University core curriculum	45	34
Degree program major requirements	47	571

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

- Transfer admissions webpages (TCCNS course equivalents)

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

1. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
2. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
3. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
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. Students undecided about their major

40. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)
Lack of unified core curriculum. We have several programs that have a different core than others. For example, someone majoring in Engineering would have different core than someone majoring in Business. Thus difficult for students transferring between majors within the university. Working on fixing this issue.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)
Lamar University's Transfer Committee established general articulation agreements with all local community colleges, and also with two other feeder colleges. These agreements provide clear criteria for what credits will be accepted for transferring students. The Transfer Committee oversaw significant updates and improvements to the Transfer Student website, including increased user-friendliness and the addition of information about existing program agreements with partner institutions. The committee also completed significant work on institutional culture change efforts, through regular meetin

43. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)
Lamar University is pursuing efforts to automate and expedite transfer student transcript evaluation through OCR software. The university is also pursuing program-to-program articulation agreements, within general articulation agreements, 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 2018?**
   481
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   75%
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Yes. Exceed the state average for community transfer students.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**

We collaborated with our local community colleges and developed a monthly in-depth campus visitation program designed to expose students to our academic programs, matriculated community college transfer students, faculty, administrators, and facilities. Program goals were to raise awareness and to solidify a student's decision to transfer.

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

- Faculty/staff mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- 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 university offers a Transfer Student Orientation and Transfer Student Experience course to support all transfer students. The course introduces the transfer student to the rich history of the institution, as well as the support services and culture of the university.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Professional advisors within the discipline have been hired to support transfer students. Additional advisors are housed in the Student Academic Success Center to support transfer students who are undecided on their major.

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

a. number (enrollment)

The enrollment rate from 2016 to 2017 increased by 6%. The resources provided by through the Direct Connect Program (DCP) continued to play a critical role in the increase in enrollment. DCP is a series of transitional services designed to build a relationship with the community college student, recruit and admit academically prepared students who are ready to begin upper division course work and provide institutional incentives and a seamless enrollment process. To further improve the transfer yield rates we will add additional transitional programs targeted at assisting the students through the matriculation process.

b. persistence (retention)

The rates from 2013 to 2017 has been relatively even at 77.1%. In the fall 2017, we piloted a Transfer Experience Course for transfer students as a means of acclimating the students to the campus climate. During this same time, we also added two transfer advisors to assist transfer students who were undecided, as well as develop a presence in the Student Academic Success Center for transfer students to get assistants.

c. success (completion)

The rates from 2013 to 2017 have increased over the stated period to 54.3%, trending towards the stated goal of 60%. The resources provided through the Direct Connect Program played a significant role in the increased graduation rates. To further increase this rate, we

will add more programs targeting transfer students to further assist in acclimation process to PVAMU.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 992,467
Percent of new transfer students who were recipients	70%
Average annual award per student	$ 2,998

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	Currently the University doesn't include grades from another institution in PVAMU's GPA calculations.
Calculation for the transfer GPA for admission	No	Same as above
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 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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.)
We are prohibited by limited resources to fully engage with community colleges to identify programs that are completely executable.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Articulation agreements provide the conceptual framework and pathway for students to successfully complete PVAMU.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
The faculty who have participated in the development of these agreements are excited about the opportunities it provides for students and the fact that they are providing students with accurate information that will inform and guide their educational journey.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
The university administration understands the importance and significance of these types of agreements to support the success of transfer students who select PVAMU as their institution of choice.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
None

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
None to date. Moving forward an awareness campaign will be incorporated into curriculum review process and related faculty and staff workshops.

b. *Field of Study Curriculum*
Same as above.

c. *Texas Core Curriculum*
Same as above

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Working with the colleges and the registrar's office to renumber our current lower level courses to move to the TCCNS and will align all with the ACGM Learning Outcomes

b. *Field of Study Curriculum*
Nominate faculty to participate in the development of these.

c. *Texas Core Curriculum*
Changes discussed in curriculum workshops and proposals reviewed as part of the overall curriculum approval process and managed by a separate core curriculum committee.

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	153	472
University core curriculum	77	12
Degree program major requirements	161	207

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

- Transfer admissions webpages (TCCNS course equivalents)

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

1. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
2. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students

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

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

Lack of CRM which directly impacts our ability to communicate accurate and consistent messages with prospective transfer students; in accordance with published TCCNS, ACGM and FOSC policies.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

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

Course availability at the 3000 and 4000 level; Lack of transfer student housing; Transfer scholarship award amounts not keeping pace with the university's rate of inflation

Stephen F. Austin State University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   Community college transfer students are not tracked separately.
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   Community college transfer students are not tracked separately.
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Community college transfer students are not tracked separately.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   No
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered, but not required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 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 new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   Hosted community college workshop for community college advisors and counselors to assist their students as they prepare to transfer. Multiple meetings with Lone Star College to increase our 2+2 partnerships. Sports Business and Social Work programs at LSC and the Interior Design program at Houston Community College. Transfer agreement program with Angelina College students who receive automatic admission to SFA once requirements are met. Transfer

agreement program with Tyler Junior College for students who have interest in transferring to SFA. Additional scholarships monies available.

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
    - 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.)**
    At this time the above listed services/activities are not solely tailored to transfer students, but available to all enrolled students.

12. **List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)**
    Transfer Student Network (TSN) - this student program is a partnership developed between the Student Success Center and the Orientation Department. TSN provided the opportunity for newly enrolled transfer students to receive a peer mentor (a transfer student who has completed 1 or more semesters at SFA).

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)*
       Number (enrollment) - Community College Transfer Scholarship Program - This award opportunity is for students who transfer to SFA from a community college during the fall or the spring. The award is $1,000 for the year if the recipient's transferable GPA is 3.0 to 3.49, and the award is $2,000 per year for students with a transferable GPA of 3.50 or higher. Enrollment and registration data about scholarship recipients each semester, is used to determine effectiveness.
    b. *persistence (retention)*
       Persistence (retention) - Community College Transfer Scholarship Program - see above description
    c. *success (completion)*
       Success (completion) - Community College Transfer Scholarship Program - see above description

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 291,843
Percent of new transfer students who were recipients	21%
Average annual award per student	$ 1,101

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

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

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
Lone Star College - Sports Business Program, Angelina College - Human Services Program

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?
4 Tyler Junior College, Angelina College, Panola College, Lone Star College

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.)
The multiple times an articulation agreement has to be reviewed before either institution signs.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
The articulation agreements allow both sides to protect their students and provide definition to the programs that will be offered.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
Accepting of the partnership development. The process of the articulation agreements tends to take a great deal of time, but we have worked to simplify this process. Our institution recognizes that it could be beneficial to have global articulation agreements with the CC's so that only course maps would need to be developed to add new programs.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Administration is dedicated to adhering to the 60X30TX plan of educating and graduating more students. Articulation agreements provide 4-year universities pathways to assist our community college partners and students by reducing student debt and increasing bachelor's and master's degree completion.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
Social Work, Human Services, Sports Business, Bachelor of Applied Arts and Sciences

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

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

33. Describe your institution's efforts to raise faculty awareness for each statewide initiative.
a. ACGM Learning Outcomes Project to align TCCNS courses

With each initiative, there has been ongoing discussions as it relates to work with faculty engagement.

b. *Field of Study Curriculum*
With each initiative, there has been ongoing discussions as it relates to work with faculty engagement.

c. *Texas Core Curriculum*
With each initiative, there has been ongoing discussions as it relates to work with faculty engagement.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
As new curriculum is developed, faculty follow guidelines of the various statewide initiatives listed. Faculty advisors and faculty teaching in the core curriculum area are aware of transfer guidelines for core curriculum. Program coordinators that have programs in the Field of Study Curriculum work with faculty to share information regarding improving transfer options.

b. *Field of Study Curriculum*
As new curriculum is developed, faculty follow guidelines of the various statewide initiatives listed. Faculty advisors and faculty teaching in the core curriculum area are aware of transfer guidelines for core curriculum. Program coordinators that have programs in the Field of Study Curriculum work with faculty to share information regarding improving transfer options.

c. *Texas Core Curriculum*
As new curriculum is developed, faculty follow guidelines of the various statewide initiatives listed. Faculty advisors and faculty teaching in the core curriculum area are aware of transfer guidelines for core curriculum. Program coordinators that have programs in the Field of Study Curriculum work with faculty to share information regarding improving transfer options.

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	192	401
University core curriculum	74	22
Degree program major requirements	N/A	N/A

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

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

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

1. Lack of financial aid support (federal, state, and institutional) for transfer students
2. Inaccurate and/or inadequate advising at the community college
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
5. Transfer students unprepared for the rigor of university curriculum
6. Lack of adequate and appropriate services for online transfer students
7. Transfer students' interest/demand for degree programs not offered at your institution

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

(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

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

In the past academic year, there were no university-wide initiatives created regarding barriers to transfer; however, many of our departments and colleges have initiated ways to assist transfers into their programs. Although we do not have any additional barriers at this time, the focus for the next academic year is how to address the existing barriers that are in place and the creation of a university-wide transfer process.

Tarleton State University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   Community college transfer students are not tracked separately.
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   Community college transfer students are not tracked separately.
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Community college transfer students are not tracked separately.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   No, transfer students are offered, but not required to attend orientation with first-time-in-college students.
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Assignment of student mentors
   - Meetings specific to academic program majors
   - Housing information
   - Mental health/counseling services
   - Campus safety/security information
   - Food services/meals
   - Parent/family participation
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   Regional recruiter/coord. position created for the Houston/San Antonio/S. Texas area. Encouraged comm. colleges to join the N. TX Transfer Collaborative so a guided pathway from

the assoc. degree to the bachelor degree is provided to transfer students. Started a second cohort with Midlothian and Waxahachie ISD's for Collegiate Scholar Academies. Working on an MOU with Corsicana ISD for a Collegiate Scholar Academy. Growing partnerships with high school AVID programs. Partnered with Alvarado ISD AVID. Attended first Navarro Coll. Pathway Summit. College Week Live webcasts.

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 of our activities are offered to all students.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Transfer students were offered a peer mentor/academic coach through Academic Success Mentoring Program. Designed to help students persist & complete developmental ed requirements in a timely manner (esp. students transferring from comm colleges). 53/684 students were transfer students. 42 of those persisted to the Spring 2018 semester (79.2%). 27 of the 53 are registered for the fall semester (51%). The average GPA for these transfer student participants is 2.31 and they earned an avg. of 53.11 SCH by end of Spring 2018. Over 58.4% of the students (31/53) were not TSI liable by end of sem.

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

a. number (enrollment)

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

b. persistence (retention)

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

c. success (completion)

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

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 96,500
Percent of new transfer students who were recipients	7%
Average annual award per student	$ 965

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	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	We do not articulate technical work for admission purposes.
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 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
0

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
15

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?
2

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
Tarleton works very well with community colleges and the TCCNS has helped students tremendously.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
We participate in order to make for a seamless transfer experience for the student.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
The outreach faculty really appreciate the applied science articulation agreements so they may accurately advise students. The articulation agreements do not necessarily impact the Stephenville faculty.

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

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
None

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

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

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

a. ACGM Learning Outcomes Project to align TCCNS courses

We have meet with department heads and deans to update them on the North Texas Community College Consortium.

b. *Field of Study Curriculum*
This is a work in progress.

c. *Texas Core Curriculum*
Advisors are aware of the core curriculum and refer to the Texas Core Curriculum website and Transfer Services codes core courses upon articulation.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
This project was completed in 2014.

b. *Field of Study Curriculum*
This is a work in progress.

c. *Texas Core Curriculum*
Faculty refers to the Texas Core Curriculum website and Transfer Services codes core courses upon articulation.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	142	272
University core curriculum	53	17
Degree program major requirements	134	184

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

- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)

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

1. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
2. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
3. Inaccurate and/or inadequate advising at the community college
4. Distance from areas with large community college student population

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

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)
(Automatic skip based on previous question)

43. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)
No

Texas A&M International University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   700
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   No
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   No
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**

New Transfer Admission Requirements from 30 to 24 required hours to be considered a true transfer student.

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

- Commuting/transportation assistance

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

-Orientation designed for transfer student needs -Holistic review of transfer coursework

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

-Implementation of TAMIU Scheduler -Changes in Degreeworks to make it transfer friendly

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

a. number (enrollment)

Transfer Office at Laredo Community College - TAMIU has a permanent presence with two full time and one half-time employees in an office located at our local community college, TAMIU's largest feeder of transfer students. This location functions as a satellite office for any enrollment management services.

b. persistence (retention)

Mandatory Advising Session for all new Transfer Students - One-to-one advising sessions are conducted with all incoming transfer students. During this sessions, transfers advisor makes a holistic review of the students' academic records including the transferability and applicability of courses. Institutional graduation and program requirements are also discussed.

c. success (completion)

College Advisors -The University was able to funds new positions for professional advisors for the College of Arts and Sciences (the largest college at this institution). With this, all five colleges have advisors that monitor the degree progress of 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
- 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 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 206,386
Percent of new transfer students who were recipients	16%
Average annual award per student	$ 1,535

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
Yes. From 30 to 24.

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Only 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 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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.)
Collaboration with academic departments and faculty as well as transferability of vocational courses.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Streamline enrollment management processes. Facilitate the transferability of courses for students. Fixed pathways. Establish early communication with prospective transfer students. Create synergies and professional collaborations with personnel from community colleges.

