

# **Texas General Academic Institutions: Increasing Successful Community College Transfer**

A Report to the Texas Legislature  
House Bill 1, 84th Texas Legislature

**Fall 2016**

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The mission of the Texas Higher Education Coordinating Board (THECB) is to provide leadership and coordination for the Texas higher education system and to promote access, affordability, quality, success, and cost efficiency through *60x30TX*, resulting in a globally competitive workforce that positions Texas as an international leader.

### Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

### Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

### Agency Core Values

*Accountability:* We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

*Efficiency:* We accomplish our work using resources in the most effective manner.

*Collaboration:* We develop partnerships that result in student success and a highly qualified, globally competent workforce.

*Excellence:* We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

## Table of Contents

<b>Executive Summary</b> .....	i
Legislative Directive.....	i
Methodology.....	i
Findings .....	i
Conclusions .....	ii
Recommendations.....	ii
<b>Introduction</b> .....	1
<b>Analysis and Observations - Survey Responses</b> .....	3
Outreach and Services for Transfer Students.....	3
Transfer Orientation.....	3
Advising Transfer Students.....	4
Transfer Success Programs.....	4
Websites.....	6
Financial Aid.....	6
Articulation Agreements .....	7
Dual Admissions .....	7
Statewide Initiatives.....	8
Vertical Teaming.....	8
Barriers to Transfer.....	8
Emerging Issues.....	10
<b>Analysis and Observations – Performance Data</b> .....	11
Applications, Acceptances, and Enrollments .....	11
Completion Rates .....	14
Completion Rates and Financial Aid .....	20
Time to Degree .....	22
<b>Conclusions</b> .....	25
<b>Recommendations</b> .....	27
<b>Institutional Profiles</b> .....	28
<b>Master’s Institutions Peer Group</b> .....	28
Angelo State University .....	28
Midwestern State University.....	29

Sul Ross State University .....	30
Sul Ross State University-Rio Grande College .....	31
Texas A&M University at Galveston .....	32
Texas A&M University-Central Texas .....	33
Texas A&M University-San Antonio.....	34
Texas A&M University-Texarkana .....	35
The University of Texas at Tyler.....	36
The University of Texas of the Permian Basin.....	37
University of Houston-Clear Lake .....	38
University of Houston-Downtown .....	39
University of Houston-Victoria.....	40
University of North Texas-Dallas .....	41
<b>Comprehensive Institutions</b> .....	42
Lamar University.....	42
Prairie View A&M University .....	43
Stephen F. Austin State University.....	44
Tarleton State University .....	45
Texas A&M International University.....	46
West Texas A&M University .....	47
<b>Doctoral Institutions</b> .....	48
Sam Houston State University.....	48
Texas A&M University-Commerce .....	49
Texas A&M University-Corpus Christi .....	50
Texas A&M University-Kingsville.....	51
Texas Southern University .....	52
Texas Woman's University .....	53
The University of Texas Rio Grande Valley .....	54
<b>Emerging Research Institutions</b> .....	56
Texas State University.....	56
Texas Tech University .....	57
The University of Texas at Arlington.....	58
The University of Texas at Dallas .....	59

The University of Texas at El Paso.....	60
The University of Texas at San Antonio .....	61
University of Houston.....	62
University of North Texas .....	63
<b>Research Institutions</b> .....	64
Texas A&M University .....	64
The University of Texas at Austin .....	65
 <b>Appendix A:</b> The General Appropriations Act, House Bill (HB) 1, Article III-263, Section 52, 84th Texas Legislature .....	66
<b>Appendix B:</b> Transfer Survey Instrument 2016 .....	67
<b>Appendix C:</b> Institutional Survey Responses .....	73
<b>Master’s Institutions</b> .....	73
Angelo State University .....	73
Midwestern State University.....	77
Sul Ross State University .....	80
Sul Ross State University-Rio Grande College .....	83
Texas A&M University at Galveston .....	86
Texas A&M University-Central Texas .....	90
Texas A&M University-San Antonio.....	94
Texas A&M University-Texarkana .....	98
The University of Texas at Tyler.....	102
The University of Texas of the Permian Basin.....	106
University of Houston-Clear Lake .....	110
University of Houston-Downtown .....	113
University of Houston-Victoria.....	117
University of North Texas-Dallas .....	120
<b>Comprehensive Institutions</b> .....	124
Lamar University.....	124
Prairie View A&M University.....	127
Stephen F. Austin State University.....	130
Tarleton State University .....	133
Texas A&M International University.....	137

West Texas A&M University .....	140
<b>Doctoral Institutions</b> .....	144
Sam Houston State University .....	144
Texas A&M University-Commerce .....	148
Texas A&M University-Corpus Christi .....	151
Texas A&M University-Kingsville .....	155
Texas Southern University .....	158
Texas Woman's University .....	162
The University of Texas Rio Grande Valley .....	166
<b>Emerging Research Institutions</b> .....	169
Texas State University .....	169
Texas Tech University .....	172
The University of Texas at Arlington .....	176
The University of Texas at Dallas .....	180
The University of Texas at El Paso .....	183
The University of Texas at San Antonio .....	186
University of Houston .....	190
University of North Texas .....	194
<b>Research Institutions</b> .....	198
Texas A&M University .....	198
The University of Texas at Austin .....	202

## Tables

Table 1. Ranked Barriers to Transfer .....	9
Table 2. Peer Group Comparison of Fall 2014 to Fall 2015 Texas Applications, Acceptance, and Enrollment .....	11
Table 3. Fall 2015 Applicants and Undergraduate Enrollment .....	12
Table 4. Fall 2015 Texas Applicants, Acceptance, and Enrollment .....	13
Table 5. Completion Rates Junior Fall 2011 Cohort .....	15
Table 6. Completion Rates for Sophomores Fall 2010 Cohort .....	16
Table 7. Completion Rate Differences for Juniors (Natives and Transfers) and Completion Rate Differences for Sophomores (Native and Transfers) .....	17
Table 8. Completion Rate Differences for Native Students and Completion Rate Differences for Transfer Students .....	18

Table 9. Institutions Completion Rate Differences for Native Students and Completion Rate Differences for Transfer Students. ....	19
Table 10. Peer Group Completion Rates Junior Fall 2011 Cohort, With and Without Pell Grants....	20
Table 11. Completion Rates by Institutions Junior Fall 2011 Cohort, With and Without Pell Grants. ....	21
Table 12. Statewide Summary Time to Degree Fall 2005-2011 Cohorts.....	22
Table 13. Average Time to Degree-Years, SCH Attempted, & Semesters Fall 2011 Junior Cohort.....	23
Table 14. Average Time to Degree-Years, SCH Attempted, & Semesters Fall 2010 Sophomore Cohort.....	24
Table 15. Statewide Summary Junior and Sophomore Cohorts Time to Degree.....	25

## **Executive Summary**

### **Legislative Directive**

The General Appropriations Act, House Bill (HB) 1, Article III-263, Section 52, 84th Texas Legislature for the 2016-17 biennium directs the Texas Higher Education Coordinating Board (Coordinating Board) to provide an analysis of transfer goals and practices based on reports from Texas public general academic institutions. The rider requires the Coordinating Board to submit an annual report that describes institutions' efforts to increase the number, success, and persistence of community college transfer students. The report provides recommendations to improve student transfer. This is the seventh annual report.

As part of the report, the rider directs the Coordinating Board to provide performance data by institution for both community college transfer students and native students. For the Coordinating Board's analysis and report, Texas public general academic institutions responded to a survey about their goals and practices in serving community college transfer students. This report fulfills the directives from the Legislature, and Appendix A includes the text of Section 52.

### **Methodology**

The 2016 report includes analysis of applications, acceptances, and student enrollments for fall 2015. This analysis compares first-time-in-college students (native) at Texas public universities and community college transfer students applying to, and enrolling in Texas public universities. Additionally, to compare the performance of students at public universities, continuing natives and new transfers who were classified as juniors in fall 2011 are tracked through spring 2015 – the latest semester for which data are available. This year's report also provides an analysis of a second cohort of students, continuing natives, and new transfers who were classified as sophomores in the fall 2010 and tracked through spring 2015. The report compares the performance of the cohort of sophomores and the cohort of juniors. Texas public universities are grouped according to their peer group in the Coordinating Board's accountability system to allow for more meaningful comparisons.

The text of the survey sent to all Texas public universities soliciting information about institutional programs and practices that encourage transfer success is found in Appendix B. The survey responses from the individual institutions are provided in Appendix C, and response comparisons are included in the Analysis and Observations section of this report.

### **Findings**

The survey responses and data show Texas public universities are successfully recruiting students from community colleges; however, the completion rates and time to degree for community college transfer students do not compare favorably to that of native students who were first-time-in-college students at universities. Texas public universities are processing more applications than ever before, evaluating more transcripts, and advising transfer students along the way toward enrollment and degree completion. A university's approach to these tasks varies depending on many factors, including student demographics, recruitment strategies, and resources available. An approach that is successful at one university may not address the needs of another university. Texas Emerging Research Institutions lead the state in the applications,

acceptance, and enrollment numbers of transfer students. Across all peer groups and among most institutions, students transferring with excessive hours remain a primary concern. Also, most universities identified inaccurate and/or inadequate advising at the community college and lack of financial aid and support for transfer students as major barriers to smooth transfer.

The performance data included in the 2016 report for the fall 2011 cohort of public university natives and transfer students classified as juniors indicates that completion rates for community college transfer students and time to degree continue to lag behind that of native juniors. The 2016 report marks the first change of note, up or down, in statewide and individual institutions' time to degree in years for the transfer students. All previous transfer student groups that were part of the cohorts of the study had time to degree measures that clustered at 7.5 years; the junior fall 2011 cohort transfer student time to degree was 6.3 years. It is also interesting that this change is the single measure of performance to deviate from the historical pattern and was observed for transfer students only. Completion rates, attempted semester credit hours, and semesters enrolled all remained close to the measures of previous years, with minimal change for the two groups within each cohort of natives and transfers during the seven-year period of reports.

## **Conclusions**

The enrollment and performance data and the institutional survey responses indicate that Texas public universities understand the importance of transfer students, and they are continuing efforts to recruit, retain, and graduate those students as efficiently as possible. By comparison to other states' efforts, Texas is above average in successfully addressing transfer challenges and nationally remains a policy leader. This year's data show that although the gap between natives and transfers remains, there was a narrowing of the gap in terms of the number years students take to graduate. The data for the sophomore natives and sophomore transfers also suggest that timing of transfer should be a consideration when advising students. Extended enrollment at community colleges may have unintended negative consequences for transfer students when their goal is to graduate with a bachelor's degree.

There are limits to what a single institution may achieve in improving transfer success. Texas public universities do not operate in a vacuum. With greater student mobility and the large number of diverse institutions, statewide initiatives to promote smooth transfer continue to be important.

## **Recommendations**

- Universities should take the initiative and cooperate with community colleges to align curricula for specific degree programs or groups of similar programs through the statewide initiative of Field of Study Curricula.
- Community colleges and universities should advise students about the connection between core curriculum and degree major requirements in a four-year curriculum and the importance of carefully scheduling courses.
- Community colleges should move students away from unfocused discipline exploration and toward an early connection with universities.