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

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Open towards establishing agreements when convenient for both entities.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
(No response provided by institution)

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
(No response provided by institution)

b. *Field of Study Curriculum*
(No response provided by institution)

c. *Texas Core Curriculum*
(No response provided by institution)

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Meetings regarding TCCNS has been ad hoc as the university becomes aware of issues and/or changes.

b. *Field of Study Curriculum*
Meetings regarding Field of Study has been ad hoc as the university becomes aware of issues and/or changes.

c. *Texas Core Curriculum*
The University established the Core Curriculum Committee. There are department chairs and representatives from across the university assigned to it.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	171	201
University core curriculum	68	11
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

38. List the locations where information about the TCCNS and common course number equivalents are provided. *(Order of selected responses does not reflect order of importance to the institution.)*
- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)

39. Identify and rank barriers to transfer, with "1" being most problematic.
1. Lack of financial aid support (federal, state, and institutional) for transfer students
2. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
3. Inaccurate and/or inadequate advising at the community college
4. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
5. Students transferring with excessive hours
6. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
7. Transfer students unprepared for the rigor of university curriculum
8. Transfer students' interest/demand for degree programs not offered at your institution
9. Degree programs at capacity at your institution
10. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
11. Program admission requirements that are different from your institution's admission requirements
12. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
13. Students undecided about their major
14. Distance from areas with large community college student population
15. Lack of adequate and appropriate services for online transfer students

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

(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)
Changes in Admissions requirements.

43. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)
(No response provided by institution)

West Texas A&M University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   1120
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   896
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   No
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered, but not required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Meetings specific to academic program majors
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   Campus stampede on local community college campuses - group of WT faculty/staff/administrators descend on local community college campuses on a selected day to interact with community college students, faculty, and staff. Major marketing effort - television and social media campaign Guaranteed scholarship award for May 2018 local community college graduates completing associate's degree and admitted for Fall 2018 courses by May 25.
10. **List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion).** *(Order of selected responses does not reflect order of importance to the institution.)*

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

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

Transfer Ambassadors are hired to specifically work with transfer students, primarily those transitioning to WT (newly admitted transfer students and first semester transfer students). Transfer Ambassadors make a series of phone calls to these students, providing a welcome to WT, answering questions, making referrals to resources, reminding students of upcoming events and deadlines, etc. Ambassadors assist with transfer specific events like Transfer Student Orientation and Transfer Welcome Events. They are often the voice of transfer students on campus through meetings with staff and admin.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

WTAMU began offering an online, transfer student orientation. All new transfer students are now required to complete orientation (either in person or online) prior to enrollment in courses their first semester at WTAMU. In the year since the online orientation was initiated, advisers are seeing a marked improvement in students' understanding of policies and procedures, as well as creating a much improved advising environment.

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 all regionally accredited institutions, including coursework categorized as technical/vocational. While not all transferred coursework applies to all degrees, students can then work with the Office of Admissions and Advising Services to determine which academic program best fits both their academic/career goals, and their previously earned credit. WT also has advising staff who visit local community colleges regularly during the semester to provide pre-advising, information, etc.

b. persistence (retention)

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

c. success (completion)

Advising is required each semester for transfer students at WTAMU before they can enroll in the next semester's courses. Transfer students begin their advising career with Advising Services/Transfer Services (professional advisers), who discuss core curriculum, state

legislation, WTAMU policies, and assist in major selection as appropriate for a student's preferred career path and previous coursework. Students are then transitioned to a faculty adviser who they work with until graduation; they will work together on major specific coursework, internship opportunities, plans after graduation, etc. Students are also able to work with Transfer Services throughout their college career on any issues or questions that arise, especially as it pertains to transfer course credit and legislation they may be affected by.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 25,436
Percent of new transfer students who were recipients	75%
Average annual award per student	$ 3,180

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Technical credits are evaluated as a block of credit.

Calculation for the transfer GPA for admission	Yes	Not included in evaluated courses GPA, but is considered for admission purposes.
Student's record in the student information system	Yes	All technical credit is evaluated (as a block of credit) even if it cannot be applied to the student's current major.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
Health Sciences - Blinn College; Criminal Justice - South Plains College; Criminal Justice - Amarillo College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
31

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
5

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?
13

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
No staff designated for this particular task; time involved to create and maintain agreements to ensure information provided is accurate and acceptable to both institutions. Last year, WTAMU accepted credit from 211 unique institutions. It is difficult to predict from which institutions students will transfer from in future semesters, especially with the increase in students attending multiple institutions prior to transfer and swirling.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
WTAMU is committed to providing transparency to students and community college faculty and staff in terms of course credit application to majors/degrees.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
In general, faculty attitudes will range from indifferent to positive/proactive. A large number of faculty are unaware of articulation agreements and their purpose. However, other faculty have been heavily involved in initiating and creating agreements.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
WTAMU's president has the goal of WTAMU becoming the institution with the highest percentage of bachelor's degree graduates who also hold an associate's degrees. This shows a commitment to student completion of associate's degrees at community colleges, often with the assistance/guidance of articulation agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
Computer Science, Engineering, Criminal Justice, Health Sciences

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
WTAMU is actively nominating faculty to serve on these committees. Faculty who serve are then encouraged to disseminate information to other faculty in their academic programs and throughout the university.

b. *Field of Study Curriculum*
WT administration shares information about the proposed Field of Study Curriculum with faculty to increase awareness and invite feedback WT is actively nominating faculty to serve on this committee. Faculty who serve then disseminate information to other faculty in their academic programs and throughout the university.

c. *Texas Core Curriculum*
Faculty at WTAMU are very aware of core curriculum requirements due to several training options and their faculty advising requirements. Faculty serve on the University core curriculum committee and all faculty are invited to provide feedback on potential course inclusion changes.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Follow TCCNS system

b. *Field of Study Curriculum*
WT is compliant with acceptance of FOSC courses towards degree requirements. FOSC courses are built into degree requirements.

c. *Texas Core Curriculum*
WT follows Texas Core Curriculum requirements and our core curriculum is submitted each year to the THECB for review.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)

2017-2018 undergraduate catalog (core, major requirements, electives)	136	205
University core curriculum	67	16
Degree program major requirements	126	201

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)

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

1. Students transferring with excessive hours
2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
3. Lack of adequate and appropriate services for online transfer students
4. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
5. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
6. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
7. Students undecided about their major
8. Lack of financial aid support (federal, state, and institutional) for transfer students
9. Inaccurate and/or inadequate advising at the community college
10. Degree programs at capacity at your institution
11. Transfer students unprepared for the rigor of university curriculum
12. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
13. Distance from areas with large community college student population
14. Program admission requirements that are different from your institution's admission requirements
15. Transfer students' interest/demand for degree programs not offered at your institution

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

WTAMU has seen a large increase in the number of online students (primarily transfer students) over the last several years, and we expect this trend to continue. Online learners create new challenges as most aspects of their education must be tailored differently: all communication and advising is handled via email of phone, tutoring resources may be different, their connection to and engagement with the university looks completely different than that of a "traditional" student.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

During the 2017-2018 academic year, transfer students became an institutional priority like freshman have been for a large number of years. This has led to increased awareness and

understanding, increase in resource allocation, and more thoughtful and strategic planning for the future in regards to transfer students.

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

Resources (funding, personnel, etc) will continue to be a challenge to meet the unique and often, vastly different, needs and expectations of transfer students. The flexibility that many academic programs have at the freshman/sophomore course level is more difficult to attain at the advanced course level; immediate changes in advanced course offerings is typically not an option for most academic programs due to limitations in the number of faculty, course capacity, etc.

Doctoral Institutions

Sam Houston State University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   2,671
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   2,137
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   65%
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered, but not required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students

9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   SHSU added a dedicated transfer advisor for both transfer and pre-transfer student advising for Lone Star College. Additional new outreach recruitment programs included 1) expanding the SHSU Day to additional Lone Star campuses, making enrollment and support services staff available in a "one stop" format; 2) increasing visits and time spent at feeder schools' campuses, developing mutually beneficial relationships with community college counselors and advisors; and 3) targeted recruiting efforts in The Woodlands/Houston area with the assistance from outreach staff at The Woodlands Center.

10. **List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion).** *(Order of selected responses does not reflect order of importance to the institution.)*
    - Writing lab
    - Math lab
    - Academic early alerts for struggling students

11. **Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)**
    (No response provided by institution)

12. **List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)**
    New programs initiated in 2017-2018 were related to faculty development.

13. **For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)**
    a. *number (enrollment)*
    Transfer recruiting and scholarships: criteria for effectiveness is increasing transfer enrollments.
    b. *persistence (retention)*
    SHSU has implemented in the past year two important communication plans. The first is the advising push to complete 30 hours in a year. Many of our students must work and cannot take 15 hours per semester, so we remind them to finish 30 hours by going to summer session. The second strategy we push is the 'growth mindset': "You may not be able to do it today, but you will be able to do it tomorrow."
    c. *success (completion)*
    With the 15/30 hour schedule or 'growth mindset,' SHSU is moving from a mixed model for student advising to a professional advisor model. This is allowing us to provide timely and intrusive advising for students who are deemed at-risk. Using our predictive analytics software, "Campus Connect," we are able to identify students who are missing benchmarks and provide programs, mentoring, and other assistance to get them back on track.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 859,750
Percent of new transfer students who were recipients	26%
Average annual award per student	$ 1,256

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	While fewer than 10 WECM courses are transferrable, those transferred do count in transfer hours.
Calculation for the transfer GPA for admission	Yes	While fewer than 10 WECM courses are transferrable, those transferred do count in transfer GPA.
Student's record in the student information system	Yes	While fewer than 10 WECM courses are transferrable, those transferred do count toward degree requirements and appear on transcript and degree audit system.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.

Agricultural Business Program Agricultural Communications Program Agricultural Education Program Agricultural Engineering Technology Program Animal Science Program Art Bachelor of Applied Arts and Sciences Biology Business Degree (Accounting, Management, etc.) Chemistry Computer Science Construction Management Criminal Justice Cultural Business Program Dance Design and Development Program Early Childhood Education Minor & BAAS Major Education Electronics and Computer Engineering Program Electronics Certification Program Engineering Technology English Family and Consumer Sciences (B.A.) Family and Consumer Sciences (B.S.) Fashion Merchandising (B.A.) Fashion Merchandising (B.S.) Food Science and Nutrition Food Service Management (B.A.) Food Service Management (B.S.) Forensic Chemistry Goegraphy (B.A.) Geography (B.S.) Geology Health History Honors Program Industrial Education Program Industrial Saftey Construction Program Industrial Technology Interdisciplinary Agriculture Program Interior Design (B.A.) Interior Design (B.S.) Kinesiology Mass Communication Mathematics Military Science Music Philosophy Physics Plant and Soil Sciences Program Political Science Psychology School of Nursing Social Sciences Composite Degree (B.A. Geography Emphasis) Social Sciences Composite Degree (B.S. Geography Emphasis) Sociology Spanish Speech Communication Theatre

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

49

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

49

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

49

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

SHSU actively seeks to establish articulation agreements with all colleges who show interest. The Provost has directed the University Articulation Coordinator to pursue all opportunities. The main barrier to establishment of these agreements is colleges with fewer transfers to SHSU prefer to expend their resources on their primary transfer institution(s).

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

SHSU has a large transfer student population and participates in articulation agreements, as it is in the best interest of students. Transfer students with 40+ SCH are very likely to complete an associate degree, and it is not unusual for students to transfer 40+ SCH to SHSU without loss of SCH. SHSU provides all state colleges and private colleges, recognized by SACSCOC & THECB, Online Articulation, Reverse Transfer, Joint Admissions, Cooperative Advising & Time Compressed Degree Plans, as a courtesy with or without a formal agreement, although we make every effort to seek formal agreements.

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

Most faculty at SHSU recognize the importance of attracting quality college transfers to SHSU but are not directly involved in the articulation process.

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

SHSU's administration is committed to providing access to transfer students as reflected in our articulation programs: Online Articulation, Reverse Transfer, Joint Admissions, Cooperative Advising & Time Compressed Degree Plans. We attempt at every opportunity to provide colleges with this information. SHSU is in the process or rewriting its online articulation programs to better reflect & extend the goals of the THECB for Fields of Study to all our degree programs. This will provide more opportunities for students to maximize the advantages of transferring the first 2 yrs of degree programs.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

Applied Arts and Sciences, BAAS Communication Studies, BA, BS Computer Science Criminal Justice, BA/BS English, BA French, BS Health Care Administration, BS Health, BA/BS History, BA, BS Interdisciplinary Agriculture, BS Kinesiology, BS - Physical Education Teacher Education Liberal Studies, BGS Nursing, BSN Philosophy, BA Political Science, BA, BS Psychology, BS Sociology, BA, BS Spanish, BA Theatre, BFA

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

SHSU has held meetings with deans, associate deans, chairs, and program directors in an effort to encourage departments to align their course with the TCCNs. Most lower division courses at SHSU with a TCCN identified in the ACGM manual have transitioned to the TCCN numbering structure.

b. *Field of Study Curriculum*

SHSU administration and the Articulation Coordinator has held meetings with Deans, Associate Deans, Chairs, and Program Coordinators to provide education of FOS and develop action plans for FOS implementation. In addition, THECB emailed documentation, committee requests, and FOS curriculums are shared with the applicable Deans and Chairs for distribution and discussion. The Articulation Coordinator is currently working with each academic department impacted to develop specific FOS plans and documentation. One of the most critical barriers for FOS is the preparation and documentation for FOS on the CC transcript. SHSU (as well as other universities) cannot move forward on several steps to accept FOS until the CC institutions implement the details.

c. *Texas Core Curriculum*

SHSU Faculty are aware of the Texas Core Curriculum. Faculty are responsible for the development of new core curriculum courses and the continued assessment of existing core courses. The Core Curriculum is published in the institution's catalog and is an integral component of day to day curricular conversations and actions.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

SHSU has met with deans, associate deans, chairs, and program directors in an effort to encourage departments to align their course with the TCCNs. Most lower division courses at SHSU with a TCCN identified in the ACGM manual have transitioned to the TCCN numbering structure.

b. *Field of Study Curriculum*

SHSU administration and the Articulation Coordinator has held meetings with Deans, Associate Deans, Chairs, and Program Coordinators to provide education of FOS and develop action plans for FOS implementation. In addition, THECB emailed documentation, committee requests, and FOS curriculums are shared with the applicable Deans and Chairs for distribution and discussion. The Articulation Coordinator is currently working with each academic department impacted to develop specific FOS plans and documentation. SHSU (as well as other universities) cannot move forward on several steps to accept FOS until the CC institutions implement the details.

c. *Texas Core Curriculum*

SHSU Faculty are responsible for the development of new core curriculum courses and the continued assessment of existing core courses. The Core Curriculum is published in the institution's catalog and is an integral component of day to day curricular conversations and actions

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?

No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	66	685
University core curriculum	66	36
Degree program major requirements	Not Available	Not Available

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

- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)

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

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

3. Students transferring with excessive hours
4. Students undecided about their major
5. Transfer students unprepared for the rigor of university curriculum
6. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring

40. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)
None

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)
(Automatic skip based on previous question)

43. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)
None

Texas A&M University-Commerce

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   1262
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   1048
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   63% by 2020
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   No
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - 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
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students

9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   Scheduled and conducted "Lunch and Learn" sessions with campus advisor office for Dallas County CCD. Hosted two community college advisors and faculty members on Commerce campus for a workshop and planning session. Participated in a transfer summit with Paris Junior College (largest single transfer feeder) which addressed course-for-course transfer and course applicability issues.

10. **List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion).** *(Order of selected responses does not reflect order of importance to the institution.)*
    - Student mentors
    - Discipline/major specific tutorial services
    - Writing lab
    - Math lab
    - Academic early alerts for struggling students
    - Childcare services on campus

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

12. **List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)**
    None.

13. **For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)**
    a. *number (enrollment)*
       Transfer recruiter visits to community colleges. Comparison of informational literature given out vs. number of inquiries returned traceable to the visit.
    b. *persistence (retention)*
       There is at present no single program targeted toward transfer student persistence. Persistence rates Fall-to-Fall have been in the 80% range for last two years.
    c. *success (completion)*
       There is at present no single program targeted toward promotion of transfer student completion.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 421,500
Percent of new transfer students who were recipients	11%
Average annual award per student	$ 2,303

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	All college level work is accepted, but will be considered generic credit.
Calculation for the transfer GPA for admission	Yes	All college level work is accepted, but will be considered generic credit.
Student's record in the student information system	Yes	All college level work is accepted, but will be considered generic credit.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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?
0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?
13

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
Relatively few. Maintaining the agreements and renewals are the challenge. Transition and change in personnel on both sides of the agreement cause maintaining and renewing to be a problem.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Keep good relations with feeder community colleges, ease transfer, promote special programs or initiatives.

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

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Positive. however, the articulation is a cumbersome way of helping transfer on the individual student level. Articulations declare cooperative relationships between institutions, but do not have practical informational or guidance help for students.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
All departments/programs participated in a transfer summit with colleagues from Paris Junior College to better align program and course requirements. This resulted in PJC making curricular changes to its core curriculum and also in individualized programs to better ensure transfer courses apply to degrees. Spanish, Psychology, and Computer Science have been involved in virtual teaming with colleagues at Dallas County Community College District to build out associates-to-baccalaureate pathways for those programs. These pathways ensure transfer and applicability of courses for students.

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Nominated several to participate in learning outcomes groups convened by THECB. Also, engaged all programs in process of converting all direct TCCNS equivalent courses from our three-digit numbers to four-digit numbers during AY 2017-2018.

b. *Field of Study Curriculum*
Worked with Criminal Justice program to revamp its course requirements to encompass those courses included within the CJ FOSC.

c. *Texas Core Curriculum*
Faculty participated in and drove the development of learning outcomes and the process of course consideration for adoption of the new core in 2014.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Engaged all programs in process of converting all direct TCCNS equivalent courses from our three-digit numbers to four-digit numbers during AY 2017-2018.

b. *Field of Study Curriculum*
Worked with Criminal Justice program to revamp its course requirements to encompass those courses included within the CJ FOSC. Using the Guided Pathways concept to teach faculty about the FOSC in those affected disciplines.

c. *Texas Core Curriculum*
Faculty participated in and drove the development of learning outcomes and the process of course consideration for adoption of the new core in 2014.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	141	118
University core curriculum	78	11
Degree program major requirements	105	62

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Class schedule (TCCNS course equivalents)

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

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

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

None

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

A&M-Commerce adopted four digit numbers for all applicable local courses to correspond more fully with those in the TCCNS. Prior to this year, only the core curriculum had four-digit numbers.

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

Inadequate fund to meet demand on key transfer scholarships.

Texas A&M University-Corpus Christi

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   1,092
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   70%
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Community college transfer students are not tracked separately.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered, but not required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Financial aid advising
   - 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
   - Parent/family participation
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   Transfer Admit Days on Fridays in the spring. Students bring paperwork for processing and receive a campus tour, transfer information, financial assistance, scholarship information and visit with an academic advisor. Academic Showcase Day which is a preview day for transfer students

focusing on academic programs. Transfer Tuesday Tours are personal tours designed for transfer students focusing on their academic needs and processes.

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

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 have application workshops at the community colleges just for transfer students to help walk them through the processes. Transfer Tuesday tour events on campus.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

The Viking Islander Program (VIP) is a collaborative, co-enrollment partnership between TAMU-CC and Del Mar College. The VIP program provides a guarantee of full admission to TAMU-CC for students successfully completing the program requirements. The program will allow students to use appropriate TAMU-CC course credits toward the completion of an Associate Degree at Del Mar College. Students enroll in no more than 7 semester credit hours at TAMU-CC and the remainder of their 15 semester credit hours, during the fall and spring semesters. Students benefit as they may live in campus housing.

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)

A Texas A&M University-Corpus Christi representative holds office hours once a week at the local community college. In addition, the outreach counselors in all target areas visit community colleges to assist with questions. The representatives provide guidance using the transfer guides on courses to take toward degree, admission, deadlines, campus resources, student organizations, financial assistance, scholarships, tour/visit days, next steps etc. which begins the transfer relationship and provides information so students feel acquainted with the University early in their educational career.

b. persistence (retention)

Provide academic advisors in the majors to give direction toward the student's educational goals using degree works system along with faculty mentors in the student's major to support research, internships and future goals. We also have a transfer team on campus to assist students in transitioning to the University.

c. success (completion)

Faculty mentors provide research opportunities, career direction and recommendations toward the student's goals whether it be entrance to professional schools an/or careers.

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 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 31,500
Percent of new transfer students who were recipients	29%
Average annual award per student	$ 1,000

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	For Bachelor of Applied Science Degree (BAS) up to 33 semester credit hours.
Calculation for the transfer GPA for admission	Yes	For BAS
Student's record in the student information system	Yes	For BAS

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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?
16

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?
10

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
Not applicable.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Faculty communication between institutions facilitate curriculum conversations for seamless degree requirements and provide the best service excellence to our students.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
The overall attitude of our faculty toward articulation agreements is very positive as they are able to provide the best service to their students.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
The university administration's attitude toward articulation agreements is very positive. They are always working to develop more articulation agreements to assist students in achieving a degree.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
The Viking Islander Program. The BAS program.

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
To raise faculty awareness for this initiative, information is covered at new faculty orientation.

b. *Field of Study Curriculum*
To raise faculty awareness of this initiative, information is covered at new faculty orientation.

c. *Texas Core Curriculum*
To keep the faculty aware of this initiative,information is covered at new faculty orientation.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
faculty yearly review the ACGM Learning Outcomes.

b. *Field of Study Curriculum*
faculty serve on different committees.

c. *Texas Core Curriculum*
faculty regularly review the core curriculum to ensure that all is in order to best serve our students.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	132	157
University core curriculum	48	0
Degree program major requirements	141	157

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

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

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

1. Degree programs at capacity at your institution
2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
3. Students transferring with excessive hours
4. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
5. Program admission requirements that are different from your institution's admission requirements
6. Transfer students' interest/demand for degree programs not offered at your institution
7. Inaccurate and/or inadequate advising at the community college
8. Students undecided about their major
9. Lack of financial aid support (federal, state, and institutional) for transfer students

10. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
11. Lack of adequate and appropriate services for online transfer students
12. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
13. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
14. Transfer students unprepared for the rigor of university curriculum
15. Distance from areas with large community college student population

40. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)
None

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)
(Automatic skip based on previous question)

43. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)
No

Texas A&M University-Kingsville

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   552
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   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?**
   No
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 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 new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   We conducted On the Spot Admission for transfer students on community college campus' as well as on university campus.
10. **List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion).** *(Order of selected responses does not reflect order of importance to the institution.)*

- Student mentors
- Writing 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.)

(No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Strategic academic advising strategies were implemented to monitor students at risk of poor performance and/or failing a class; meeting major/program requirements; etc. At different set times during the semester, students were contacted by their academic advisors to address the issues. Each College was awarded a mini-grant from the Center for Student Success to fund retention activities focused on the retention of non-freshman students, including transfer students. These grants were led by faculty and intended to encourage faculty innovation and participation in improving retention of majors

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

a. number (enrollment)

(No response provided by institution)

b. persistence (retention)

The most effective program provided by TAMUK that serves transfer students in their persistence (retention) is the combination of the implementation of Starfish progress surveys and strategic academic advising. Over 60% of faculty teaching in Spring 2018 submitted a progress survey for each class at approximately midpoint during the semester. These surveys served as an early alert for students who were performing poorly in class, had low attendance, were missing assignments, or were in danger of failing the class. Once these "flags" were raised, the students were contacted by their academic advisors with recommendations to improve their performance and/or attendance, and with information on various resources available on campus to help achieve success, such as the tutoring services, library, writing center, health and wellness center, etc. Since this initiative was implemented only in Spring 2018, the data is yet to be collected.

c. success (completion)

The most effective program provided by TAMUK that serves transfer students in their academic success (completion) is the strategic academic advising. Prior to the graduating semester, students are contacted by their academic advisors to review their degree plans and ensure that all major/program requirements are met for graduation, or will be met by the end of the following graduating semester. The advisors communicate with them about upcoming deadlines to file for graduation, financial aid requirements, etc.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 204,000
Percent of new transfer students who were recipients	22%
Average annual award per student	$ 1,180

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

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

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
Bachelor in Science in Engineering and Southwest Texas Junior College, Bachelor in Science in Engineering and Blinn College, Memorandum of Understanding and Blinn College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
28

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?
11

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
Reaching out to the community colleges and finding the correct connection is the biggest barrier.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Texas A&M University Kingsville develops articulation agreements to help make transferring easier on students from community colleges to a 4 year university.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
Agreements are supported by faculty and staff on campus to help make transferring easier on students.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
(No response provided by institution)

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
(No response provided by institution)

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
(No response provided by institution)

b. *Field of Study Curriculum*
(No response provided by institution)

c. *Texas Core Curriculum*
(No response provided by institution)

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
(No response provided by institution)

b. Field of Study Curriculum
(No response provided by institution)

c. Texas Core Curriculum
(No response provided by institution)

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	144	239
University core curriculum	89	33
Degree program major requirements	55	206

38. List the locations where information about the TCCNS and common course number equivalents are provided. *(Order of selected responses does not reflect order of importance to the institution.)*
- Catalog course descriptions (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)

39. Identify and rank barriers to transfer, with "1" being most problematic.
1. Lack of financial aid support (federal, state, and institutional) for transfer students
2. 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. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
5. Lack of adequate and appropriate services for online transfer students

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

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

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

No

Texas Southern University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   900
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   750
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Yes. All undergraduate programs are available in Degree Works-a degree audit system. We have updated several degree plans in the system to account for commonly substituted transfer courses. We have also built alternate semester by semester versions in Student Education Planner, which allows advisors to do cutomized changes to accommodate substituted courses.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered, but not required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - 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
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students

9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   Established two additional Memorandums of Understanding with Austin Community College and Blinn 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
    - Faculty/staff mentors
    - Discipline/major specific tutorial services
    - Writing lab
    - Math lab
    - Academic early alerts for struggling students
    - Childcare services on campus
    - Learning communities
    - First-year transfer experience

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

12. **List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)**
    Improved Academic Advising Increase advising staff's access to intrusive data technology created for student success. (Degree Works and Student Data reports) Education Advisory Board AKA T-Claw implementation launched Summer 2018- Student Success Management System and Navigate software will link administrators, academic advisors, deans, faculty, and students in a coordinated care network to aid in managing student success at Texas Southern. New program works in conjunction with the college's ERP system to create customized models using real-time student data to identify at-risk 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. *<u>number (enrollment)</u>*
    Recruit-this newly implemented software allows for a better tracking of students from the recruitment and admissions process. Having the information centralized and easily accessible to key personnel will enhance how we solicit and process new students.
    b. *<u>persistence (retention)</u>*
    Updates to Degree Works-the degree audit system has allowed advisors to better determine the courses that equitably transfer from respective schools. In summer 2018 we have created alternate degree plan layouts in Student Education Planner. This will allow advisors to integrate courses they commonly substitute and well as reorder courses in a student's degree plan to resemble their current status of course completion. Also enhanced reporting using Argos has helped academic areas have data more readily available in a rapid manner. This includes student dashboards as well as student detail reports.
    c. *<u>success (completion)</u>*

Updates to Degree Works-the degree audit system has allowed advisors to better determine the courses that equitably transfer from respective schools. In summer 2018 we have created alternate degree plan layouts in Student Education Planner. This will allow advisors to integrate courses they commonly substitute and well as reorder courses in a student's degree plan to resemble their current status of course completion. Also enhanced reporting using Argos has helped academic areas have data more readily available in a rapid manner. This includes student dashboards as well as student detail reports.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 71,000
Percent of new transfer students who were recipients	2%
Average annual award per student	$ 3,500

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

Yes. Student may transfer to Texas Southern University if all required developmental courses are successfully completed with a grade of C or better and the grade point average is 2.000 or higher. Changing the minimum transfer credit hour requirement allows student to pursue the 4 year degree as well as reverse transfer for the associates degree.