- Universities should actively participate in the updates and revisions of the *Lower-Division Academic Course Guide Manual* (ACGM) and adequately value, support, and encourage faculty in those endeavors.
- Universities must be more diligent in aligning their courses with those in the ACGM and in using the Texas Common Course Numbering System (TCCNS) because it provides the universal language to communicate lower-division program requirements and course information.
- Tuition structures and financial aid available to students should encourage full-time (15 semester credit hours), continuous enrollment.
- Universities should find alternative ways to help students who transfer demonstrate their competencies and overcome learning gaps when transferring between institutions.
- Community colleges should embrace and fully implement the standardized lower-division course and curricular requirements of the statewide initiatives of Field of Study Curricula and the ACGM Learning Outcomes Project to ensure learning gaps are minimized.

## Introduction

The General Appropriations Act, HB 1, Article III-263, Rider 52, 84th Texas Legislature for the 2016-17 biennium directs the Texas Higher Education Coordinating Board (Coordinating Board) to provide an analysis of transfer goals and practices based on reports from Texas public (GAIs). The rider requires the Coordinating Board to submit an annual report that describes institutions' efforts to increase the number, success, and persistence of community college transfer students. The report also must make recommendations to improve student transfer.

As part of the report, the legislation directs the Coordinating Board to provide performance data by institution for both community college transfer students and native students. For the Coordinating Board's analysis and report, Texas public GAIs responded to a survey about their goals and practices in serving community college transfer students. This report fulfills the directives from the Legislature, and Appendix A contains the text of Section 52.

The data analysis for this report, which looks at the transfer of Texas students from a public two-year college to a public university, is only a portion of the much broader spectrum of student mobility. While this report has a limited scope and the term "transfer" is defined narrowly, the institutional survey responses provide evidence of the complex challenges and the many variables that influence the movement and success of students. Concurrent with the recruitment, advising, and enrollment of Texas community college transfer students, Texas public universities must address the needs of students seeking to transfer from other public and private universities, both in and out of state; students from out-of-state two-year colleges; and students with international transcripts and global educational experiences. Many of those other students have attended multiple institutions before applying to the Texas public universities that will be their final destinations. Additionally, universities must advise their returning students, who may or may not return with transfer work.

The performance data are drawn from the Coordinating Board's existing database of information reported annually by each Texas public general academic four-year institution.

The 2016 report includes analysis of applications, acceptances, and student enrollments for fall 2015. This analysis compares first-time-in-college students (native) at Texas public universities and community college transfer students applying to, and enrolling in Texas public universities. Application and enrollment data shows the proportions of native to community college transfer students in an institutions' undergraduate population. Some institutions are characterized as primarily attracting first-time-in-college students, while others have evolved to be predominantly transfer institutions. The differences exist because of many factors, including the historical origins of the institution, geographic location, and academic focus.

The report follows a cohort of students at public universities, continuing natives, and new transfers who were classified as juniors in fall 2011 and tracks them through spring 2015 – the latest semester for which data are available. This 2016 report also provides an analysis of a second cohort of students, continuing natives, and new transfers who were classified as sophomores in fall 2010 and tracked through spring 2015. The report compares the performance of the groups of students within the cohorts and compares the performance of the two cohorts. Texas public GAIs are organized in data displays according to their Accountability System peer group to allow for more meaningful comparisons.

Institutional information about programs and practices that encourage transfer success are presented along with recommendations to encourage institutions to adopt successful strategies to improve community college student transfer. The report includes a summary of information from each institution, as directed by the rider.

Coordinating Board staff surveyed each Texas public university to understand institutional goals and current practices that serve community college transfer students, to identify barriers to student transfer, and to discern any potential emerging issues. The survey responses from individual institutions are provided in Appendix C, and response comparisons are included in the Analysis and Observations section. Performance data by institution, which compares native and community college transfer students, are presented in the report tables and in Institutional Profiles.

The juniors and sophomores whose performance is analyzed are either “native” students or “transfer” students. Native sophomores and juniors are those who initially enrolled at the university and achieved their designated class status the fall semester of the cohort year at that same university. Transfer sophomores and juniors are those students who transferred for the first time from a community college into a university, as either sophomores or juniors, the fall semester of the cohort year. For the juniors the cohort year is 2011. For the sophomores the cohort year is 2010. The term “time to degree” in this report refers to the time a student takes to complete a bachelor’s degree from the fall semester at which the student, either native or new transfer, is classified as a sophomore or junior. The graduation completion rate refers to the rate at which the same cohort of students graduated with a bachelor’s degree. For the purpose of this study, the completion rate was calculated at four years following the semester in which a native or transfer student achieved junior status, and at five years for the sophomores.

In addition to enrollment and performance data, the second component of the report provides the results of a survey of Texas public universities conducted by the Coordinating Board in June 2016. Texas public universities were asked about their outreach efforts and services for transfer students. The survey solicited information about articulation agreements, community college program enhancements, advising, website information, financial aid and scholarships, student success programs, degree program alignment, and participation and promotion of statewide initiatives aimed at smoothing and improving transfer for Texas students. The survey also requested that institutions rank common barriers to transfer.

Currently, seven Texas public GAIs have unique circumstances, which do not allow them to provide data regarding transfer students for the purposes of this report. Three Texas public institutions are upper-division level only: Sul Ross University-Rio Grande College (Sul Ross-Rio Grande), Texas A&M University-Central Texas (TAMU-Central Texas), and Texas A&M University-San Antonio (TAMU-San Antonio). These three institutions offer no point of comparison between their native and transfer students in the tables and analyses since all their students are transfer students. Four additional Texas public institutions originally were founded as upper-division institutions but recently received authority to expand into the lower divisions. These institutions are as follows: University of Houston-Clear Lake (UH-Clearlake), which admitted freshmen in 2014; University of Houston-Victoria (UH-Victoria), which admitted freshmen in 2010; Texas A&M University-Texarkana (TAMU-Texarkana), which admitted freshmen in 2010; and University of North Texas at Dallas (UNT-Dallas), which admitted freshmen in 2009. Data from these institutions does not allow for comparisons. Also in terms of historical tracking of the student co-horts used for comparison, the separate institutions of The

University of Texas-Pan American (UT-Pan American) and The University of Texas at Brownsville (UT-Brownsville) are included. For fall 2015 admissions data and for the responses for the survey, the single institution of The University of Texas Rio Grande Valley (UTRGV) is included.

## **Analysis and Observations - Survey Responses**

### **Outreach and Services for Transfer Students**

The most basic and common outreach to transfer students is recruitment. All Texas public universities recruit on the campuses of community colleges. Marketing, budget considerations, and competition (other universities, public and private) drive recruitment activities and their success. For some smaller, less urban universities, recruiting involves making community college students aware of the university. Recruiters also communicate information about facilities and campus resources, social life, extracurricular activities, and academic programs.

Added to a regular recruitment schedule are transfer fairs, special events usually organized by a community college. Thirty-two of the 37 public universities send representatives to transfer fairs. During recruitment visits and at transfer fairs universities provide information specific to a student's circumstances. Most universities (86%) provide academic advising and many (60%) also provide financial aid advising. To increase an institution's visibility and accessibility to community college students, a growing trend is to permanently place an advisor on key feeder community college campuses. Thirteen of the 37 universities have a permanent transfer advisor on a community college campus.

### **Transfer Orientation**

Orientation continues to be viewed as an essential and valuable service for transfer students. All but one institution reported offering a transfer orientation, and a majority of Texas public universities require students to attend. The remaining 16 universities that provided a transfer orientation did not require attendance. When orientation was required, the average participation rate was nearly 90 percent of students, with nine institutions reporting 100 percent participation. As expected, when orientation is optional, average participation was much lower, at 30 percent.

The following list of activities show the various services provided at transfer orientation, along with the number of Texas public universities that reported including the activities in their programs.

• Advising with professional advisors	30
• Advising with faculty advisors	23
• Financial aid advising	29
• Registration	30
• Student organizations' presentations	26
• Assignment of student mentors	6
• Assignment of faculty/staff mentors	1
• Meetings specific to academic program majors	31
• Career Services presentation	21
• Housing information session	17

• Health Services information session	23
• Mental Health/Counseling Services presentation	24
• Campus safety/security information session	28
• Campus tour	28
• Meal	29
• Parent/family participation and sessions	23

## **Advising Transfer Students**

The most frequently cited activity included in orientation programs is academic advising. Of the 36 institutions with transfer orientations, nine use professional advisors, 21 use professional advisors and also engage faculty advisors, and two institutions depend solely on faculty advisors during orientation. Only three universities indicated that they did not require academic advising for transfer students, but even so, those institutions offered opportunities to transfer students to meet with academic program/department representatives during orientation or at an alternative time as part of a pre-enrollment advising campaign. Also, as noted above, advising transfer students prior to transfer while they are still at the community college is a high priority in outreach efforts, and universities invest resources to make this service available and convenient. Advising students after admissions, but before they register for courses, is also a priority. Because of the complexity, uniqueness, and amount of information to consider when advising transfer students, most universities (34 of 37) provide training to advisors specific to the issues relevant to transfer students.

Concurrent with emphasis on advising is institutions' concern about the number of hours students earn prior to enrolling at the university. As was the case in the 2015 survey responses, when universities were asked to rank barriers to transfer, students transferring with excessive hours was the barrier cited most frequently again this year. Twenty-nine universities of 37 (78%) ranked it as a problem. Ten universities (27%) surveyed ranked excessive hours in transfer as the number one barrier, and an additional 16 universities (43%) ranked it one of the top five problems. More consistently than any other peer group, the Emerging Research Institutions, which admit and enroll approximately 50 percent of the state's community college transfer students, selected excessive hours as the number one barrier, with six of the eight institutions making this choice. Texas Tech University ranked excessive hours as number two and The University of Texas at El Paso ranked only one barrier – financial support for transfer students.

The second most frequently identified barrier was "inaccurate and/or inadequate advising at the community college." Fifteen institutions (40%) ranked community college advising as either their first or second most problematic issue. The barriers perceived as the top two are closely related, occur in the students' educational careers prior to admission and attendance at the university, and complicate advising when students transfer. Although excessive hours and courses not applicable to a degree plan present challenges when advising transfer students, universities try to mitigate the negative consequences of these barriers through community college outreach advising and specialized training for their own advisors.

## **Transfer Success Programs**

The path toward a bachelor's degree for students transferring from community colleges starts long before the students arrive on the university campus. Universities bring advising to

the community colleges to assist future transfer students in making informed decisions about their academic future. It appears that in some cases the advice may be counter to advice received from the community college. A transfer student's successful and timely completion of the degree is promoted or hampered by many factors, personal and institutional.

Once students move from the community college to a four-year institution, they often find that Texas public universities provide many services designed to encourage and support student success. The most commonly offered service is tutoring for writing, with 92 percent of institutions providing this to all students. The second most common service is early academic alerts, which identify and provide intervention for struggling students. Most universities (89%) provide early academic alerts and interventions to students. Most universities (86%) also offer tutoring for mathematics, and 81 percent provide discipline/major tutoring. Student and faculty mentoring, childcare, transportation, and learning communities are less frequently offered programs, with 13 to 16 universities making these services available to students.

In the survey responses, when asked if there were any new transfer student success programs initiated during the past year, institutions reported three overlapping areas: enhancements to their ability to provide advising to community college campuses prior to transfer, general recruitment efforts, and services to support the transfer student once enrolled at the university. A total of 27 universities (73%) described new programs in one or more of those areas.