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

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

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
Academic areas developed 2+2 degree plans for their programs, accessible to all community and/or junior college transfer students.

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?
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.)
Students listed as core complete by transferring institution may not be considered core complete at our institution due to specific core requirements by program.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Increase enrollment and establish partnerships leading to the completion of a 4-year degree and beyond.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
Faculty are committed to helping all students succeed, which includes transfers. We have not directly polled them to specifically acquire their attitude regarding articulation agreements.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Current administration has extensive background experience with community colleges. They understand the benefit of creating pathways for transfer students and have actively worked with key members to increase articulation agreements. We have noted increases in transfer students due to these additional agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

Degree plans for each academic degree program were developed using the Lower-Division Course Guide Manual and Texas Common Course Numbering System to align program and course requirement published at the following website.
http://em.tsu.edu/admissions/equivalencyguides.php

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Academic areas are required to use the ACGM as a point of reference in developing new courses with content meeting current workforce requirement and TCCNS equivalency where allowed.

b. *Field of Study Curriculum*
Academic areas are required to use the ACGM as a point of reference in ensure uniform transfer of lower division field of study courses from all Texas colleges and universities.

c. *Texas Core Curriculum*
Academic areas are aware: As the receiving institution the university accepts the "core complete" status from all Texas colleges and universities as part of the transfer course/credit evaluation process.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Academic areas are required to include the common course equivalencies where available in the submission of University CBM003-Course Inventory updates.

b. *Field of Study Curriculum*
Academic areas are required to use the ACGM as a point of reference in ensure uniform transfer of lower division field of study courses from all Texas colleges and universities.

c. *Texas Core Curriculum*
All courses listed in the university's general education core meet the Foundational Component Area (FCA) core objectives presented in a context-based manner, SACSCOC compliant and appears in the TCCNS crosswalk.

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	123	392
University core curriculum	53	0
Degree program major requirements	70	392

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

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

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

1. Lack of timely and/or accurate transcript evaluation (including evaluation of workforce courses)
2. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
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. Transfer students' interest/demand for degree programs not offered at your institution

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

(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

In this year an audit was done comparing students that graduated, but their Degree Works audit still indicated they had outstanding courses. This highlighted the fact that degree plans are built based on native students and their matriculation path. However, as we continue to increase our number of transfer students we must simultaneously accommodate their alternate course patterns. Advisors, faculty and the Registrar's offices were contacted to obtain relevant course

substitution information which has been incorporated to relevant degree plans. This has sown initial improvements. We have also

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

The main emerging issues concerning transfers is not unique to Texas Southern. All institutions face a problem with students having excessive student debt. This is mainly due to courses not aligning between transfer institutions of origin and the transfer-in colleges. As higher education works to address this issue TSU will likewise work with transfer colleges to better align courses and increase transferrable credits.

Texas Woman's University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   1200
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   80%
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   64%
4. **Does your institution require academic advising for new transfer students?**
   No
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered, but not required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - 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
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students

9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   TWU participated in National Transfer Student Week activities: games, mixers, information tables, etc. The Lantern Walk, a TWU student tradition, focused on transfer students. Students participated in a campus walk, refreshments, and information session.

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
    - 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 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)**
    Created the Assistant Provost for Student Success Initiatives position; Implemented the PASS program targeting students at academic risk with workshops and meetings designed to assist with academic progress and success.

13. **For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)**
    a. *number (enrollment)*
       Credit hour transparency, accessibility of program information, community college partnerships.
    b. *persistence (retention)*
       Full implementation of Student Planning allowing for students to plan multiple semesters worth of coursework in one sitting.
    c. *success (completion)*
       Creation of Assistant Provost for Student Success Initiatives to more fully develop and implement initiatives, services, and programs to meet the needs of students; Piloting the "Come Back to TWU" program which assists recent attendees with tools to return to TWU to complete their degree.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 437,750
Percent of new transfer students who were recipients	18%
Average annual award per student	$ 1,716

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	cumulative gpa calculated
Calculation for the transfer GPA for admission	Yes	If BAS/BAAS, yes. Other degrees, no.
Student's record in the student information system	Yes	cumulative gpa calculation

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
BAAS: Vernon College, Tyler Junior College, Grayson College. Nursing: North Central Texas College, Temple College. Teacher Education: North Central Texas College. Culinary Science: Delmar College. Dental Hygiene: El Paso Community College.

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
216

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
210

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?
28

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

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
To promote ease of transfer and to establish and maintain partnerships/relationships.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
Faculty and administration view articulation agreements as opportunities to build relationships with their colleagues across the region. Information sharing builds stronger programs.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Faculty and administration view articulation agreements as opportunities to build relationships with their colleagues across the region. Information sharing builds stronger programs.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
Mathematics, English, Life/Physical Sciences, History/Government

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
The Director for Transfer & Compliance conducted spring workshops to help inform chairs and program directors of the importance of aligning common course numbers.

b. *Field of Study Curriculum*
Faculty are encouraged to participate and represent their disciplines at regional FOS meetings.

c. Texas Core Curriculum
Undergraduate Studies coordinates a committee to oversee core curriculum additions/removals, etc.

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

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.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
Yes. Removals were reflective of changes to courses in the ACGM.

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	189	265
University core curriculum	58	49
Degree program major requirements	varies by program	varies by program

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

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

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

1. Inaccurate and/or inadequate advising at the community college
2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students

3. Program admission requirements that are different from your institution's admission requirements
4. Students transferring with excessive hours

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

Complexity of region, special issues with swirling students, increase of non-applicable dual credit courses.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

Lessened lower-level transfer issues by conducting ACGM/TCCN realignment and updating IB/AP equivalencies to improve applicability.

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

(No response provided by institution)

The University of Texas Rio Grande Valley

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   1777
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   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?**
   No
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered, but not required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   (No response provided by institution)
10. **List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion).** *(Order of selected responses does not reflect order of importance to the institution.)*

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus
- Commuting/transportation assistance

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

Not tailored to transfer students.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Electronic tools to assist with persistence and success were improved including implementation of a new electronic platform as an early alert system and a new student facing electronic app to assist students with interacting with the institution, including completion of multi-step processes such as orientation and enrollment.

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
- 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 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 121,206
Percent of new transfer students who were recipients	5%
Average annual award per student	$ 866

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	Only academic earned hours are counted towards the hour requirement for admission.
Calculation for the transfer GPA for admission	Yes	The GPA for admission includes coursework from every transcript. Transcripts may include technical courses.
Student's record in the student information system	Yes	Technical coursework is recorded in the student information system but not articulated.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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?
27

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.)
No significant barriers. Simply the time it takes to bring people together and negotiate the agreements.

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

To ensure that students receive clear guidance and a smooth pathway between the institutions. Also to connect disciplinary faculty between the institutions (during the development of the agreements) who can then engage in conversations about specific curriculum practices and alignments.

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

Positive. In general, our faculty are in favor of students receiving more specific guidance and are willing to participate in the process.

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

Positive. University administration supports transfer student success and articulation agreements are one aspect of that work.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

Criminal Justice, Social Work, Education, Bachelors in Business Administration (including multiple degree programs), Engineering (including multiple degree programs)

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

We nominate faculty to participate in each learning outcome project and participating faculty share the progress of that work with colleagues.

b. *Field of Study Curriculum*

Faculty in areas in which field of study curriculum is particularly important value that work and share it with their colleagues.

c. *Texas Core Curriculum*

Our faculty committees that oversee core curriculum work at the institution receive information about Texas Core Curriculum rules, guidelines, and priorities.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

We nominate faculty to participate in each learning outcome project, participating faculty share the progress of that work with colleagues, and those faculty work to align their courses to the learning outcomes.

b. *Field of Study Curriculum*

Faculty in areas in which field of study curriculum is particularly important value that work and share it with their colleagues. They then work to align their curricula with the field of study curriculum.

c. *Texas Core Curriculum*

Faculty committees that oversee core curriculum work at the institution receive information about Texas Core Curriculum rules, guidelines, and priorities. Departments that teach core curriculum classes are trained in teaching and assessment of core curriculum student learning outcomes and regularly report on student learning outcome progress and efforts at continuous improvement.

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

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
Yes. CIVE 1221

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	190	496
University core curriculum	63	48
Degree program major requirements	(No response provided by institution)	(No response provided by institution)

38. List the locations where information about the TCCNS and common course number equivalents are provided. *(Order of selected responses does not reflect order of importance to the institution.)*
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)

39. Identify and rank barriers to transfer, with "1" being most problematic.
1. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
2. Students transferring with excessive hours
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. 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. Students undecided about their major

40. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)
(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

In order to expedite transfer student admissions decisions, we improved transfer admissions processes to prioritize review of transfer student documents, as well as collaborated with our local community colleges to accelerate the receipt of college transcripts for transfer applicants. We are also proactively identifying students selecting a major that requires a program admissions application and guiding them to the program requirements and program application. In addition, we secured need based scholarship funds to further assist transfer students financially.

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

(No response provided by institution)

Emerging Research Institutions

Texas State University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   3700
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   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 specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Assignment of student mentors
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students

9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   We have added two new academic completion programs this fall. Both are available online are specially targeted at community college and adult populations. The programs include RN to BS in Nursing and R.R.T to BS in Respiratory Care. The university developed a new transfer merit scholarship that began awarding in fall 2018. Academic advisor teams have also made scheduled visits to community college campuses. We have added digital advertising and Geo-fencing to transfer recruitment and event promotion.

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 Student Affairs Transfer Student Success Team offers new transfer students the opportunity for "just in time" training at the beginning of the semester with the Transfer Transitions Program. This is a half-day program that provides campus/community resource information, builds connections between students, and explains campus pride and traditions. The transfer students are invited to participate in this program along with others provided by the team throughout each long semester.

12. **List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)**
    We do not have any new programs that were initiated in 2017-2018. The past year was the final year in a three year pilot program. The team focused on the compiling data from the other programs and developing plans for the next three years based upon student input.

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)*
       a. Transfer Pathway Guide - number (enrollment) - The guides help students to make college choice with the time and credits remaining in their degree.
    b. *persistence (retention)*
       Engagement; Promotions that help transfers to get involved and connected with key support offices
    c. *success (completion)*

Boss Scholarship System helps transfers to find institutional financial aid opportunities across campus in one location.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 300,000
Percent of new transfer students who were recipients	6%
Average annual award per student	$ 1,000

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	If approved by academic department. decision is saved and applied to future applicants.
Calculation for the transfer GPA for admission	No	(No response provided by institution)
Student's record in the student information system	Yes	If approved by academic department. decision is recorded in student information system and Degree Works.

22. **Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?**
    Yes

23. **Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.**
    General articulation MOU signed with Houston Community Colleges that covers all 98 undergraduate degree programs. Additional MOU are in-process with Lone Star Community Colleges, Collin College, and Alamo Community Colleges.

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?**
    1

26. **With how many Texas community colleges does your institution have at least one degree program articulation agreement?**
    35

27. **What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)**
    We prefer general institutional articulation agreements to reduce the time and avoid duplication. Texas State Transfer Pathway Guides (TPG) provide Texas common course numbering for each undergraduate major. Alignment for course prerequisite content, credit hours differences, or non-standard names of courses in community colleges continue to be the biggest barriers to maintaining transfer guides. In some cases, community colleges insist on creating their own transfer guides or documents. This seems counter-productive since we have already.

28. **Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)**
    Texas State participates in articulation agreements to create clear transfer pathways that reduce the time to degree, provides transparency, and promotes institutional partnerships that focus on student success.

29. **What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)**
    Texas State University faculty are willing to go out and meeting with community college partners. In most cases, we have selected particular academic programs that are of mutual interest to both institutions. These exchanges have been helpful to reduce student credit appeals and provide important changes in revising transfer pathway guides.

30. **What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)**
    The university leadership supports and encourages the development of strategic transfer partnerships. The Provost launched a transfer taskforce in fall 2017 to encourage campus leaders to have a campus-wide discussion on serving the needs of transfers. Academic leaders encourage departments to offer more courses in non-prime times to enhance class-scheduling flexibility and better manage classroom resources.

31. **List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.**
    Texas State faculty and academic advisors have met with Austin Community College faculty on two occasions to discuss transfer pathways. Faculty from both institutions represented the

following majors: Business, Criminal Justice, Sociology, English, Government, Journalism, Biology, Chemistry, Social Work, and Sociology. The goal of these meeting was to discuss improvements in 2+2 degree programs.

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Our transfer guides are update each year by every department and includes each degree program. These discussions include information on any state changes or current regulations.

b. *Field of Study Curriculum*
Additional updates are shared with the Council of Deans and/or Council of Department Chairs. The University College Dean plays a primary role in share new developments.

c. *Texas Core Curriculum*
The Dean of University College and Undergraduate Admissions provide presentations with new faculty as needed.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Our faculty and staff have implemented the ACGM learning outcomes in the development of transfer planning guides and in ongoing curriculum development.

b. *Field of Study Curriculum*
There has been lots of discussion with community college partners about field of study and how to presented and recorded at universities. Faculty also serve on a large number of state-wide committees

c. *Texas Core Curriculum*
Texas State is generous in promoting to community college partners concerning the acceptance of Texas Core Curriculum. Our faculty and academic advisors work together each year to update the transfer planning guides that guide clear pathways.

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common	Number of lower-division courses without a common

	course equivalent (or TCCNS number)	course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	100%	(No response provided by institution)
University core curriculum	100%	(No response provided by institution)
Degree program major requirements	99%	1%

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)

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

1. Students transferring with excessive hours
2. Lack of financial aid support (federal, state, and institutional) for transfer students
3. Inaccurate and/or inadequate advising at the community college
4. Distance from areas with large community college student population
5. Transfer students' interest/demand for degree programs not offered at your institution
6. Program admission requirements that are different from your institution's admission requirements
7. Degree programs at capacity at your institution
8. Students undecided about their major
9. Transfer students unprepared for the rigor of university curriculum
10. Lack of adequate and appropriate services for online transfer students
11. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students

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

Excessive hour rule creates financial burden especially if they stay too long at community college or change major.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

In past year, Texas State University did an extensive review of the transfer enrollment process. The review carefully examined four major areas: 1) Matriculation; 2) Financial Barriers; 3) Communication; and 4) Admissions and Orientation The university expanded transfer scholarships, which addressed affordability, redesigned transfer orientation to address content improvements, and selected departmental faculty have attended meetings with community colleges partners to discuss any transfer credit barriers for most popular degrees.

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

Math Alignment: Universities believe it is critical for all high school students to take four years of math to be college ready. Algebra 2 or higher math courses are becoming more difficult to offer at many TX high schools because of a growing shortage of qualify math teachers. The math readiness has created a crisis in remedial classes at community colleges in the past. Community college partners are replacing college level math (i.e. College Algebra) with Contemporary Math or Elementary Stats for particular degree programs.

Texas Tech University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   Community college transfer students are not tracked separately.
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   Community college transfer students are not tracked separately.
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Community college transfer students are not tracked separately.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**

(No response provided by institution)

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

- Student mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- 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 2017-2018 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)

Transfer Connection is a collaborative collection of programs and services that will provide transfer students with opportunities to create connections with students, faculty, and staff, and to the university community. Transfer students have the opportunity to participate in programs such as the Transfer Techsans social organization, a leadership retreat, welcome week activities, etc. In addition, transfer students attend a specialized orientation program that focuses on academic advising, connections with other transfer students, and an introduction to the services available to them at the university. Criteria to determine effectiveness include attendance numbers, membership in the social organization, and program evaluations.

b. persistence (retention)

Transfer Connection is a collaborative collection of programs and services that will provide transfer students with opportunities to create connections with students, faculty, and staff, and to the university community. Transfer students have the opportunity to participate in programs such as the Transfer Techsans social organization, a leadership retreat, welcome week activities, etc. In addition, transfer students attend a specialized orientation program that focuses on academic advising, connections with other transfer students, and an introduction to the services available to them at the university. Criteria to determine effectiveness include attendance numbers, membership in the social organization, and program evaluations.

c. success (completion)

Transfer Connection is a collaborative collection of programs and services that will provide transfer students with opportunities to create connections with students, faculty, and staff, and to the university community. Transfer students have the opportunity to participate in programs such as the Transfer Techsans social organization, a leadership retreat, welcome

week activities, etc. In addition, transfer students attend a specialized orientation program that focuses on academic advising, connections with other transfer students, and an introduction to the services available to them at the university. Criteria to determine effectiveness include attendance numbers, membership in the social organization, and program evaluations.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 7,445,000
Percent of new transfer students who were recipients	15%
Average annual award per student	$ 4,595

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	WECM courses come in as FALL THROUGH and unapplicable toward degree UNLESS student is in a BAAS program in which WECM hours (as part of an AAS degree) are counted.

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 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
1. Plant and Soil Science: Amarillo College, 2. TechTeach: Western Texas College, 3. Theatre: South Plains College, 4. Multidisciplinary Students with EC-6 Generalist with Specialization in Bilingual or ESL Certification: South Plains College, 5. Multidisciplinary Students with EC-6 Generalist with Middle Level 4-8 Math/Science Certification: South Plains College 6. Multidisciplinary Students with EC-6 Generalist with Middle Level 4-8 English Language Arts Reading/Social Studies: South Plains College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
21

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?
14

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
Texas Tech University's policy is to have an Institutional Memorandum of Understanding with the community college district/system prior to implementing official articulation agreements. Our barrier to implementing more articulation agreements is the timeline it tends to take in completing the initial Institutional Memorandum of Understanding. Once we have updated or established an Institutional Memorandum of Understanding, we foresee this barrier eliminated. 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.)
Texas Tech understands the value and accessibility community college education provides students. Creating articulation agreements allows for seamless pathways for students to become Red Raiders. TTU participates in articulation agreements as a means of empowering our diverse student populations and aims to help create a greater platform for success once students transfer into Texas Tech. Additionally, TTU's articulation agreements will address the goals of lowering student debt by offering pathways, four-year guides, and scholarships specifically for transfer students.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
Texas Tech University's faculty is supportive and eager to create articulation agreements with community colleges. TTU's goal is to create the best agreement for students to fully engage in the community college coursework before transferring to Texas Tech. Whether that means completing additional pre-requisites at the community college, or transferring early and

participating in Reverse Transfer, our faculty aims to create the pathway that will be the most beneficial for students. Our faculty is dedicated to student success and creating articulation agreements that will best serve students.

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

Texas Tech University's administration is committed and supportive of articulation agreements, growing partnerships with institutions in Texas, and providing degree accessibility across the state. The Office of Academic Partnerships was formally organized in September 2017 in an effort to support the growth of academic and articulation agreements. Creating the Office of Academic Partnerships allowed for dedicated full time employees to manage, facilitate, and create new partnership agreements, as well as, create a centralized location for academic agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

(No response provided by institution)

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

The Office of the Provost brings forward updates to the ACGM to every academic college housing undergraduate students with a request that the college distribute the information to faculty members in its various units.

b. *Field of Study Curriculum*

The Office of the Provost is extremely active in soliciting nominations for various FoS committees and reports selected nominees to the larger academic community in order to promote the visibility of the FoS initiative.

c. *Texas Core Curriculum*

Several years ago, the Office of the Provost developed a website dedicated to our Core Curriculum. In general, most faculty are well informed about the Core.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

The Office of the Registrar conducts an annual review of TCCN alignment with our lower division courses and requests that academic units update assignments.

b. *Field of Study Curriculum*

The Office of the Provost is extremely active in soliciting nominations for various FoS committees and reports selected nominees to the larger academic community in order to promote the visibility of the FoS initiative.

c. *Texas Core Curriculum*

Several years ago, the Office of the Provost developed a website dedicated to our Core Curriculum. Our submission, review, and implementation process is robust, effective, and productive.

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 undergraduate catalog that fall into each of the categories below. <u>Note: This information is not reported in CBM reports.</u> You may need to contact your institutional research office or office of the registrar to obtain these numbers.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	251	377
University core curriculum	70	78
Degree program major requirements	181	299

38. List the locations where information about the TCCNS and common course number equivalents are provided. *(Order of selected responses does not reflect order of importance to the institution.)*
- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)

39. Identify and rank barriers to transfer, with "1" being most problematic.
1. Inaccurate and/or inadequate advising at the community college
2. Students transferring with excessive hours
3. Program admission requirements that are different from your institution's admission requirements
4. Students undecided about their major
5. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring

40. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)
(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

We revised our syllabus review process. In just over a year, we went from an average length of 13 days between submission of a transfer syllabus for review down to three days. The reduced time for review means that potential transfer students have a much better idea of how courses they've taken at other institutions will transfer to TTU. When students learn that more of their completed coursework will transfer, they are more likely to proceed with transferring.

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

(No response provided by institution)

The University of Texas at Arlington

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   3612
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   3250
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Yes. 80% within six years of beginning studies
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Financial aid advising
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   During 2017-18 the University initiated a new outreach program to increase enrollment of transfer students called "One-Stop Shop" held on community college campuses, which included personnel

from the University (advisors, orientation staff, and admission counselors) who helped students finish their applications, turn in materials, experience a shortened version of orientation, and get registered.

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.)

We have 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 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

We are offering free tutoring for students beginning in 2018. We have also begun initiating a "nudging" project which will have text messaging interventions to assist students in completing their degree after earning 90 hours.

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

a. *number (enrollment)*

UTA regularly has transfer specialists meet students at community college campuses which are measured by the number of students served.

b. *persistence (retention)*

Academic advising is critical to transfer student success and is the cornerstone to persistence, for which the measurement criterion is student persistence rates. UTA offers the Transition and Student Success Center for working with transfer populations and this includes innovative services like virtual transfer guidance.

c. *success (completion)*

Academic advising and our IDEAS (Innovation, Diversity, Excellence, Access and Success) Center are both critical factors for completion which is measured using graduation rates and degree conferrals. The IDEAS Center is a center in our library's academic plaza and offers peer mentoring and academic support free of charge. The services are specifically marketed most heavily to transfer students.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 1,400,000
Percent of new transfer students who were recipients	20%
Average annual award per student	$ 2,300

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	Our practice
Calculation for the transfer GPA for admission	No	Our practice
Student's record in the student information system	No	Our practice

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
62

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?
43

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
Because so many degree and curriculum linkages are already in effect, such as core curricula, TES, ACGM, Texas Tuning, transfer compacts, fields of study, TCCNS and curriculum alignment plan, developing specialized articulation agreements has a return on investment that is questionable.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Articulation agreements build pathways that not only help students transfer and take the best courses for their goals, but they also facilitate healthy relationships between our university and the community colleges from which our students transfer.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
The general attitude of faculty toward articulation agreements is largely positive. These are seen as positive steps to help students identify courses that will transfer, and which they need for a particular degree program at the university, while encouraging collaboration between institutions to develop curriculum that suits the needs and interests of both.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
The general attitude of the administration is similar to that of the faculty, in that articulation agreements established between schools ensures the smooth transfer of credit between the educational institutions, giving students better opportunity to meet their educational goals efficiently and effectively.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
Mathematics; Music; Bioengineering; Civil Engineering; Computer Science and Engineering; Electrical Engineering; Industrial, Manufacturing, and Systems Engineering; Materials Science and Engineering; Mechanical and Aerospace Engineering; Software Engineering Construction Management Theatre Arts BS Nursing RN to BSN program Linguistics Bachelor in Social Work Curriculum and Instruction

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

Statewide Initiative	Not Aware	Very Aware

	1	2	3	4
ACGM Learning Outcomes Project			X	
Field of Study Curriculum			X	
Texas Core Curriculum				X

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
UTA actively participates in sending representatives to THECB to participate in the plan to align TCCNS course. The Texas Common Course Number Index is made available to faculty through the UTA Catalog

b. *Field of Study Curriculum*
UTA Faculty have participated in practically every FOS committee constituted so far. Faculty are also informed through the UTA Catalog with links to the THECB's approved field of study curricula.

c. *Texas Core Curriculum*
Faculty are made aware through the work of the UTA Core Curriculum Committee which is composed of 12 members representing all of the colleges/schools. The process for assessment of core courses and proposing a new core course are publicized and made available through the provost's website.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
The University of Texas at Arlington has a designated full-time employee (FTE) in the Admissions, Records and Registration Department who has the primary responsibility to compare UTA's lower division course offerings with the TCCN database, and coordinates with the academic organizations for recommendations for the inclusion of UTA courses for equivalent credit to specific TCCN courses. Upon receiving approval of the lower division equivalencies, the FTE updates the TCCN database, and coordinates updating of the University Catalog, webpages and student information system. Information was also included on TCCNS and common course number equivalents in UTA's catalog, degree/curriculum guides, transfer admission webpages, and in the Class Search module of UTA's student information system.

b. *Field of Study Curriculum*
Field of study curriculum was implemented and is reviewed through a representative group of faculty and reviewed by the Undergraduate Assembly.

c. *Texas Core Curriculum*
The UTA Core Curriculum Committee is which is composed of 12 members representing all of the colleges/schools. They are charged with the review and implementation of core classes. Information is disseminate through the colleges and made broadly available through the Provost's website which includes UTA Core syllabi, criteria for component areas, objectives for component areas and requirements for core courses. In particular the meetings of the Core Curriculum committee are disseminated to the Undergraduate Curriculum Committee and shared widely with the Undergraduate Assembly and all the faculty at UTA.

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?