Institutions reported initiating the following new programs to serve transfer students and encourage success:

- New scholarships
- Transitions advisors
- On-campus preview days for transfer students
- New recruiting locations within a community, rather than on a campus
- Writing center
- Mandatory and customized orientation for transfer students
- First-Year-Experience Transfer Coaches
- Training for admission counselors for unofficial transcript evaluations
- Early academic alerts
- Standardization of degree plans
- Regional admission counselors and academic advisors
- Peer mentoring
- Additional advising opportunities throughout the year (winter break and summer)
- Course for struggling transfer students
- Concurrent enrollment at university and community college at the same tuition rate
- Data set exchange with community college partner
- Designating personnel as a committee to focus on transfer student success
- Admissions processing done on community college campus
- Universities and community college partnerships to promote "guided pathways"
- Evening advising and information sessions
- Events to help students if the student needs to rethink their choice of academic majors
- Special activities during first week of class to connect students to campus
- Targeted recruiting of members of Phi Theta Kappa, a community college honor society

## **Websites**

All Texas public universities have pages on their websites for information tailored to address the needs of transfer students. More than 95 percent of the websites include the required grade point average (GPA) for transfer admissions and the number of transfer semester credit hours a student must have to be considered a transfer student. Because these requirements vary by institution, putting this information on the website is important to prospective students as they compare institutions. Most institutions set their minimum GPA for transfer admissions at 2.0; however, eight institutions report a higher requirement. Two Master's Institutions require a higher GPA; Texas A&M University at Galveston (TAMU-Galveston) which offers very specialized maritime programs, and University of Houston at Clear Lake (UH-Clear Lake), which until the fall of 2014 only admitted upper-division transfer students. The other institutions reporting the requirement as higher than 2.0 GPA for admission are Emerging Research Institutions and Texas A&M University (TAMU). The Emerging Research Institutions that require a higher GPA are Texas Tech University (Texas Tech), Texas State University (Texas State), The University of Texas at Arlington (UT-Arlington), The University of Texas at San Antonio (UT-San Antonio), and The University of Texas at Dallas (UT-Dallas). The University of Texas at Austin (UT-Austin) did not provide a minimum GPA in response to the survey question.

The use of a common course numbering system has been encouraged since the mid-1990s and mandated in statute since 2003. A total of 83 percent (31) of institutions report that they provide degree program guides that include Texas Common Course Numbers (TCCNS) on their website, but a complete listing of an institution's TCCNS course equivalents appears less frequently on websites. The 28 universities offering lower-division courses reported that a comprehensive listing of TCCNS courses offered by the institution is available on their website.

Another frequently appearing item of interest found on websites is financial aid and scholarship information specific to transfer students. Of the 37 universities surveyed, 34 have information accessible from their website.

## **Financial Aid**

Texas public universities with a mix of native and transfer students reported that they awarded transfer students an average of 26 percent of the institution's overall financial aid. At the institutions, the average proportion of transfer students receiving financial aid was 66 percent. This is 4 percent less than the average last year. At the two Research Institutions, transfer students' awards averaged \$11,658 at TAMU and \$12,525 at UT-Austin. At Emerging Research Institutions, transfer students' financial aid awards averaged from a low at the University of Houston (UH) of \$4,112 to a high of \$12,424 at UT-Dallas. At Doctoral Institutions, the award averages clustered around \$10,400. At Comprehensive Institutions, the awards averaged between \$4,052 and \$12,105. For Master's Institutions, the averages for financial aid awards to transfer students showed the widest range and fell between \$1,981 and \$11,312. Statewide, the average award to transfer students was \$8,894, which is a decrease of \$560 from the previous year.

Beyond the conventional financial aid packages available for students, some institutions offer institutional and departmental scholarships specifically designated for community college transfer students. Survey responses from 78 percent of public universities indicate these scholarships are offered. Eligibility for the institutional and departmental scholarships may be

based on need, but merit or academic record are also considered. The scholarships are used to attract high-performing transfer students from community colleges. The percent of transfer students who receive institutional or departmental scholarships varies widely among universities.

## **Articulation Agreements**

Articulation agreements between Texas public universities and community colleges can mean different things to different institutions. For some, an articulation agreement is the simple joining of two separate curricula, the lower division at the community college and upper division at the university. In other cases, the articulation agreement involves a course-by-course equivalency alignment of lower-division courses at the community college with the courses of its university partners. The latter arrangement includes only courses necessary to fulfill bachelor degree requirements and identifies specific core curriculum selections that best fit the requirements of the degree major. There are probably more interpretations of what an articulation agreement is based on the survey responses and the disparity among universities in the number of agreements reported. All but one public university report having at least one articulation agreement. Survey responses indicate 1,385 articulation agreements currently in effect among universities and community colleges, with 121 new agreements initiated this year by 17 institutions.

Articulation agreements are considered a means to smooth transfer. However, this conventional approach to clarify student and course transfer may not adequately address the complexity and specialized nature of academic planning, continuously evolving disciplines of study, and the increased mobility of students.

Texas public universities were asked to identify barriers to articulation agreements. Respondents from 28 of the 37 institutions provided information. The most frequently identified barrier was lack of time and/or personnel to invest in the development and maintenance of articulation agreements. The logistical challenges of identifying and coordinating the efforts of the appropriate stakeholders (faculty, enrollment management staff, administrators, advisors, etc.) at the university with their counterparts at multiple community colleges were perceived as substantial barriers, and 57 percent of the answers conveyed this perception. Other barriers cited were the specialized nature of the degree programs, curricular changes and differences, and course quality at the community college level. Other general comments were that "Transfer planning guides and degree maps are replacing articulation agreements," "articulation agreements state the process that we're already following, so there's usually no particular benefit in having them signed," and the articulation agreement process "requires significant and time-consuming work and provides little consistency." Only four institutions indicated that they experienced no significant barriers to developing articulation agreements.

## **Dual Admissions**

Compared to the number of institutions reporting articulation agreements, dual admission agreements are much less prevalent. Dual admission agreements often are used as a marketing tool to establish a relationship with a prospective student and do not require enrollment at both institutions simultaneously. Concurrent enrollment at two institutions of higher education is a common occurrence and strategy for transfer students but is not necessarily related to or controlled by dual admissions agreements. Sixteen universities reported having at least one dual admission agreement with a community college.

## **Statewide Initiatives**

The Coordinating Board has overseen a number of projects intended to facilitate and improve transfer efficiency. Key among these is the Texas Core Curriculum; Field of Study Curricula (FOSC); Texas Tuning, with the accompanying statewide voluntary transfer compacts; the *Lower-Division Academic Course Guide Manual* (ACGM); and the ACGM Learning Outcomes Project. The success of the initiatives depends on how well they are embraced and promoted in Texas' individual institutions, both at universities and community colleges. Faculty and advisor involvement with, and awareness of, the initiatives is essential. The most prominent initiative is the core curriculum. A total of 68 percent, or 25 universities reported conducting training for faculty on the core curriculum. A little more than half (54%) of Texas universities reported training faculty about FOSCs. The number of institutions conducting training or providing information about the significance of Tuning, Voluntary Transfer Compacts, and the ACGM Learning Outcomes is less than one-third.

Beyond training, there needs to be travel support and release time for faculty to participate on state committees and workgroups that endeavor to overcome the curricular issues negatively impacting the transfer of courses. When asked "How does your institution encourage faculty participation in the statewide initiatives ... that aim to improve transfer?" the answers varied greatly. Many answers indicated that the question was not fully understood and reflected vague general responses, such as discussions in faculty meetings and locally and individually initiated programs of the institution. Other responses indicated an understanding of the question, but most participation was limited to informal encouragement for faculty to volunteer their service. A few institutions indicated a full endorsement of the statewide initiatives with mention of faculty participation on specific committees. Texas State University indicated that faculty participation on Coordinating Board advisory committees and workgroups was valued and formally recognized as part of "annual performance and tenure-and-promotion processes as service."

## **Vertical Teaming**

While Coordinating Board initiatives aim to address transfer throughout the state, locally most universities collaborate with community colleges in their region to align degree program curricula and courses. Vertical teaming helps students avoid learning gaps and accumulating excessive hours and helps students transfer from community colleges to universities with a level of preparation similar to that of native students. A total of 70 percent, or 26 universities reported conducting vertical team meetings, which addressed the transfer curricular needs of approximately 230 degree programs.

If statewide initiatives are embraced and successful, there will be less need for local vertical teaming efforts. Considering the increased mobility of students, local customization of programs and courses may create unintended hindrances, which may be avoided by adjusting curricula to statewide FOSC and ACGM lower-division course learning outcomes.

## **Barriers to Transfer**

Numerous barriers to transfer exist and, for purposes of the report and survey, can be categorized as problems associated with advising; financial restraint on institutions for services and on students in paying for their education; and programmatic challenges, such as admissions, capacity, and course scheduling. There were no problems identified as common to

all institutions. Universities were asked to rank 12 barriers to transfer identified in previous survey years and to add any others not included in the list. As noted above under advising, “students transferring with excessive hours” was the barrier cited most frequently, followed by “inaccurate and/or inadequate advising at the community college,” which ranked second in terms of frequency. Lack of financial support for transfer students was ranked as frequently as advising at the community college but not as often included as one of the top two barriers. The items ranked the least frequent were “insufficient training for recruiters” and “program capacity.”

Table 1, “Ranked Barriers to Transfer,” provides the number of institutions that ranked an item as being a problem and also the number of institutions that ranked the item as their most problematic. Very few institutions chose to rank all of the items. Barriers encountered by students that differed significantly from anything on the list were housing limitations, remote location of the institution, lack of an online orientation to meet the needs of online and distant students, consequences of delaying their choice of major, lack of understanding of the difference between academic transfer programs and career and technical education at the community college, and sequential courses in specialized programs.

**Table 1.** Ranked Barriers to Transfer.

Barrier	Number of institutions that ranked the item	Number of institutions that ranked the item most problematic
Lack of timely and/or accurate transcript evaluation	16	3
Lack of financial support for transfer students	24	7
Insufficient staff at your institution to facilitate transfer of students from community colleges	16	2
Insufficient financial resources at your institution to facilitate transfer of students from community colleges	17	0
Insufficient training for your institution's recruiters	9	0
Inaccurate and/or inadequate advising at the community college	24	7
Lack of available academic programs to meet transfer students' needs	12	1
Inadequate course scheduling and/or course rotations to meet the needs of new transfer students	19	1
Program admission requirements that are different from your institution's admission requirements	12	1
Lack of course and program alignment with community colleges	14	1
Students transferring with excessive hours	29	10
Programs at capacity at your institution	11	3

One institution predicts that the expectation of transferring credit that has been awarded at another institution based on prior learning assessment and competency-based education will complicate transfer. Prior learning assessment may differ significantly among institutions. Learning experiences valued at one institution may have limited value or no value at all at another institution in terms of meeting specific degree requirements in highly structured and sequential curricula. A problem cited by two other universities was students at the community colleges were encouraged to complete associate degrees before transferring, even though not all the courses in the associate degree plan would apply to their bachelor's degree. Associate degree completion and the award of credit based on experiential learning assessment

may result in disappointment for students expecting all their courses to be applied to a bachelor's degree.