No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	155	508
University core curriculum	52	51
Degree program major requirements	134	287

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- 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)

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

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

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

No additional, significant barriers identified.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

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

It is likely that the increasing numbers of younger students taking college courses in high school will result in increases in numbers of courses that don't eventually apply to the students' final choices of majors.

The University of Texas at Dallas

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   No
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   No
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   No
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (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.)*

- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Childcare services on campus
- First-year transfer experience

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

Extended hours for relevant offices

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

None

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)*

Articulations with DCCCD and Collin College, which are our primary feeder institutions, is very important. Effectiveness is assessed by the number of enrollees from those institutions.

b. *persistence (retention)*

The Student Success Center's programs aid students in need of help in core courses. Students who utilize the services, compared to those who do not, have higher retention.

c. *success (completion)*

Proper articulation means that students do not show up with excessive SCH and that course content is sufficient in rigor and content; proper advising means that transfer SCH are appropriately applied. Upper level coursework must be available with transfers in mind.

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
- 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 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 4,459,000
Percent of new transfer students who were recipients	82%
Average annual award per student	$ 1,961

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	UTD's transfer policy does not allow transfer of WECM or technical courses.
Calculation for the transfer GPA for admission	No	UTD's transfer policy does not allow transfer of WECM or technical courses.
Student's record in the student information system	Yes	WECM courses are recorded but the university does not grant credit.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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?
54

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.)
Changing degree requirements annually; time and resources.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Articulation agreements make it better for the students.

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

Our faculty assist in creating and updating articulation agreements between institutions; they understand the value of the process.

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

UTD's administration supports the articulation process and supports agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

(No response provided by institution)

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Discussed in relevant faculty senate committees and subcommittees; Dean's Council; undergraduate dean and undergraduate dean's council. Cross functional discussion between Registrar and academic personnel.

b. *Field of Study Curriculum*
Discussed in relevant faculty senate committees and subcommittees; Dean's Council; undergraduate dean and undergraduate dean's council. Cross functional discussion between Registrar and academic personnel.

c. *Texas Core Curriculum*
Discussed in relevant faculty senate committees and subcommittees; Dean's Council; undergraduate dean and undergraduate dean's council. Cross functional discussion between Registrar and academic personnel.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Discussed in relevant faculty senate committees and subcommittees; Dean's Council; undergraduate dean and undergraduate dean's council. Cross functional discussion between Registrar and academic personnel.

b. *Field of Study Curriculum*
Discussed in relevant faculty senate committees and subcommittees; Dean's Council; undergraduate dean and undergraduate dean's council. Cross functional discussion between Registrar and academic personnel.

c. *Texas Core Curriculum*
Discussed in relevant faculty senate committees and subcommittees; Dean's Council; undergraduate dean and undergraduate dean's council. Cross functional discussion between Registrar and academic personnel.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	THECB has this information already as reported on the CBM003.	THECB has this information already as reported on the CBM003.
University core curriculum	THECB requires we report our core. Therefore, they would already have this information.	THECB requires we report our core. Therefore, they would already have this information.
Degree program major requirements	Major requirements are typically upper level.	Major requirements are typically upper level.

38. List the locations where information about the TCCNS and common course number equivalents are provided. *(Order of selected responses does not reflect order of importance to the institution.)*
- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)

39. Identify and rank barriers to transfer, with "1" being most problematic.
1. Students transferring with excessive hours
2. Inaccurate and/or inadequate advising at the community college
3. Lack of financial aid support (federal, state, and institutional) for transfer students

40. Please list and describe additional significant barriers that apply to your institution but are not included in the above list for ranking. (Please limit your response to 600 characters.)
(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)
(Automatic skip based on previous question)

43. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)
no

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 2018?**
   No
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   No
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   No
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus tour
   - Food services/meals
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 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
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   In 2017-2018, the UTEP-EPCC Executive Articulation Council created new working groups that are designed to: identify ways to improve the transfer pipeline, expand EPCC-UTEP joint initiatives, and improve curricular alignment between EPCC and UTEP degrees. The working groups have identified barriers that affect successful transfer practices and have identified strategies to

address these barriers. The working groups meet on a continuous basis and report to the Executive Articulation Council quarterly.

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

- Writing lab
- Math lab
- Childcare services on campus

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

As part of our advising redesign, year two, we are establishing a protocol and service plan for incoming transfer students. The plan is 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 their retention and timely completion (external commitments, financial challenges, etc.), so they can move into their college as seamlessly as possible.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

In 2017-2018, the UTEP-EPCC Executive Articulation Council, comprised of key upper administrators from both institutions, has created new working groups that are designed to: identify ways to improve the transfer pipeline, expand EPCC-UTEP joint initiatives, and improve curricular alignment between EPCC and UTEP degrees. The working groups have identified barriers that affect successful transfer practices and have identified strategies to address these barriers. The working groups meet on a continuous basis and report to the Executive Articulation Council quarterly.

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 will highlight two programs here. First, the El Paso Community College (EPCC) Recruitment Transfer Fairs serve as an extremely effective program in promoting enrollment. The fairs are held at all EPCC campuses and serve as one-stop events that include onsite admission, transcript printing and preliminary evaluation, preliminary advising and communication with colleges, financial aid and scholarship information, military benefit information, and orientation registration. Second, building on the long-standing collaborative relationship with EPCC, UTEP has developed a new Bachelor of Applied Arts and Science (BAAS) degree program, as a designated pathway for graduates of AAS programs to continue to a Baccalaureate without significant loss of technical credit not usually transferred to a traditional BA or BS Degree. This new degree will launch in the Fall of 2018 and has already been approved by the THECB and SACSCOC.

b. persistence (retention)

Funding remains one of the top factors affecting retention of transfer students. Students who transfer from El Paso Community College (EPCC) to UTEP are able to take advantage of consortium agreements, concurrent enrollment, Pell Grants, Texas Grants, and the UTEP Promise (an institutionally-funded program that helps cover tuition and mandatory fees for up

to 15 credit hours each semester). However, the cost of tuition at UTEP is still considerably higher than EPCC's tuition, and there is still a notable number of students who find it difficult to manage the increased tuition rate. We are mindful that students who are unable to pay for the increased tuition may stop-out, work for a semester or two, save money, and then return to UTEP, delaying their graduation. Others who stop-out do not return. It is important for UTEP to continue to identify funding sources and financial aid programs to help increase retention and persistence among our transfer students.

c. *success (completion)*

First, Articulation Agreements play a vital role in completion of the bachelor's degree. UTEP has well-structured 2+2 agreements in engineering, business, and nursing, as well as clear articulation information for students majoring in science. UTEP is committed to revisiting articulation agreements in the coming year and to reviewing course scheduling to ensure that we are accommodating needs of our transfer students. Second, the BAAS is a new pathway for completion of the Baccalaureate degree, developed specifically to support students who are working in technical fields and have the AAS technical degrees, but need to complete a Baccalaureate to enhance their career opportunities. We have a dedicated advising team who will support this new set of students and assure alignment and completion of the degree.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions

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 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 1,650
Percent of new transfer students who were recipients	1%
Average annual award per student	$ 550

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	Technical credits are only counted in the transfer earned hours for students pursuing the BAAS. Students pursuing that degree are granted a block of credit for completion of an AAS degree. In all other cases, technical credits are not counted toward the earned hours.
Calculation for the transfer GPA for admission	Yes	(No response provided by institution)
Student's record in the student information system	Yes	Technical credits are only counted in the transfer earned hours for students pursuing the BAAS. Students pursuing that degree are granted a block of credit for completion of an AAS degree. In all other cases, technical credits are not counted toward the earned hours.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
17

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
1

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?
1

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
Articulation agreements require working with faculty members from both institutions to identify courses that may meet degree requirements at the four-year school. This may include reviewing learning objectives, accreditation requirements, textbooks, assessment measures, etc. The process requires considerable investment of time and collaboration, which may pose a barrier to the establishment of new agreements. Further, as degree programs at the four-year institution change, it is necessary to engage in continuous improvement to maintain articulation agreements.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
Articulation agreements are often critical to ensuring that transfer students are able to continue their degree plans seamlessly. They help in demonstrating our commitment to transfer students by offering a promise of credit and a pathway to the bachelor's degree. In some cases, the articulation agreement is also reflective of agreements among the faculty at both institutions,

including agreements related to learning objectives and other common goals and approaches. Articulation agreements also contribute to savings of time and money, and encourage completion of bachelor's programs.

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

Overall faculty members are supportive of articulation agreements. Given our institutional mission of access and excellence, and our commitment to supporting the successful transfer of students from El Paso Community College, our faculty members understand the value of vertical alignment and articulation agreements. In particular, they understand the value of articulation agreements to student success.

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

Our administration is very supportive of articulation agreements. As with our faculty members, our administration deeply understands the value of articulation agreements in creating a seamless transition process for students transferring from two-year schools. Due largely to the critical role of articulation agreements in creating positive transfer experiences for our students, administrators have very positive attitudes toward articulation agreements.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

Mathematical sciences and English

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

None at this time.

b. *Field of Study Curriculum*

Our curriculum office reaches out to faculty chairs and directors of programs where field of study curricula are being developed or modified.

c. *Texas Core Curriculum*

Our curriculum office regularly works with relevant departments to share updates in our approved core curriculum. Recently, we have begun meeting with academic leaders in each College/School, to review the expectations for accepting transfer credit.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

Not applicable.

b. *Field of Study Curriculum*

The Academic Affairs curriculum office shares the recommendations of the THECB committees updating or creating these curricula with relevant faculty and provides feedback from faculty back to the THECB committees.

c. *Texas Core Curriculum*

All proposals for additions or changes to the Core Curriculum are reviewed/approved by department, college, and university undergraduate curriculum committees, as well as the Faculty Senate. The curriculum office in Academic Affairs works closely with the Registrar's Office in Enrollment Services to assure that core course transfer policies are followed. When advisors note any discrepancies in how these credits are articulated on a degree audit, they reach out directly to the curriculum office. We troubleshoot the issue with the advisor and the relevant professional staff members to resolve any errors in the transfer of core courses and their applicability to degree programs, when relevant.

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

No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?

No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	148	565
University core curriculum	38	262
Degree program major requirements	71	262

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Student information system degree audit (TCCNS course equivalents)

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

1. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
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. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
5. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
6. Degree programs at capacity at your institution
7. Students transferring with excessive hours

8. Program admission requirements that are different from your institution's admission requirements
9. Inaccurate and/or inadequate advising at the community college

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

Not applicable - all significant barriers are captured in our response to item 39.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

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

No - all factors affecting transfer are addressed in our response to item 39.

The University of Texas at San Antonio

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   2700
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   93%
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Yes. Graduate in 2 years-19%; Graduate in 3 years-50%; Graduate in 4 years-65%; Graduate in 6 years-67%.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   No
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**

Transfer Tuesdays, which is a specific tour for transfers that are prospects, applicants and admits. These students are also provided the opportunity to bring in transcripts and their process is expedited to acquire a decision on their admission ability. Distinguished Scholars Stole Ceremony, which for those students that are awarded the Distinguished Presidential and Distinguished Transfer scholarship that are graduating. Transfer Preview Day at Northwest Vista College and San Antonio College, staff from admissions, key service offices and advisors meet with 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
- Faculty/staff mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus
- Commuting/transportation assistance
- Learning communities
- First-year transfer experience

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

The Roadrunner Transition Experience offers a transition experience for transfer students to the 4-year UTSA campus. Aimed at in-coming Roadrunners who are excluded from the freshman First Year Experience, it trains and makes available transition-peer mentors who ensure students have access to peers who are eager to support them. It creates resources and programs that provide a rich transition experience to increase transfer student retention and graduation rates.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Alamo On Trac, which is a program for those students that were not admitted to UTSA as a freshman, but have an opportunity to be retained, by starting at one of the Alamo Colleges and after one semester at Alamo, be dually enrolled at Alamo and UTSA the following semester, ensuring their success. On the 3rd semester, the student is back at UTSA as a Full-time student improving persistence and success.

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

a. number (enrollment)

The UTSA Admissions Counselors and the UTSA Transfer plans/guides. The UTSA Admissions Counselors are available in the different regions and community college campuses to answer the students' questions; and refer students and the personnel at the community colleges to the UTSA Transfer plans/guides.

b. persistence (retention)

The mandatory academic advising appointment; advising campaigns; and outreaches performed by UTSA Academic Advising. Before the student registers for their first term at

UTSA, they are required to have an academic advising appointment. During this first appointment, the student develops a rapport with their assigned academic advisor; has their questions answered regarding how their transfer work applies to their degree, as well as, learning of the requirements left to complete their degree. They are also introduced to resources such as DegreeWorks and informed of other important resources to help them be successful.

c. *success (completion)*
The Academic Advisor Caseload Review in which academic advisors monitor their assigned student caseload, ensures students are enrolled in the appropriate courses and are on track for completion of their academic program. Academic advisors also stay connected with their students via email or through Academic Advising Campaigns. Through these Campaigns, specific population of students are invited to attend an academic advising appointment. In addition, the academic advisors receive progress reports from faculty in major specific success marker courses and follow up with the student based on the response the faculty has provided via the progress report.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 21,189,994
Percent of new transfer students who were recipients	67%
Average annual award per student	$ 9,294

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

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

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
Blinn Community College, Wharton County Jr College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
0

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?
20

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
Some of the barriers are identifying the right partners so that specific community college programs align with bachelor programs at the institution and students can transfer with little or no loss of credits. Another barrier is that the review process varies by each discipline.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
It is an important part of our strategic enrollment plan and student success. These agreements allow for a student to seamlessly transfer to our institution with little or no loss of credits.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
The faculty are open to these agreements and see the benefit. Many faculty want to be included in the process so an ideal agreement can be formulated that benefits both the students and the program.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
The university administration is very supportive of these agreements and would like to see more of them. They see it as an integral part of our strategic enrollment and one way to contribute to San Antonio's cultural and economic ecosystem.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.