The survey asked institutions about changes they have made to overcome the transfer barriers experienced by students. Nineteen universities indicated they had made significant changes to smooth transfer. Six institutions indicated that they had acquired specialized advising software, made other technology improvements for processing transcripts and applications, and trained more personnel for transcript evaluation and student advising. Several initiated meetings and articulation agreement development with community college partners. Others updated and expanded the use of degree guides to help community college students prepare appropriately for their chosen major. Three institutions indicated they raised their limit on transfer coursework allowed to be accepted and applied to degree programs. This is a significant change for institutions, as regional accreditation standards require that institutions provide instruction for 25 percent of a degree program, and individually accredited programs may have standards for the instruction of courses in the accredited program. These standards are to promote the institutions' control and responsibility for the quality of their programs. The fewer the courses in a student's degree program that are provided through instruction of the degree-conferring institution, the less quality control the institution may have.

## **Emerging Issues**

Lack of the technology infrastructure and staff to facilitate transcript evaluation and advising are emerging issues for some institutions as the student population changes and more students bring dual credit and transfer coursework. Closely related to this, institutions also report a disconnect of understanding either by students or community college advisors about the appropriate preparation students need to successfully transfer into a specific bachelor's degree program. Institutions report community college transfer students are often core complete but often lack lower-division major courses, which would also fulfill core. Texas Tech reports that students transferring with a large number of semester credit hours (SCH), but without a declared major, is a barrier to smooth transfer. Texas Tech and UH both mentioned the need for students to understand their options and be flexible with plans that cover the contingency that they will not be accepted into the program of their first choice of major due to lack of preparation. The UT-Dallas reports that there is a continuing issue with the number of transfer students deficient in mathematics who did not take a course beyond college algebra. The students are not prepared to enroll in upper-division courses in their chosen major. The University of North Texas (North Texas) observed that the increasing emphasis on career and technology education, especially for dual credit students, is likely to be problematic for students who wish to pursue an academic and non-applied bachelor's degree. Students and parents may not understand the lack of applicability of career and technology courses in most bachelor's degrees.

Lack of financial aid and support for transfer students has been recognized as a barrier and is seen by some institutions as an emerging issue. The Texas A&M University-San Antonio (TAMU-San Antonio) cited "Additional limitations of federal financial aid (tighter control and restrictions that are likely to develop) for transfer students exceeding an acceptable amount of credits at the associate's level and other restrictions from state aid such as potential changes to the Hazelwood exemption." Other institutions with concerns about the future of financial aid for transfer students were Texas Tech, Texas A&M University-Corpus Christi (TAMU-Corpus Christi), and Stephen F. Austin State University (SFA).

Other emerging issues institutions are facing are limited program and course capacity for transfer students and the availability of local housing for student transferring from a distance.

## Analysis and Observations – Performance Data

### Applications, Acceptances, and Enrollments

Applications for undergraduate university admission fall into two groups: first-time-in-college undergraduates (FTUG) and transfer students. For purposes of this report, the transfer students only include the students who are transferring from a Texas community college to a Texas public university. The data reveal that the number of applicants and the number of acceptances for FTUG are much higher than for transfers; however, a higher percentage of accepted transfer students actually enroll. Last year's report, which compiled six years of admissions data, indicated that the yield rates in terms of the percent of students who move from applying to acceptance to enrolling for each group of applicants have not changed significantly over time. This year's report is consistent with that finding, with little change from previous years.

The peer groups of Master's Institutions and Research Institutions experienced slight decreases in the number of FTUG students enrolling from last year, but all other peer groups saw an increase in the number of students enrolling as FTUG. The Master's Institutions were the only peer group to see a decrease in community college transfer students from last year's number. These minor variations in enrollments have been the pattern since the first report in 2010.

**Table 2.** Peer Group Comparison of Fall 2014 to Fall 2015 Texas FTUG and Transfer Applicants, Acceptances, and Enrollments.

Institutional Peer Groups	FTUG Applicants					Transfer Applicants				
	Apply	Accept	% of Apply	Enroll	% of Accept	Apply	Accept	% of Apply	Enroll	% of Accept
Master's Institutions Fall 2014	20,977	16,645	79%	6,367	38%	5,787	5,416	94%	3,629	67%
Master's Institutions Fall 2015	23,210	16,920	73%	5,738	34%	5,255	4,872	93%	3,288	67%
Comprehensive Institutions Fall 2014	30,739	24,034	78%	9,241	38%	3,427	3,192	93%	2,149	67%
Comprehensive Institutions Fall 2015	33,621	25,874	77%	9,384	36%	3,725	3,471	93%	2,320	67%
Doctoral Institutions Fall 2014	51,372	35,537	69%	12,025	34%	6,099	5,503	90%	3,552	65%
Doctoral Institutions Fall 2015	53,842	40,696	76%	13,448	33%	6,453	5,868	91%	3,596	61%
Emerging Research Fall 2014	102,253	76,831	75%	31,124	41%	17,827	15,947	89%	11,108	70%
Emerging Research Fall 2015	105,200	78,937	75%	31,548	40%	18,245	16,652	91%	11,826	71%
Research Institutions Fall 2014	50,095	31,778	63%	16,216	51%	3,735	1,888	51%	1,584	84%
Research Institutions Fall 2015	54,603	32,071	59%	15,973	50%	3,986	2,252	56%	1,880	83%
Statewide Summary 2014	144,425	118,883	82%	74,868	63%	31,365	28,224	90%	21,890	78%
Statewide Summary 2015	146,675	122,097	83%	76,040	62%	32,092	29,176	91%	22,902	78%

Source: CBM001 & CBM00B

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor or associate degree. Matched to CBM001 for those coded as first-time undergraduates. Transfer applicants - students who applied as transfer on CBM00B, seeking a bachelor or associate degree. Matched back 6 years to CBM001 to make sure they were FTUG at a CTC and not a university. Matched to CBM001 for same fall year as application year to see if enrolled.

The Emerging Research Institutions continue to be outstanding in terms of total numbers and as a percentage of the total statewide enrollment of community college transfer students. "Fall 2015 Applicants and Undergraduate Enrollment" (Table 3), indicates that statewide, 52 percent of Texas community college transfer applicants who enrolled did so at Emerging Research Institutions. This percentage exceeds the statewide portion of new and continuing undergraduates in school for fall 2015 for Emerging Research Institutions, which was 43 percent.

**Table 3.** Fall 2015 Applicants and Undergraduate Enrollment.

Institutional Peer Groups	FTUG Applicants		Community College Transfer Applicants		Total Undergraduate Enrollment	
	FTUG Applicants who Enrolled	% of Statewide Total	Transfer Applicants who Enrolled	% of Statewide Total	New and Continuing Students	% of Statewide Total
Master's Institutions	5,738	8%	3,288	14%	57,691	12%
Comprehensive Institutions	9,384	12%	2,320	10%	51,057	10%
Doctoral Institutions	13,448	18%	3,596	16%	81,890	17%
Emerging Research	31,548	41%	11,826	52%	211,678	43%
Research Institutions	15,973	21%	1,880	8%	86,080	18%
Statewide Summary	76,040	100%	22,902	100%	488,396	100%

Applicant Data Source: CBM001 & CBM00B

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor or associate degree. Matched to CBM001 for those coded as first-time undergraduates. Transfer applicants - students who applied as transfer on CBM00B, seeking a bachelor or associate degree. Matched back 6 years to CBM001 to make sure they were FTUG at a CTC and not a university. Matched to CBM001 for same fall year as application year to see if enrolled.

Undergraduate Enrollment Source: <http://www.txhighereddata.org/Interactive/Accountability>

Within peer groups, there are differences among institutions in the proportion of the student population made up of FTUG, Texas community college transfer students, transfer students from other universities, and also graduate students. These differences are attributable to many factors including, but not limited to, location, population growth and migration patterns, longevity of existence as a stand-alone institution, historical mission of the institution, changes in degree programs, financial resources, and leadership.

The "Fall 2015 Texas Applicants, Acceptance, and Enrollment" (Table 4) shows that statewide and for the Emerging Research Institutions, the top destination for community college transfer students for fall 2015 was once again UH with 2,182 students. For the two Research Institution flagships, TAMU enrolled 1,350 community college transfer students, more than twice as many as UT-Austin, which enrolled 530 community college transfer students. Among the other peer groups, the top destinations for community college transfer students were Sam Houston State University (Sam Houston) with 1,178 students for the Doctoral Institutions, Tarleton State University (Tarleton) for Comprehensive Institutions, with 698 students; and University of Houston-Downtown (UH-Downtown) for Master's Institutions, with 732 students.

**Table 4.** Fall 2015 Texas FTUG and Transfer Applicants, Acceptances, and Enrollments.

Institution	FTUG Applicants					Transfer Applicants				
	Apply	Accept	% of Apply	Enroll	% of Accept	Apply	Accept	% of Apply	Enroll	% of Accept
Angelo	3,712	2,816	76%	1,269	45%	251	214	85%	159	74%
Midwestern	3,317	2,052	62%	754	37%	330	291	88%	175	60%
Sul Ross	1,121	898	80%	342	38%	81	72	89%	54	75%
Sul Ross-Rio Grande	0	0	0%	0	0%	97	97	100%	72	74%
TAMU-Galveston	1,186	923	78%	470	51%	87	79	91%	55	70%
TAMU-Central Tx	0	0	0%	0	0%	96	93	97%	20	22%
TAMU-San Antonio	267	267	100%	0	0%	678	608	90%	420	69%
TAMU-Texarkana	1,195	845	71%	125	15%	126	111	88%	91	82%
UT-Tyler	2,358	1,512	64%	736	49%	693	677	98%	442	65%
UT-Permian	1,097	931	85%	432	46%	380	363	96%	231	64%
UH-Clear Lake	971	646	67%	245	38%	707	671	95%	501	75%
UH-Downtown	3,350	2,599	78%	859	33%	1,201	1,107	92%	732	66%
UH-Victoria	2,673	2,281	85%	277	12%	315	293	93%	197	67%
UNT-Dallas	1,963	1,150	59%	229	20%	213	196	92%	139	71%
<b>Master's Institutions</b>	<b>23,210</b>	<b>16,920</b>	<b>73%</b>	<b>5,738</b>	<b>34%</b>	<b>5,255</b>	<b>4,872</b>	<b>93%</b>	<b>3,288</b>	<b>67%</b>
Lamar	5,549	4,200	76%	1,519	36%	543	494	91%	305	62%
Prairie View	4,677	3,992	85%	1,509	38%	398	338	85%	160	47%
SFA	9,615	7,109	74%	2,220	31%	782	747	96%	475	64%
Tarleton	6,192	4,519	73%	1,929	43%	1,026	980	96%	698	71%
TAMI	3,570	2,907	81%	954	33%	463	426	92%	334	78%
WTAMU	4,018	3,147	78%	1,253	40%	513	486	95%	348	72%
<b>Comprehensive Institutions</b>	<b>33,621</b>	<b>25,874</b>	<b>77%</b>	<b>9,384</b>	<b>36%</b>	<b>3,725</b>	<b>3,471</b>	<b>93%</b>	<b>2,320</b>	<b>67%</b>
Sam Houston	11,094	8,124	73%	2,460	30%	1,939	1,813	94%	1,178	65%
TAMU-Commerce	4,520	3,344	74%	1,025	31%	827	751	91%	467	62%
TAMU-CC	8,709	7,544	87%	2,235	30%	567	528	93%	313	59%
TAMU-Kingsville	7,212	5,589	77%	1,267	23%	380	356	94%	229	64%
Tx Southern	7,974	4,255	53%	1,273	30%	594	332	56%	191	58%
TWU	5,434	4,532	83%	1,134	25%	1,081	1,078	100%	571	53%
UTRGV	8,899	7,308	82%	4,054	55%	1,065	1,010	95%	647	64%
<b>Doctoral Institutions</b>	<b>53,842</b>	<b>40,696</b>	<b>76%</b>	<b>13,448</b>	<b>33%</b>	<b>6,453</b>	<b>5,868</b>	<b>91%</b>	<b>3,596</b>	<b>61%</b>
TxStU	20,114	14,607	73%	5,637	39%	2,809	2,486	89%	1,688	68%
TTU	14,069	12,440	88%	4,720	38%	1,930	1,878	97%	1,404	75%
UT-Arlington	10,107	6,641	66%	2,636	40%	2,839	2,685	95%	1,735	65%
UT-Dallas	8,415	6,524	78%	2,538	39%	1,470	1,206	82%	937	78%
UT-El Paso	6,735	6,735	100%	3,069	46%	1,230	1,187	97%	868	73%
UT-San Antonio	15,136	11,791	78%	4,820	41%	1,691	1,437	85%	1,028	72%
UH	16,405	9,795	60%	3,864	39%	3,405	3,088	91%	2,182	71%
UNT	14,219	10,404	73%	4,264	41%	2,871	2,685	94%	1,984	74%
<b>Emerging Research</b>	<b>105,200</b>	<b>78,937</b>	<b>75%</b>	<b>31,548</b>	<b>40%</b>	<b>18,245</b>	<b>16,652</b>	<b>91%</b>	<b>11,826</b>	<b>71%</b>
TAMU	28,583	18,949	66%	9,269	49%	2,542	1,560	61%	1,350	87%
UT-Austin	26,020	13,122	50%	6,704	51%	1,444	692	48%	530	77%
<b>Research Institutions</b>	<b>54,603</b>	<b>32,071</b>	<b>59%</b>	<b>15,973</b>	<b>50%</b>	<b>3,986</b>	<b>2,252</b>	<b>56%</b>	<b>1,880</b>	<b>83%</b>
<b>Statewide Summary</b>	<b>146,675</b>	<b>122,097</b>	<b>83%</b>	<b>76,040</b>	<b>62%</b>	<b>32,092</b>	<b>29,176</b>	<b>91%</b>	<b>22,902</b>	<b>78%</b>

Source: CBM001 &amp; CBM00B

FTUG applicants - students who applied on CBM00B with no previous college work, seeking a bachelor or associate degree. Matched to CBM001 for those coded as first-time undergraduates. Transfer applicants - students who applied as transfer on CBM00B, seeking a bachelor or associate degree. Matched back 6 years to CBM001 to make sure they were FTUG at a CTC and not a university. Matched to CBM001 for same fall year as application year to see if enrolled.

## Completion Rates

Completion rates are one measure of performance and success used by the Coordinating Board. For the study of community college transfer students, completion rates are determined as a percent of the fall cohort group of natives and transfers who are classified by their institutions as juniors and who graduate within the subsequent four years.

$$\text{Completion Rate for Natives} = \frac{\text{Natives in cohort who graduate in four years}}{\text{Total Natives in cohort}}$$

$$\text{Completion Rate for Transfers} = \frac{\text{Transfers in cohort who graduate in four years}}{\text{Total Transfers in cohort}}$$

For the fall 2011 cohort, there were 41,185 total natives and 14,069 total community college transfer students classified as juniors. Statewide, the completion rate for the natives was 83 percent and the completion rate for the transfers was 65 percent, as shown in Table 5.

The overall statewide performance of natives and transfers for the latest cohort group of juniors is consistent with the performance of the juniors in the previous report years. The difference between the completion rates of natives and the transfers has remained stable within 15 to 18 percentage points for the past seven years, with no notable change demonstrated in either group within the cohorts. The performance of transfers at each institution fluctuates slightly year to year, and no institution has demonstrated a consistent trend for all years of the report, up or down, for both groups of students who graduated in four years and their rates of graduation. This year, for the junior cohort, the difference between the completion rates of native and transfers is 18 percent.

As an addition to the study of a junior cohort and for comparison, this year's report includes an examination of a cohort of sophomores. The sophomore cohort includes students that were classified as sophomores at fall 2010. The sophomores were natives students who enrolled as first-time-in-college students at the university progressed to sophomore standing at the same institution fall 2010. The sophomore cohort also includes first-time transfer students to the universities who attended only community colleges prior to their transfer and were classified as sophomores in fall 2010. The gap in the completion rates of native and transfer students is also evident when comparing native and transfer groups of sophomores. Since the junior cohort is followed for four years beyond their classification as a junior, the sophomore cohort is followed for five years beyond their classification as a sophomore. This is done to compare a roughly equivalent six-year period for the completion rates of the two separate cohorts.

For the fall 2010 cohort of sophomores, there were 45,161 total natives and 13,845 total community college transfer students. Statewide, the completion rate for the native sophomores was 73 percent, and the completion rate for the transfer students was 61 percent, a difference of 12 percent as shown in Table 6.

**Table 5.** Completion Rates for Junior Fall 2011 Cohort.

INSTITUTION	Native Juniors			Transfer Juniors		
	Total	Total Graduates	Percent Graduating in 4 years	Total	Total Graduates	Percent Graduating in 4 years
Angelo	678	545	80%	9	6	67%
Midwestern	436	351	81%	120	76	63%
Sul Ross	105	88	84%	20	14	70%
Sul Ross-Rio Grande	-	-	-	99	33	33%
TAMU-Galveston	167	145	87%	28	17	61%
TAMU-Central Tx	-	-	-	91	55	60%
TAMU-San Antonio	-	-	-	421	273	65%
TAMU-Texarkana	-	-	-	182	118	65%
UT-Brownsville	177	151	85%	142	72	51%
UT-Tyler	324	265	82%	321	207	64%
UT-Permian	173	145	84%	116	78	67%
UH-Clear Lake	-	-	-	755	460	61%
UH-Downtown	337	215	64%	666	361	54%
UH-Victoria	-	-	-	183	92	50%
UNT-Dallas	-	-	-	176	103	59%
Master's Institutions	2,399	1,906	79%	3,329	1,965	59%
Lamar	783	585	75%	101	60	59%
Prairie View	818	581	71%	60	51	85%
SFA	1,313	1,122	85%	236	174	74%
Tarleton	740	634	86%	390	283	73%
TAMI	480	360	75%	182	107	59%
WTAMU	636	513	81%	261	182	70%
Comprehensive Institutions	4,770	3,795	80%	1,230	857	70%
Sam Houston	1,294	1,099	85%	495	343	69%
TAMU-Commerce	325	271	83%	371	225	61%
TAMU-CC	706	564	80%	265	168	63%
TAMU-Kingsville	470	379	81%	161	124	77%
Tx Southern	540	335	62%	65	32	49%
TWU	464	353	76%	380	274	72%
UT-Pan American	1,747	1,257	72%	422	268	64%
Doctoral Institutions	5,546	4,258	77%	2,159	1,434	66%
TxStU	2,671	2,152	81%	855	594	69%
TTU	3,150	2,739	87%	443	316	71%
UT-Arlington	1,460	1,201	82%	1,232	739	60%
UT-Dallas	982	851	87%	773	551	71%
UT-El Paso	1,561	1,113	71%	542	274	51%
UT-San Antonio	2,136	1,675	78%	665	437	66%
UH	2,222	1,804	81%	972	553	57%
UNT	2,287	1,899	83%	1,119	733	66%
Emerging Research	16,469	13,434	82%	6,601	4,197	64%
TAMU	6,376	5907	93%	472	410	87%
UT-Austin	5,625	5,041	90%	278	213	77%
Research Institutions	12,001	10,948	91%	750	623	83%
Statewide Summary	41,185	34,341	83%	14,069	9,076	65%

Source: Coordinating Board CBM009

**Table 6.** Completion Rates for Sophomores Fall 2010 Cohort.

INSTITUTION	Native Sophomores			Transfer Sophomores		
	Total	Total Graduates	Percent Graduating in 5 years	Total	Total Graduates	Percent Graduating in 5 years
Angelo	881	536	61%	23	12	52%
Midwestern	511	346	68%	167	82	49%
Sul Ross	152	94	62%	32	19	59%
Sul Ross-Rio Grande	-	-	-	38	19	50%
TAMU-Galveston	217	173	80%	35	23	66%
TAMU-Central Tx	-	-	-	61	34	56%
TAMU-San Antonio	-	-	-	79	40	51%
TAMU-TeXarkana	-	-	-	87	53	61%
UT-Brownsville	130	71	55%	205	111	54%
UT-Tyler	382	272	71%	200	118	59%
UT-Permian	187	127	68%	187	80	43%
UH-Clear Lake	-	-	-	-	-	-
UH-Downtown	509	240	47%	285	121	42%
UH-Victoria	-	-	-	144	88	61%
UNT-Dallas	-	-	-	65	31	48%
Master's Institutions	2,969	1,859	63%	1,608	831	52%
Lamar	1,037	588	57%	180	75	42%
Prairie View	1,004	599	60%	49	32	65%
SFA	1,522	1,106	73%	297	190	64%
Tarleton	899	665	74%	265	159	60%
TAMI	508	341	67%	108	55	51%
WTAMU	722	466	65%	200	112	56%
Comprehensive Institutions	5,692	3,765	66%	1,099	623	57%
Sam Houston	1,406	1,066	76%	797	552	69%
TAMU-Commerce	371	269	73%	266	162	61%
TAMU-CC	858	583	68%	264	154	58%
TAMU-Kingsville	577	396	69%	131	95	73%
Tx Southern	739	320	43%	126	68	54%
TWU	517	338	65%	299	170	57%
UT-Pan American	1,970	1,161	59%	241	136	56%
Doctoral Institutions	6,438	4,133	64%	2,124	1,337	63%
TxStU	3,288	2,343	71%	1,502	982	65%
TTU	3,497	2,788	80%	758	505	67%
UT-Arlington	1,649	1,189	72%	1,171	605	52%
UT-Dallas	719	583	81%	441	276	63%
UT-El Paso	1,853	1,080	58%	518	277	53%
UT-San Antonio	2,611	1,724	66%	749	452	60%
UH	2,632	1,886	72%	1,351	780	58%
UNT	2,486	1,807	73%	1,466	901	61%
Emerging Research	18,735	13,400	72%	7,956	4,778	60%
TAMU	6,203	5,545	89%	621	563	91%
UT-Austin	5,124	4,389	86%	437	346	79%
Research Institutions	11,327	9,934	88%	1,058	909	86%
Statewide Summary	45,161	33,091	73%	13,845	8,478	61%

Source: Coordinating Board CBM009

As the summary for the peer groups in Table 7 indicates, overall, completion rates for native students are higher than rates for transfer students. The statewide difference between the completion rates of native and transfer students classified as juniors in the 2011 cohort is 18 percent. The statewide difference between the completion rates of native and transfer students in the 2010 cohort of sophomores is 12 percent. Statewide, the performance of sophomore transfer students is closer by six percentage points to the performance of native sophomores than is the performance of transfer juniors to that of the native juniors.