(No response provided by institution)

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

Faculty awareness has been raised through working with the associate deans of each college. They work with the department chairs, program coordinators, and faculty to facilitate conversations related to these courses. Information is available through the Associate Vice Provost Core Curriculum & QEP.

b. *Field of Study Curriculum*

Faculty awareness has been raised through working with the associate deans of each college. They work with the department chairs, program coordinators, and faculty to facilitate conversations about the Field of Study. In addition, we have actively been nominating faculty to serve on the advisory committees.

c. *Texas Core Curriculum*

Academic departments are a part of the review process for both courses put into the core and assessment of these courses. In addition faculty senate approves the core curriculum. The UTSA Core Curriculum website provides information for faculty related to THECB TCC requirements.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*

Academic departments determine equivalencies when reviewing/creating degree programs and/or developing Core Curriculum courses. TCCNs are removed from courses when it is determined that the equivalency is no longer a good fit. This happens when academic departments review and revise their degree programs and the catalog for the next AY. This has been an annual process, however, we will be transitioning to a two-year catalog cycle in 2018-20. At that time, it will become a two-year review process.

b. *Field of Study Curriculum*

Academic departments review the field of study curriculum and determine to which course in the curriculum the field of study is equivalent. This information is shared with academic advisors so students receive the proper credit for courses they are transferring.

c. *Texas Core Curriculum*

This is overseen by the Associate Vice Provost for Core Curriculum and QEP. This person is the liaison between departments and colleges to ensure implementation occurs of the core curriculum and the policies that accompany the core curriculum. Faculty from across UTSA are involved in TCC oversight. The Core Curriculum Committee (CCC) and the University Curriculum Committee reviews all Core Curriculum course proposals and makes recommendations to the Faculty Senate. The Core Curriculum Assessment Team (CCAT)

oversees its assessment. All three of these committees are composed of faculty representatives from all UTSA colleges. The Associate Vice Provost for the Core Curriculum and QEP chairs both the CCC and CCAT.

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 undergraduate catalog that fall into each of the categories below. <u>Note: This information is not reported in CBM reports.</u> You may need to contact your institutional research office or office of the registrar to obtain these numbers.

Courses included in:	Number of lower-division courses <u>with</u> a common course equivalent (or TCCNS number)	Number of lower-division courses <u>without</u> a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	216	265
University core curriculum	89	45
Degree program major requirements	216	233

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)

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

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

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

The ability for students to get an unofficial evaluation of transcripts before the application stage. The limited resources of scholarship/aid for transfer students with exceptional GPA's or those students part of Phi Theta Kappa (PTK). Often there are more students eligible than dollars.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?
Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)
Working with an organization to implement a transfer portal for students to acquire an unofficial evaluation of how their courses will transfer to UTSA and what may be the best academic major that they would benefit from with the courses they have taken as well as the time it may take to complete the intended degree. This is in the planning and implementation phase. We worked closely with Alamo colleges to develop Transfer Guides that their academic advisors will use in working with their students.

43. Are there any emerging issues at your institution that are likely to cause barriers to transfer in the future? (Please limit your response to 600 characters.)
An overall barrier that was found when working with Alamo Colleges was the prerequisites for courses that they have to enforce based on the ACGM that are not prerequisites for students to take the course(s) at our institution.

University of Houston

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   No
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   No
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   No
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Assignment of student mentors
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (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.)*

- 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 "Guide" product was made available to transfer students in fall 2017 to help keep them on track for timely completion. Guide is a student app that provides reminders about upcoming tasks and deadlines, connects students to campus resources and events, and helps with major and career exploration.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

Education Advisory Board's "Guide" product was made available to transfer students in fall 2017 to help keep them on track for timely completion. Guide is a student app that provides reminders about upcoming tasks and deadlines, connects students to campus resources and events, and helps with major and career exploration.

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 Houston Community College, Lone Star College, San Jacinto College, Victoria College, College of the Mainland, 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 Houston Community College, Lone Star College, San Jacinto College, Victoria College, College of the Mainland, and Wharton County Junior College to increase retention and completion while decreasing excess credits and time to degree for transfer students.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- 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 2017-2018 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 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	Yes	(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 2017-2018 school year?

No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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.)
1. Difficult to identify the primary person to execute the agreements 2. Difficult with follow-through, can take months to a year before final signatures 3. Community Colleges do not host the agreement on their websites so Community Colleges students cannot find the agreements making collaboration difficult 4. Training regarding the process of developing articulation agreements would be helpful.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
The University of Houston participates in articulation agreements to establish seamless transfer pathways for students in support of timely completion.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
Faculty support participation in articulation agreements to establish seamless transfer pathways and facilitate timely completion.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
University of Houston administration supports participation in articulation agreements to establish seamless transfer pathways and facilitate timely completion.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
Through Houston GPS, meetings were held with two-year college faculty from Houston Community College, Lone Star College, San Jacinto College, and Wharton County Junior College and with four-year college faculty from UH, UH Clear Lake, and UH Downtown. All UH four-year degree programs were included in these discussions aimed at creating seamless transfer pathways from the two-year to four-year institutions.

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
TCCNS considered in course proposals submitted to the Faculty Senate Undergraduate Committee.

b. *Field of Study Curriculum*
UH faculty are nominated for THECB Field of Study committees and have been selected to serve. Field of Study Curriculum is also discussed at Houston GPS meetings focused on designing seamless transfer degree maps.

c. *Texas Core Curriculum*
Through the Faculty Senate Undergraduate Committee, faculty were involved in the review and revision of the assessment of core objectives.

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
(No response provided by institution)

b. *Field of Study Curriculum*
Field of Study Curriculum requirements are included in degree requirements.

c. *Texas Core Curriculum*
Course eligibility for Texas Core Curriculum is reviewed and evaluated by the Faculty Senate Undergraduate Committee prior to submission. Approved courses are communicated as appropriate.

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	121	861
University core curriculum	51	92
Degree program major requirements	8	52

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

- Catalog course descriptions (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Class schedule (TCCNS course equivalents)
- Recruitment materials (TCCNS course equivalents)

- Additional locations or publications (please specify): Transfer Equivalency Guides

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

1. Program admission requirements that are different from your institution's admission requirements
2. Lack of financial aid support (federal, state, and institutional) for transfer students
3. Transfer students' interest/demand for degree programs not offered at your institution
4. Students transferring with excessive hours

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

There are no additional significant barriers not included in the above list.

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

Through Houston Guided Pathways to Success (GPS), a regional consortium that includes Houston area community colleges, UH is addressing the lack of course and program alignment with community colleges, advising, and excessive hours. Guided Pathways to success strategies including meta-majors, academic maps, proactive advising, informed choice, structured schedules, and co-requisite remediation are being put in place to create seamless transfer pathways while increasing retention and completion.

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

There are currently no emerging issues likely to cause barriers to transfer in the future.

University of North Texas

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   4200
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   89%
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   2800
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   UNT implemented "Application Days"• at our partner community colleges during this time period. These programs bring the transfer admissions counselors to community college

campuses to advise prospective transfer students on their admissibility and to answer questions pertaining to transfer. Students who decide to commit to transfer are provided the opportunity to apply onsite, with the assistance of the transfer counselors, and their application fees are waived.

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 provides a Transfer Center on campus that brings the information and services most sought after by transfer students to one place that is easily accessible to transfers. While not all services are housed within the center, the staff there act as a liaison and advocate for the transfer student population and provides the information students need.

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

The multicultural center began a student mentorship program that is set to assist student success by providing connections with other students to help them successfully navigate UNT. It's called FLY (fortify the leader in you). We also were awarded and undertook work via a grant to design seamless transfer pathways that will apply all transferable courses into a degree program at UNT.

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

a. *number (enrollment)*
Transfer Debut - effectiveness measured by attendance and number of students electing to apply at each session

b. *persistence (retention)*
Academic advisors - measured by the numbers assisted and the progress of the students to graduation

c. *success (completion)*
Academic advisors - measured by successful completion of the degree programs

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 39,401,661
Percent of new transfer students who were recipients	74%
Average annual award per student	$ 9,975

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	Courses are not accepted in transfer unless specifically reviewed and approved by advisor
Calculation for the transfer GPA for admission	No	Courses are not accepted in transfer unless specifically reviewed and approved by advisor
Student's record in the student information system	Yes	Courses are kept as part of students record to allow for review by advisor

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.

(Automatic skip based on previous question)

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
67

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
0

26. With how many Texas community colleges does your institution have at least one degree program articulation agreement?
7

27. What are the barriers to developing degree program articulation agreements with community colleges? (Please limit your response to 600 characters.)
The biggest barrier is the resources needed in both time and staff to be able to plan, write, edit and agree upon articulations in order to get them executed. The differences in curriculum, even the core curriculum, and the degree requirements set by each institution are a challenge to match and produce a transferable course plan. Extensive planning and work between the two institutions and an agreement to compromise is required to make any program articulation successful.

28. Why does your institution participate in an articulation agreement? (Please limit your response to 600 characters.)
UNT is committed to working with transfer students and to provide every opportunity to ease the transfer of these students from the community colleges into our university. Articulation agreements are one way to assist students in selecting courses that not only provide ease of transfer but also provide the most effective and efficient transfer of credits by means of course usability and cost effectiveness.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
UNT is very interested in engaging with community college partners in designing successful articulation agreements. Over the past year, with the support of our Provost and VP Enrollment, UNT sought and was awarded a grant through the Dell Foundation to improve our articulation program with community colleges partners and is currently making great strides in what we know will ultimately benefit transfer students enrolling at UNT.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
The administration is very supportive and is making it possible to concentrate the efforts of staff toward the goal of more effective articulation agreements. They are also supporting the work toward removal of barriers that might hinder our work.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
B.S. in Electrical Engineering, BAAS (Bachelor's of Applied Arts & Sciences), B.S. Kinesiology, B.S. Recreation, Event, and Sport Management, BBA (Bachelor of Business Administration), B.S. Psychology, B.S. Sociology, B.S. Integrated Studies, B.S. in Biomedical Engineering B.S. in Materials Science & Engineering

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
i. North Texas P-16 Council is working to promote all 2 and 4 year colleges in the region to adopt the TCCNS numbering and related courses. ii. UNT is participating in THECB TX Regional Alignment Network and is focused on Math and Science courses for alignment.

b. *Field of Study Curriculum*
UNT is working on the Seamless Transfer Pathways project with Collin College and focused on Business Field of Study Curriculum

c. *Texas Core Curriculum*
i. UNT is participating in THECB TX Regional Alignment Network and it is looking at the Texas Core Curriculum alignment in Math and Sciences. ii. Developed an electronic resource guide for chairs and hosted several informational lunches to familiarize department chairs with the Texas Core Curriculum

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
(No response provided by institution)

b. *Field of Study Curriculum*
(No response provided by institution)

c. *Texas Core Curriculum*
i. All courses in the core curriculum are developed, taught, and assessed by qualified faculty according to SACSCOC guidelines.

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	181	657
University core curriculum	61	81
Degree program major requirements	120	398

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Catalog degree requirements (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)

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

1. Inaccurate and/or inadequate advising at the community college
2. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
3. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)
4. Insufficient staff and/or financial resources at your institution to facilitate transfer of students from community colleges
5. Lack of financial aid support (federal, state, and institutional) for transfer students
6. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students

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

Increased enrollments in certificate and applied science programs have led to a larger number of students whose courses transfer into the Bachelor of Applied Arts and Sciences programs but who want to major another programs that doesn't utilize all their AAS courses. This causes frustration for the students as they did not understand that the AAS courses they were taking were not considered "academic." It also causes delays in graduation as students who continue into the non-BAAS programs take the required courses to meet graduate requirements for those specific degrees

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

UNT began work with Collin College to streamline and increase the effectiveness of our articulation programs in an effort to make these more effective for transfer students throughout all community colleges. This effort is part of a grant we received from the Dell Foundation, which will be an ongoing initiative for another year.

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

Increased emphasis on certificate completion or workforce programs that do not transfer into the academic degree programs at universities. Transfer students, for the most part, are unaware that these courses are not as applicable to academic degrees and while degree options exist that will use workforce or applied science courses, they often want one of the academic degrees that will not use their courses causing them frustration and delays in completion. We are seeing this both from community college students and dual credit students.