**Table 7.** Completion Rate Differences for Juniors (Natives and Transfers) and Completion Rate Differences for Sophomores (Native and Transfers).

Peer Group	Juniors			Sophomores		
	Native Juniors Percent Graduating in 4 years	Transfer Juniors Percent Graduating in 4 years	Percentage Difference in Completion Rates of Native and Transfer Juniors	Native Sophomores Percent Graduating in 5 years	Transfer Sophomores Percent Graduating in 5 years	Percentage Difference in Completion Rates of Native and Transfer Sophomores
Master's Institutions	79%	59%	20%	63%	52%	11%
Comprehensive Institutions	80%	70%	10%	66%	57%	9%
Doctoral Institutions	77%	66%	10%	64%	63%	1%
Emerging Research	82%	64%	18%	72%	60%	11%
Research Institutions	91%	83%	8%	88%	86%	2%
Statewide Summary	83%	65%	18%	73%	61%	12%

In Table 8, state-level data show that when native juniors are compared to native sophomores, juniors have a higher completion rate. The same is true for transfer students when statewide data are compiled: transfer juniors have a higher completion rate than transfer sophomores. However, the amount of the difference in completion rates between the classifications of sophomore and junior for native and transfer students is not the same. The native juniors graduate at a rate that is 10 percentage points greater than the native sophomores. Statewide, transfer juniors graduate at a rate that is only four percentage points greater than the transfer sophomores. This seems to suggest that, overall, the benefit of acquiring more hours that result in a change of classification from sophomore to junior is not the same for natives and transfer students. Transfer students as a group do not appear to improve their completion rate as much by acquiring more hours when compared to native students in the cohorts.

**Table 8.** Completion Rate Differences for Native Students and Completion Rate Differences for Transfer Students.

Peer Group	Natives			Transfers		
	Native Juniors Percent Graduating in 4 years	Native Sophomores Percent Graduating in 5 years	Percentage Difference in Completion Rates of Native Juniors and Sophomores	Transfer Juniors Percent Graduating in 4 years	Transfer Sophomores Percent Graduating in 5 years	Percentage Difference in Completion Rates of Transfer Juniors and Sophomores
Master's Institutions	79%	63%	17%	59%	52%	7%
Comprehensive Institutions	80%	66%	13%	70%	57%	13%
Doctoral Institutions	77%	64%	13%	66%	63%	3%
Emerging Research	82%	72%	10%	64%	60%	4%
Research Institutions	91%	88%	4%	83%	86%	-3%
Statewide Summary	83%	73%	10%	65%	61%	4%

There are institutions with completion rates that differ from the statewide patterns. Prairie View A&M University (Prairie View) is the only institution for which the transfer juniors in the data for the report graduate at a higher rate than do the native junior students (Table 5). Additionally, transfer sophomores at the four institutions of Prairie View, Texas A&M University-Kingsville (TAMU-Kingsville), Texas Southern University (Texas Southern) and TAMU demonstrated a higher completion rate than native sophomores (Table 6).

For all individual institutions (Table 9), when comparing the performance of their native juniors to native sophomores, completion rates for the native juniors were higher than the completion rates for the native sophomores. The same is not true for the comparison of transfer juniors to transfer sophomores at individual institutions. Not only is the performance of the transfer juniors closer to the performance of transfer sophomores than is the performance of native juniors when compared to native sophomores at a statewide level, but at 11 of the 38 institutions, the transfer sophomores' completion rates were equal to or greater than that of the transfer juniors. This is the case for both Research Institutions. Transfer students arriving at TAMU and UT-Austin as sophomores graduated within five years at a greater rate than did transfer students arriving as juniors and graduating within four years.

**Table 9.** Institutions Completion Rate Differences for Native Students and Completion Rate Differences for Transfer Students.

Institution	Completion Rates - Native Students			Completion Rates - Transfer Students		
	Juniors	Sophomores	Δ	Juniors	Sophomores	Δ
Angelo	80%	61%	20%	67%	52%	14%
Midwestern	81%	68%	13%	63%	49%	14%
Sul Ross	84%	62%	22%	70%	59%	11%
Sul Ross-Rio Grande	-	-	-	33%	50%	-17%
TAMU-Galveston	87%	80%	7%	61%	66%	-5%
TAMU-Central Tx	-	-	-	60%	56%	5%
TAMU-San Antonio	-	-	-	65%	51%	14%
TAMU-TeXarkana	-	-	-	65%	61%	4%
UT-Brownsville	85%	55%	31%	51%	54%	-3%
UT-Tyler	82%	71%	11%	64%	59%	5%
UT-Permian	84%	68%	16%	67%	43%	24%
UH-Clear Lake	-	-	-	61%	-	-
UH-Downtown	64%	47%	17%	54%	42%	12%
UH-Victoria	-	-	-	50%	61%	-11%
UNT-Dallas	-	-	-	59%	48%	11%
Master's Institutions	79%	63%	17%	59%	52%	7%
Lamar	75%	57%	18%	59%	42%	18%
Prairie View	71%	60%	11%	85%	65%	20%
SFA	85%	73%	13%	74%	64%	10%
Tarleton	86%	74%	12%	73%	60%	13%
TAMI	75%	67%	8%	59%	51%	8%
WTAMU	81%	65%	16%	70%	56%	14%
Comprehensive Institutions	80%	66%	13%	70%	57%	13%
Sam Houston	85%	76%	9%	69%	69%	0%
TAMU-Commerce	83%	73%	11%	61%	61%	0%
TAMU-CC	80%	68%	12%	63%	58%	5%
TAMU-Kingsville	81%	69%	12%	77%	73%	4%
Tx Southern	62%	43%	19%	49%	54%	-5%
TWU	76%	65%	11%	72%	57%	15%
UT-Pan American	72%	59%	13%	64%	56%	7%
Doctoral Institutions	77%	64%	13%	66%	63%	3%
TxStU	81%	71%	9%	69%	65%	4%
TTU	87%	80%	7%	71%	67%	5%
UT-Arlington	82%	72%	10%	60%	52%	8%
UT-Dallas	87%	81%	6%	71%	63%	9%
UT-El Paso	71%	58%	13%	51%	53%	-3%
UT-San Antonio	78%	66%	12%	66%	60%	5%
UH	81%	72%	10%	57%	58%	-1%
UNT	83%	73%	10%	66%	61%	4%
Emerging Research	82%	72%	10%	64%	60%	4%
TAMU	93%	89%	3%	87%	91%	-4%
UT-Austin	90%	86%	4%	77%	79%	-3%
Research Institutions	91%	88%	4%	83%	86%	-3%
Statewide Summary	83%	73%	10%	65%	61%	3%

Source: Coordinating Board CBM009

## Completion Rates and Financial Aid

Transfer students are eligible to receive many types of financial aid. Pell Grants are a need-based form of federal aid that are used in Coordinating Board reporting as an indicator of students who come from financially disadvantaged circumstances. Table 10 shows that in the Peer group categories, the performance gap between natives and transfer students is greater for students without Pell. Table 11 shows the completion rates for native and transfer students included in the fall 2011 junior cohort who either received or did not receive Pell Grants at each institution.

State-level and peer group data indicate that whether or not the community college transfer students received Pell Grants made little difference in the four-year completion rates. On average, the difference is only two percentage points, with transfer students without Pell graduating at a slightly higher rate. In terms of individual universities, for 25 of the 38 institutions, transfer students without Pell graduate at a higher rate than transfer students with Pell.

The difference in completion rates between native students receiving Pell and those not receiving Pell is only slightly greater than the difference observed for the transfer students. In terms of individual universities, for 32 of the 38 institutions, natives without Pell graduate at a higher rate than natives with Pell (Table 11).

**Table 10.** Peer Group Completion Rates for Junior Fall 2011 Cohort, With and Without Pell Grants.

Peer Group	With Pell			Without Pell		
	Native Completion Rate with Pell	Transfers Completion Rate with Pell	Difference in Completion Rates	Native Completion Rate w/o Pell	Transfers Completion Rate w/o Pell	Difference in Completion Rates
Master's Institutions	76%	58%	18%	83%	61%	22%
Comprehensive Institutions	77%	70%	6%	83%	68%	15%
Doctoral Institutions	73%	66%	7%	83%	67%	16%
Emerging Research Institutions	78%	63%	15%	85%	64%	20%
Research Institutions	88%	81%	6%	93%	85%	8%
Statewide Summary for Universities	78%	64%	15%	87%	66%	21%

Source: CBM 009

**Table 11.** Completion Rates by Institutions for Junior Fall 2011 Cohort, With and Without Pell Grants.

Institution	Native Juniors				Transfer Juniors			
	Grads with Pell	Grads w/o Pell	Com Rate with Pell	Com Rate w/o Pell	Grads with Pell	Grads w/o Pell	Com Rate with Pell	Com Rate w/o Pell
Angelo	266	279	77%	84%	5	*	83%	*
Midwestern	156	195	78%	83%	49	27	64%	63%
Sul Ross	72	16	86%	76%	4	10	50%	83%
Sul Ross-Rio Grande	-	-	-	-	31	*	34%	*
TAMU-Galveston	32	113	80%	89%	8	9	53%	69%
TAMU-Central Tx	-	-	-	-	41	14	64%	52%
TAMU-San Antonio	-	-	-	-	206	67	64%	66%
TAMU-Texarkana	-	-	-	-	80	38	62%	73%
UT-Brownsville	115	36	83%	92%	58	14	46%	82%
UT-Tyler	96	169	79%	84%	135	72	61%	73%
UT-Permian	59	86	80%	87%	49	29	67%	67%
UH-Clear Lake	-	-	-	-	272	188	63%	59%
UH-Downtown	150	65	64%	63%	234	127	54%	54%
UH-Victoria	-	-	-	-	57	35	51%	49%
UNT-Dallas	-	-	-	-	69	34	57%	62%
Master's Institutions	947	959	76%	83%	1,298	667	58%	61%
Lamar	306	279	75%	75%	36	24	60%	59%
Prairie View	423	158	68%	79%	38	13	88%	76%
SFA	502	620	84%	87%	120	54	76%	68%
Tarleton	296	338	82%	89%	181	102	76%	67%
TAMI	285	75	75%	76%	97	10	58%	67%
WTAMU	227	286	79%	82%	103	79	67%	73%
Comprehensive Institutions	2,039	1,756	77%	83%	575	282	70%	68%
Sam Houston	449	650	80%	89%	175	168	70%	69%
TAMU-Commerce	149	122	81%	86%	150	75	59%	64%
TAMU-CC	251	313	76%	83%	109	59	63%	64%
TAMU-Kingsville	208	171	78%	83%	106	18	77%	78%
Tx Southern	261	74	59%	79%	26	6	52%	40%
TWU	189	164	72%	82%	171	103	69%	77%
UT-Pan American	1,006	251	72%	72%	244	24	66%	45%
Doctoral Institutions	2,513	1,745	73%	83%	981	453	66%	67%
TxStU	783	1,369	77%	83%	342	252	68%	71%
TTU	711	2,028	80%	90%	176	140	69%	74%
UT-Arlington	630	571	80%	85%	457	282	58%	64%
UT-Dallas	243	608	84%	88%	336	215	71%	71%
UT-El Paso	815	298	71%	71%	226	48	51%	49%
UT-San Antonio	835	840	77%	80%	305	132	65%	66%
UH	906	898	79%	84%	321	232	58%	56%
UNT	745	1,154	81%	85%	416	317	68%	63%
Emerging Research	5,668	7,766	78%	85%	2,579	1,618	63%	64%
TAMU	1,376	4,531	89%	94%	159	251	86%	87%
UT-Austin	1,508	3,533	86%	91%	130	83	76%	77%
Research Institutions	2,884	8,064	88%	93%	289	334	81%	85%
Statewide Summary	14,051	20,290	78%	87%	5,722	3,354	64%	66%

Source: CBM 009 \*FERPA Restricted

## Time to Degree

Time to Degree is another measure of student performance. For this study, time to degree is considered in terms of the number of years, the number of semester credit hours attempted, and the number of semesters students take to complete their degrees. Within the junior fall 2011 cohort, native and transfer students are compared.