Research Institutions

Texas A&M University

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   Community college transfer students are not tracked separately.
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   Community college transfer students are not tracked separately.
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Community college transfer students are not tracked separately.
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Advising with faculty advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - Academic advising on community college campuses
   - Financial aid advising on community college campuses
   - Permanent transfer advisor on community college campus
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students

9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   none to report

10. **List the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion).** *(Order of selected responses does not reflect order of importance to the institution.)*
    - Student mentors
    - Faculty/staff mentors
    - Discipline/major specific tutorial services
    - Writing lab
    - Math lab
    - Academic early alerts for struggling students
    - Childcare services on campus
    - Commuting/transportation assistance
    - Learning communities
    - First-year transfer experience

11. **Among the services/activities your institution provides to transfer students to encourage persistence (retention) and success (completion), explain if any offerings are tailored to meet transfer students' needs. (Please limit your response to 600 characters.)**
    The Transfer Student Program at Texas A&M University offers transfer students the opportunity to be connected with student peer mentors, connects students with high impact programming opportunities, partners with Tanu Sigma National Honor Society for recognition and awards, in addition to creating social & academic events along with health and well-being insight. - http://successcenter.tamu.edu/Transfer-Student-Program-(TSP)

12. **List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)**
    None to report

13. **For each of the following areas, name and briefly describe the single most effective program provided by the institution that serves transfer students. Include criteria your institution uses to determine effectiveness. (Please limit your response to 1000 characters for each area.)**
    a. *number (enrollment)*
       The Office of Admissions at Texas A&M University welcomes prospective transfer students to attend one of six Transfer Information Sessions (TIS). These information sessions are scheduled for three dates in the fall and three dates in the spring on Friday afternoons to allow to student transportation. The TIS will prepare prospective transfer students to be more competitive in the application process. Students who are considering Texas A&M as a transfer student are encouraged to attend one of these events. These programs are targeted towards current seniors in high school who will be attending a community college after graduation or in-progress transfer students who are looking to apply.
    b. *persistence (retention)*
       Academic Success Center - Transfer Student Program The Academic Success Center represents a collaboration between Academic Affairs and Student Affairs at Texas A&M University. Their mission is to provide access to comprehensive resources to Aggies from all geographical, socio-economic, and ethnic backgrounds so that they can achieve their academic goals and fulfill their academic potential. The holistic approach fosters mental and

physical well-being and encourages students to identify roadblocks, set realistic, attainable, and personally fulfilling academic goals, and take ownership of their learning. This office cultivates skills and attitudes that enhance academic performance and prepare students for lifelong learning. The Academic Success Center provides workshops and classes on study skills, time management, and related topics; tutoring; Supplemental Instruction; academic coaching; and peer mentoring.

c. *success (completion)*

Academic Success Center - Supplemental Instruction Supplemental Instruction (also known as SI) is a free, peer-led, academic assistance program designed to improve performance. The Academic Success Center offers three 50-minute sessions per week for selected lower-level undergraduate courses. SI sessions are held outside class, on a regular schedule. SI sessions are facilitated by SI leaders, undergraduate students who have previously taken and mastered the course. If you attend an SI session, you'll experience active and collaborative learning methods that will help you achieve your course's learning objectives.

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

- Minimum grade point average (GPA) required for transfer admissions
- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Limit on transferable hours accepted
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

Yes

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 134,500
Percent of new transfer students who were recipients	1%
Average annual award per student	$ 2,630

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?

No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?

No

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?

No

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

CALCULATIONS/RECORDS	INCLUSION IN CALCULATIONS/ RECORDS	EXPLANATION
Calculation of transfer earned hours	No	We do not routinely transfer technical/workforce related courses. Our catalog and transfer equivalency website are resources for students for required coursework.
Calculation for the transfer GPA for admission	No	We do not routinely transfer technical/workforce related courses. Our catalog and transfer equivalency website are resources for students for required coursework.
Student's record in the student information system	No	We do not routinely transfer technical/workforce related courses. Our catalog and transfer equivalency website are resources for students for required coursework.

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
Yes

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 school year.
College of Engineering - Austin Community College, College of Engineering - Texas Southmost College, College of Geosciences - Houston Community College, College of Geosciences - Brookhaven College

24. How many academic (AA, AS, AAT to BA, BS, BBA, etc.) articulation agreements are currently in effect?
32

25. How many workforce (AAS to BAAS) articulation agreements are currently in effect?
0

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 work closely with our 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.)
provide guided pathways for students into specific programs.

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
Find them useful to meet specific program goals.

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
Find them useful to meet specific program goals.

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
English and Mathematics faculty both participated in vertical teaming.

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
We engage administration/faculty in departments/courses to regularly review ACGM guidelines.

b. *Field of Study Curriculum*
We nominate faculty to serve on Field of Study committees at THECB.

c. *Texas Core Curriculum*
Almost all faculty are aware of core curriculum requirements. We have a scheduled review of all core curriculum courses

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
same as above

b. *Field of Study Curriculum*
same as above

c. *Texas Core Curriculum*
same as above

35. Does your institution use the TCCNS as the institutional numbering system for lower-division (freshman and sophomore) courses?
No

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?
No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common course equivalent (or TCCNS number)	Number of lower-division courses without a common course equivalent (or a TCCNS number)

2017-2018 undergraduate catalog (core, major requirements, electives)	176	592
University core curriculum	100	93
Degree program major requirements	111	361

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Degree/curriculum guides (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- Recruitment materials (TCCNS course equivalents)
- Recruitment materials (explanation and significance of the common course numbering system)
- Additional locations or publications (please specify): (No response provided by institution)

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

1. Inaccurate and/or inadequate advising at the community college
2. Lack of financial aid support (federal, state, and institutional) for transfer students
3. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
4. Program admission requirements that are different from your institution's admission requirements
5. Degree programs at capacity at your institution
6. Students transferring with excessive hours

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

None to report

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

No

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

(Automatic skip based on previous question)

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

None to report

The University of Texas at Austin

1. **Does your institution have a goal for the number of new community college transfer students for fall 2018?**
   655
2. **Does your institution have a goal for the number of new community college transfer students to retain from fall 2018 to spring 2019?**
   No
3. **Does your institution have a goal for degree completion for your community college transfer students?**
   Yes. 70% of our students will graduate within 3 years of transfer to the university
4. **Does your institution require academic advising for new transfer students?**
   Yes
5. **Do your institution's academic advisors receive training specific to transfer students?**
   Yes
6. **Does your institution offer an orientation program specifically tailored for transfer students?**
   Yes, offered and required
7. **List the activities/information provided during orientation that includes transfer students.** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Advising with professional advisors
   - Financial aid advising
   - Registration
   - Student organizations
   - Assignment of student mentors
   - Meetings specific to academic program majors
   - Career services
   - Housing information
   - Health services information
   - Mental health/counseling services
   - Campus safety/security information
   - Campus tour
   - Food services/meals
   - Parent/family participation
   - Testing
8. **What student outreach efforts did your institution conduct or participate in during the 2017-2018 school year?** *(Order of selected responses does not reflect order of importance to the institution.)*
   - Regular recruitment visits on community college campuses
   - Transfer fairs on community college campuses
   - University campus preview day(s) exclusively for prospective transfer students
   - University campus preview day(s) for all prospective students
9. **List and briefly describe new outreach recruitment programs to increase enrollment of transfer students (numbers) initiated for the first time in 2017-2018. (Please limit your response to 600 characters.)**
   (No response provided by institution)

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

- Student mentors
- Faculty/staff mentors
- Discipline/major specific tutorial services
- Writing lab
- Math lab
- Academic early alerts for struggling students
- Childcare services on campus
- Learning communities
- First-year transfer experience

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

(No response provided by institution)

12. List and briefly describe student success programs initiated for the first time in 2017-2018 that are available to transfer students to improve persistence (retention) and success (completion). (Please limit your response to 600 characters.)

UT Austin continued to expand on its work on tracking progress-to-degree 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)

(No response provided by institution)

b. persistence (retention)

The Transfer Year Experience Program offers comprehensive wrap-around service to transfer students including learning communities, social support (including the transfer student organization and the transfer student lounge) and transfer-specific signature courses. This effort tracks the persistence of transfer students for each semester.

c. success (completion)

Transfer students are comprehensively tracked by each college and school using our Progress-to-Degree tool. This tool helps academic advisors determine how student credits count toward their degree while also tracking progress toward timely graduation. Although the university does not yet have a 70% 3-year transfer graduation rate, we continue to make progress on this goal.

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

- Minimum semester credit hours a student is required to have to be considered for transfer admissions
- Number of semester credit hours students are required to take in residence at your institution for graduation
- Scholarship and financial aid information specific to community college transfer students
- Information about course transfer policy
- Course equivalency guides or database

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

16. For the institutional scholarships/grants designated for community college transfer students, provide the following information for the 2017-2018 school year. Use whole numbers for all the responses below.

Total amount awarded	$ 799,045
Percent of new transfer students who were recipients	28%
Average annual award per student	$ 1,437

17. Has the minimum GPA for transfer admissions changed from the 2016-2017 requirement?
No

18. Has the minimum semester credit hours for transfer admissions changed from the 2016-2017 requirement?
Yes. Lowered to 24 transferable semester hours

19. Has the academic residency in semester credit hours required for graduation changed from the 2016-2017 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 2016-2017?
No

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

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

22. Were any degree program articulation agreements with Texas community colleges executed for the first time during the 2017-2018 school year?
No

23. Name the degree program at your institution and community college partner for each new articulation agreement executed during the 2017-2018 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.)
(No response provided by institution)

29. What is the overall attitude of your institution's faculty toward articulation agreements? (Please limit your response to 600 characters.)
(No response provided by institution)

30. What is the university administration's attitude toward articulation agreements? (Please limit your response to 600 characters.)
(No response provided by institution)

31. List the degree programs in which the institution's faculty participated in "vertical teaming" meetings with two-year college faculty to align program and course requirements during the 2017-2018 school year.
Faculty members from UT Austin have served on THECB Field of Study Committees to discuss alignment of courses for specific majors across the state, with particular emphasis on recommendations for courses in the ACGM that prepare students for four year degrees. To date, these include the following FOS committees: Architecture* Engineering English Language & Literature* Finance Mexican American Studies Music Nursing Political Science* Psychology* Social Work* Sociology* * FOS committees met in 2017-18 In addition, UTAustin faculty have been nominated to serve on six upcoming FOS committees and to date we know that two have been appointed to serve on the following committees: Economics Mathematics Other arrangements include: • The College of Fine Arts had preliminary discussion with a two-year institution in the Rio Grande Valley about a possible articulation agreement; • College of Natural Sciences adminiatrators and faculty recently met with their peers at Lone Star Community College to discuss alignment of math and science courses for students planning to transfer to UTAustin; • The College of Nursing has a formal standing articulation agreement with Austin Community College.

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

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

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

a. *ACGM Learning Outcomes Project to align TCCNS courses*
Many but not all lower division courses at UT Austin are aligned to the ACGM and TCCNS. Faculty involved in teaching these courses and subsequent courses in sequence are somewhat familiar with the guidelines and objectives for these courses.

b. Field of Study Curriculum

Faculty representatives to FOS committees, their chairs, and some of their colleagues involved in overseeing degree requirements in related majors are aware of this initiative.

c. Texas Core Curriculum

Many faculty members at UT Austin, including particularly those who teach the 400+ courses in the core curriculum, are aware of this initiative. To a large extent, this is because of the campus-wide efforts to review and approve courses proposed to be included in our core list and also our annual efforts to assess the courses in the core curriculum. Another contributing factor is that since we count all writing flag courses to fulfill one part of the communication foundation component area, and we have many hundred writing flag courses, these faculty members are also aware of the core curriculum requirements.

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

a. ACGM Learning Outcomes Project to align TCCNS courses

The Office of the Registrar reviews 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 at either side.

b. Field of Study Curriculum

The Office of the Provost, in consultation with the relevant academic units, nominates a faculty representatives to serve on each FOS committee. Those who are actually appointed share information about the discussions and recommendations of these committees with the affected academic units and the Office of the Provost. Changes to our policies and procedures are then considered by the related academic units, college/school administration, (sometimes the Educational Policy Committee), and the Faculty Council, which makes recommendations to the Provost.

c. Texas Core Curriculum

The School of Undergraduate Studies oversees the core curriculum at UTAustin. 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 Faculty Council approval submits these courses to the THECB for review. The School of Undergraduate Studies also conducts regular assessment of the courses in the component areas of the core curriculum, to assure continued alignment to the state guidelines. Finally, the Office of Admissions, the Office of the Registrar, and the School of Undergraduate Studies collaborate to assure appropriate recognition of transferred core courses from other Texas public institutions, as well as core complete status from those institutions.

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

Yes

36. Were any common course number equivalents removed from institutional courses during the 2017-2018 school year?

No

37. Indicate the number of lower-division courses in your institution's 2017-2018 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 with a common	Number of lower-division courses without a common

	course equivalent (or TCCNS number)	course equivalent (or a TCCNS number)
2017-2018 undergraduate catalog (core, major requirements, electives)	207	1467
University core curriculum	65	129
Degree program major requirements	140	(No response provided by institution)

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

- Catalog course descriptions (TCCNS course equivalents)
- Catalog crosswalk list with institutional courses (TCCNS course equivalents)
- Transfer admissions webpages (TCCNS course equivalents)
- Transfer admissions webpages (explanation and significance of the common course numbering system)
- Additional locations or publications (please specify):
  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). See http://admissions.utexas.edu/apply /transfer-resources/ate/. ATE System – Online transfer credit database.

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

1. Degree programs at capacity at your institution
2. Transfer students unprepared for the rigor of university curriculum
3. Students transferring with excessive hours
4. Students advised to complete an associate degree that includes courses not applicable to the bachelor's degree prior to transferring
5. Lack of course and program alignment with community colleges (limited vertical teaming, faculty involvement, articulation agreements, etc.)

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

(No response provided by institution)

41. During the 2017-2018 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?

Yes

42. Please describe the systemic barriers to transfer which were addressed during the 2017-2018 school year and explain the resolution. (Please limit your response to 600 characters.)

Continued improvements of communications with prospective and admitted transfer students about the challenges with program capacity. By increasing transparency with students about the limitations, we were able to help students make informed decisions about transfer.

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

Continued lack of availability in programs.