At the statewide level and for all but one institution, time to degree decreased in the number of years the junior transfer students in the cohort took to complete their degree. This change showed that the junior fall 2011 cohort transfer students took less time to complete their degrees than transfer student groups of previous cohort years. As Table 12 indicates, previous transfer student groups that were part of the cohorts of the study had time to degree measures that clustered at 7.5 years; the junior fall 2011 cohort transfer student time to degree was 6.3 years. The change in the number SCH attempted and number of semesters transfer students took was not as pronounced, with the decreases being one SCH and one-tenth of a semester. While transfer students continue to take more time to graduate than their native counterparts, they did narrow the gap, which has existed in all previous cohorts, from two years to one year. Native students did not demonstrate any reduction in time to degree in years and remained consistent with all previous cohorts.

Whether the change in the average time to degree in years for the junior transfer student groups is an anomaly or the beginning of a trend is yet to be determined. Many factors may contribute to the change. It appears that transfer students attempted almost as many semester credit hours and continued to enroll in the same number of semesters but did so in less time. This may mean that they enrolled continuously with fewer semester stop outs when they did not attend at all.

**Table 12.** Statewide Summary Time to Degree Fall 2005-2011 Junior Cohorts.

Cohort Year	Natives				Transfers			
	Total Graduates	Average Time to Degree Years	Average Number of SCH Attempted	Average Number of Semesters	Total Graduates	Average Time to Degree Years	Average Number of SCH Attempted	Average Number of Semesters
2005	31,153	5.4	143.6	10.0	7,709	7.3	146.3	11.2
2006	31,898	5.4	142.9	9.9	7,991	7.4	145.9	11.3
2007	32,461	5.4	142.3	9.9	7,875	7.4	144.2	11.2
2008	33,157	5.4	139.1	10.0	7,930	7.5	145.0	11.3
2009	33,565	5.4	138.4	10.0	8,277	7.7	144.0	11.3
2010	33,593	5.4	137.5	10.1	9,121	7.7	143.9	11.4
2011	34,341	5.4	136.4	10.1	9,072	6.3	142.9	11.3

Source: Coordinating Board, CBM 009

Table 13 presents the differences in time expended in years, SCH attempted, and number of semesters enrolled by natives and transfers by institution. For the fall 2011 cohort, transfer students took about nine and a half months longer and were enrolled in one to two semesters more than the native students while earning their bachelor's degree. Statewide, transfer students in the cohort attempted six SCH (approximately two lecture courses) more than native students. However, in terms of individual institutions, the difference in SCH attempted varied widely institution to institution, with several institutions graduating, on average, their community college transfer students with fewer hours attempted than their native students. Those institutions are Midwestern State University (Midwestern),

Sul Ross State University (Sul Ross), Tarleton, Texas A&M University-Commerce (TAMU-Commerce), and Texas Woman's University (Texas Woman's).

**Table 13.** Average Time to Degree-Years, SCH Attempted, & Semesters for Fall 2011 Junior Cohort.

Institution	Native Juniors Fall 2011 Cohort			Transfer Juniors Fall 2011 Cohort			Difference Between Native and Transfer Juniors Fall 2011 Cohort		
	Ave. Years	Ave. SCH Attempt.	Average Semesters	Ave. Years	Ave. SCH Attempt.	Average Semesters	Ave. Years	Ave. SCH Attempt.	Average Semesters
Angelo	5.8	135	10.7	6.3	137	10.8	0.5	2	0.1
Midwestern	5.5	140	10.3	6.2	133	10.9	0.6	-7	0.5
Sul Ross	5.5	142	9.9	6.0	126	9.9	0.5	-16	0.0
Sul Ross-Rio Grande	-	-	-	6.5	145	11.6	-	-	-
TAMU-Galveston	5.3	148	9.8	6.3	166	11.6	1.0	18	1.7
TAMU-Central Tx	-	-	-	5.8	128	9.9	-	-	-
TAMU-San Antonio	-	-	-	6.8	144	12.1	-	-	-
TAMU-TeXarkana	-	-	-	6.0	133	10.6	-	-	-
UT-Brownsville	6.0	130	11.0	6.7	139	11.7	0.7	9	0.7
UT-Tyler	5.3	130	9.9	6.1	141	11.1	0.8	12	1.2
UT-Permian	5.6	133	10.5	6.5	142	11.7	0.8	9	1.2
UH-Clear Lake	-	-	-	6.5	142	11.6	-	-	-
UH-Downtown	6.4	145	11.9	6.9	146	12.1	0.5	1	0.3
UH-Victoria	-	-	-	6.6	146	11.7	-	-	-
UNT-Dallas	-	-	-	6.3	129	11.2	-	-	-
Master's Institutions	5.7	137	10.6	6.5	141	11.6	0.8	4	1.0
Lamar	5.8	145	10.8	6.4	145	11.3	0.6	0	0.5
Prairie View	5.4	151	10.1	6.8	160	12.4	1.5	10	2.2
SFA	5.3	137	9.8	6.2	143	11.0	0.9	6	1.3
Tarleton	5.6	140	10.3	6.0	137	10.9	0.4	-3	0.5
TAMI	5.7	139	10.4	6.4	147	11.6	0.7	8	1.2
WTAMU	5.8	130	10.6	6.4	135	11.1	0.7	5	0.5
Comprehensive	5.5	140	10.3	6.3	141	11.2	0.7	1	0.9
Sam Houston	5.3	136	9.9	6.4	150	11.6	1.1	14	1.6
TAMU-Commerce	5.5	140	10.2	6.1	139	11.0	0.6	-2	0.7
TAMU-CC	5.6	143	10.4	6.8	149	12.1	1.1	7	1.7
TAMU-Kingsville	5.7	144	10.5	6.2	150	11.4	0.5	6	0.9
Tx Southern	5.9	158	11.0	7.3	167	12.7	1.4	9	1.7
TWU	5.5	142	10.1	6.0	136	10.9	0.5	-5	0.8
UT-Pan American	6.3	148	11.6	6.7	150	12.3	0.4	3	0.7
Doctoral Institutions	5.7	143	10.7	6.4	146	11.6	0.6	3	0.9
TxStU	5.5	134	10.3	6.4	144	11.5	0.9	10	1.3
TTU	5.4	138	10.0	6.2	148	11.4	0.9	10	1.4
UT-Arlington	5.5	139	10.1	6.0	140	10.8	0.5	1	0.7
UT-Dallas	4.8	135	9.0	6.0	143	10.9	1.1	8	1.9
UT-El Paso	5.7	144	10.8	6.3	139	11.6	0.6	-5	0.8
UT-San Antonio	5.8	142	10.8	6.6	147	11.8	0.7	6	1.0
UH	5.6	141	10.4	6.2	144	11.2	0.6	2	0.8
UNT	5.3	136	9.8	6.2	142	11.1	0.9	6	1.2
Emerging Research	5.5	138	10.2	6.2	143	11.2	0.7	5	1.0
TAMU	5.3	131	9.8	5.6	142	10.5	0.4	11	0.7
UT-Austin	5.1	128	9.4	5.9	144	10.8	0.8	15	1.3
Research Institutions	5.2	130	9.6	5.7	143	10.6	0.5	13	1.0
Statewide Summary	5.4	136	10.1	6.3	143	11.3	0.8	6	1.2

Source: Coordinating Board, CBM001

As with the completion rate measure, students who were classified as sophomores also were compared. The time to degree performance of a sophomore fall 2010 cohort of native and transfer students is provided in Table 14.

**Table 14.** Average Time to Degree-Years, SCH Attempted, & Semesters for Fall 2010 Sophomore Cohort.

Institution	Native Sophomores Fall 2010 Cohort			Transfer Sophomores Fall 2010 Cohort			Difference Between Native and Transfer Students Sophomore Fall 2010 Cohort		
	Ave. Years	Ave. SCH Attempt.	Average Semesters	Ave. Years	Ave. SCH Attempt.	Average Semesters	Ave. Years	Ave. SCH Attempt.	Average Semesters
Angelo	5.7	138	10.7	6.0	126	10.2	0.3	-12	-0.5
Midwestern	5.9	146	10.9	6.0	135	11.3	0.1	-11	0.3
Sul Ross	5.1	142	9.7	6.1	148	10.9	1.0	6	1.2
Sul Ross-Rio Grande	-	-	-	5.9	140	11.0	-	-	-
TAMU-Galveston	5.2	140	9.9	6.4	156	11.4	1.2	16	1.5
TAMU-Central Tx	-	-	-	5.7	126	9.7	-	-	-
TAMU-San Antonio	-	-	-	6.1	141	11.2	-	-	-
TAMU-Texarkana	-	-	-	5.6	134	10.1	-	-	-
UT-Brownsville	6.3	139	10.9	6.3	143	11.4	0.0	5	0.4
UT-Tyler	5.5	135	10.1	6.1	144	11.0	0.6	9	0.9
UT-Permian	5.4	134	10.1	6.4	145	11.6	1.0	11	1.6
UH-Clear Lake	-	-	-	-	-	-	-	-	-
UH-Downtown	6.3	147	11.7	6.0	138	10.9	-0.3	-8	-0.8
UH-Victoria	-	-	-	5.9	141	11.0	-	-	-
UNT-Dallas	-	-	-	6.4	142	11.8	-	-	-
Master's Institutions	5.8	141	10.7	6.1	140	11.0	0.3	0	0.4
Lamar	5.7	143	10.6	6.1	141	11.2	0.3	-2	0.6
Prairie View	5.5	151	10.0	6.0	157	11.4	0.5	6	1.4
SFA	5.4	141	10.0	5.9	141	10.7	0.4	0	0.7
Tarleton	5.5	141	10.3	5.7	139	10.5	0.1	-2	0.3
TAMI	5.7	144	10.2	6.8	155	12.3	1.1	11	2.1
WTAMU	5.6	130	10.3	5.9	136	10.8	0.3	6	0.5
Comprehensive	5.5	142	10.2	5.9	141	10.9	0.4	0	0.7
Sam Houston	5.2	137	9.8	6.1	148	11.2	0.8	11	1.4
TAMU-Commerce	5.5	141	10.1	5.8	139	10.8	0.4	-2	0.7
TAMU-CC	5.4	142	10.2	6.1	146	11.5	0.7	4	1.3
TAMU-Kingsville	5.8	146	10.7	6.3	153	11.9	0.5	7	1.2
Tx Southern	6.0	160	11.1	6.7	171	12.4	0.7	11	1.3
TWU	5.3	141	10.0	6.1	147	11.1	0.8	6	1.1
UTRGV	6.3	151	11.6	6.4	149	11.7	0.1	-2	0.2
Doctoral Institutions	5.7	145	10.6	6.1	148	11.3	0.4	3	0.7
TxStU	5.5	136	10.1	6.0	143	11.1	0.6	6	1.0
TTU	5.2	133	9.8	5.9	145	10.9	0.7	12	1.1
UT-Arlington	5.5	142	10.2	6.3	149	11.5	0.8	6	1.4
UT-Dallas	5.4	146	9.7	5.6	142	10.4	0.3	-3	0.7
UT-El Paso	5.8	149	10.9	6.2	143	11.6	0.4	-6	0.7
UT-San Antonio	5.7	141	10.6	6.2	145	11.3	0.4	4	0.6
UH	5.7	143	10.6	6.1	146	11.3	0.4	3	0.7
UNT	5.4	139	9.9	5.9	143	10.9	0.5	4	0.9
Emerging Research	5.5	140	10.2	6.0	145	11.1	0.5	5	0.9
TAMU	5.3	137	9.8	5.3	136	10.0	0.1	-1	0.2
UT-Austin	5.1	131	9.3	5.3	137	9.7	0.2	7	0.4
Research Institutions	5.2	134	9.6	5.3	137	9.9	0.1	2	0.3
Statewide Summary	5.5	139	10.2	6.0	144	11.0	0.5	4	0.8

Source: Coordinating Board, CBM001

When the statewide performance of time to degree for the fall 2011 juniors is compared to that of the fall 2010 sophomores, the pattern of juniors performing better than sophomores for both natives and transfers does not appear (Table 15). Native juniors performed slightly better than the native sophomores in all measures – average time to degree in years, SCH attempted, and number of semesters enrolled. However, the same is not true for the transfer students. Students who transferred as sophomores took slightly less time to complete their degree than did transfer students in the junior cohort. The transfer sophomores also enrolled in fewer semesters but managed to attempt one semester hour more than the transfer juniors. Overall, the performance of the transfer sophomores is closer to the performance native sophomores, than is the performance of transfer juniors when compared to that of the native juniors.

**Table 15.** Statewide Summary Junior and Sophomore Cohorts Time to Degree.

Statewide Summary Cohort Groups	Average Time to Degree Years	Average Number of SCH Attempted	Average Number of Semesters
Native Juniors Fall 2011 Cohort	5.4	136	10.1
Native Sophomore Fall 2010 Cohort	5.5	139	10.2
Transfer Juniors Fall 2011 Cohort	6.3	143	11.3
Transfer Sophomore Fall 2010 Cohort	6.0	144	11.0
Difference in Sophomores	0.5	4.3	0.8
Difference in Juniors	0.8	6.5	1.2

Source: Coordinating Board, CBM001

## Conclusions

The survey responses and performance data indicate that there are some different challenges for transfer students than those experienced by native students. Increasingly, Texas public universities are trying to identify and address the barriers to smooth transfer and timely degree completion. However, the issues are not the same for all institutions or all transfer students. Graduation rates and time to degree for native and transfer students differ among the peer groups and within the peer groups. A complex mix of variables influences transfer success. These variables include, but are not limited to, the socioeconomic status of the student population; student academic preparation; student mobility; and institutional characteristics such as financial resources, historical mission, attitude of faculty and administrators at both universities and community colleges, and location.

*Tracking Transfer*, a report released in January 2016 by the Community College Research Center (CCRC), Columbia University, provides a national context to the study of Texas transfer success. The CCRC report used National Student Clearinghouse data to compare the performance of states and provide insights into issues that need further study. Some of their findings are:

- “Institutional practices – not just institutional characteristics – matter.” The CCRC report emphasized the influence of community college practices as important as, or more important than practices of universities in influencing success of transfer students.
- “Community college students who transferred to very selective four-year institutions had much better bachelor’s completion rates (58%) than did those who transferred to nonselective institutions (22%).”
- “Whether due to specific policies or the history and culture of transfer and transfer relationships in particular, there were striking differences in outcomes by state that warrant further exploration.”

- “Despite prior research indicating that earning a community college credential before transferring is associated with a higher probability of completing a bachelor’s degree, in most states, the link is not apparent.” Texas was identified with Kansas, Maryland, and Tennessee as having above average rates of transfer and above average rates of bachelor’s degree completion for community college transfer students but was below average nationally for those students having a community college credential awarded prior to their transfer.
- As a state, Texas was found to be above average in the rate at which community college students transfer from the two-year institutions and also above average in the completion rate of bachelor’s degrees awarded to those students transferring out of community colleges. However, community college students transfer not only to public universities but also to private nonprofit four-year institutions. According to the CCRC report, the bachelor’s degree completion rate for Texas community colleges students transferring to private nonprofit institutions in the state was well above the national average, but the completion rate for Texas community college students transferring to public universities in the state was slightly below average for comparable students in other states.
- Texas was identified along with California, Illinois, Kansas, Maryland, New Jersey, Pennsylvania, Virginia, and Washington as having higher than the national average completion rates for community college transfer students, but with a noticeable disparity between rates for lower income and higher income students.<sup>1</sup>

While, for the most part, Texas compares favorably with other states, there is still a need to improve. This year for the first time since the report study began in 2010, the gap between native and transfer students time to degree in years narrowed. Time to degree in years decreased more than one year for community college transfer students in the junior cohort. Native students’ time to degree in years did not change. Even so, public universities continue to identify most frequently the accumulation of excessive SCH by students that are not applicable to their bachelor’s degree as a barrier to smooth transfer and addressed this barrier in many different ways. Concurrent with this, students take more than four years to complete a four-year degree program. These are continuing problems for native students and more so for transfer students. Accumulation of unusable SCH and courses on a student record and the inclination to take less than 15 SCH per semester takes increases the time and money expended for the bachelor’s degree. For Texas higher education, the question arises how to help students make the most efficient choices over duration of their academic career. For transfer students the question is how will they process all their choices for pursuing a bachelor’s degree based on personal circumstances while receiving different advice from multiple sources.

Student mobility is increasing, and students may attend several institutions before graduating. A student’s final institutional destination cannot be predicted with certainty. Because of the mobility of the student population and the number and diversity of public institutions in Texas, clarifying choices at the state level makes sense. The differentiation of lower-division curriculum among public universities and the legislatively mandated reduction in required hours in degree programs may, when considered together, create unintended consequences for transfer students statewide. Additionally, peer group data show that institutions vary. The more selective an institution is does make a difference in outcomes for transfer students.

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<sup>1</sup> Jenkins, D. & Fink, J. (2016, January), *Tracking Transfer, New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor’s Degrees*. Teachers College, Columbia University; New York, NY: Community College Research Center.

Statewide, initiatives such as the Texas Core Curriculum, Field of Study Curricula, ACGM Learning Outcomes Project, and Texas Tuning aim to identify and increase the visibility of common requirements in degree programs and courses. There will be students who will not be able to step into the lowest common course or program requirements without additional preparation, but the lower-division program and course requirements should be clearly delineated for them. Also, these initiatives should provide recognition of the importance of the relationship between scheduling courses for students for a manageable mix of intensity and preparation, and the sequential nature of courses in degree majors. Core curriculum and degree major requirements should be carefully interwoven into a four-year curriculum. The timing of transfer should be planned to provide the most efficiency and benefit to the student.

The expediency of meeting an intermediate goal for community colleges, such as core curriculum completion or an associate degree, should not take precedence over a transfer student's intended achievement of the bachelor's degree. With reverse transfer, both community colleges and universities can benefit. It is also a common experience for students to be enrolled at more than one institution. For fall 2015 almost twenty thousand students chose to be concurrently enrolled at a public community college and a public university. Where proximity allows, this maybe a strategy to maximize the benefit of moving efficiently through a bachelor's degree program. Additionally, enrollment at a public community college may have similar benefits for students who return home from a public university for the summer. The initial and limited data for sophomore transfer students seems to point to the need to connect students with a university experience earlier rather than later.

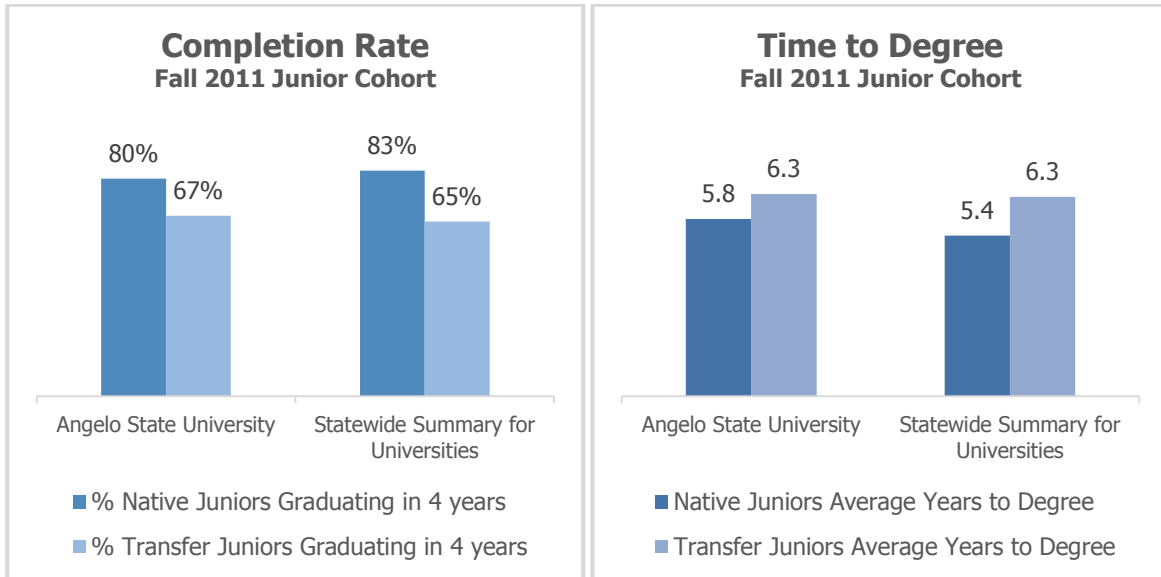
## Recommendations

- Universities should take the initiative and cooperate with community colleges to align curricula for specific degree programs or groups of similar programs through the statewide initiative of Field of Study Curricula.
- Community colleges and universities should advise students about the connection between core curriculum and degree major requirements in a four-year curriculum and the importance of carefully scheduling courses.
- Community colleges should move students away from unfocused discipline exploration and toward an early connection with universities.
- Universities should actively participate in the updates and revisions of the *Lower-Division Academic Course Guide Manual* (ACGM) and adequately value, support, and encourage faculty in those endeavors.
- Universities must be more diligent in aligning their courses with those in the ACGM and in using the Texas Common Course Numbering System (TCCNS) because it provides the universal language to communicate lower-division program requirements and course information.
- Tuition structures and financial aid available to students should encourage full-time (15 semester credit hours), continuous enrollment.
- Universities should find alternative ways to help students who transfer demonstrate their competencies and overcome learning gaps when transferring between institutions.
- Community colleges should embrace and fully implement the standardized lower-division course and curricular requirements of the statewide initiatives of Field of Study Curricula and the ACGM Learning Outcomes Project to ensure learning gaps are minimized.

## Institutional Profiles

### Master's Institutions Peer Group

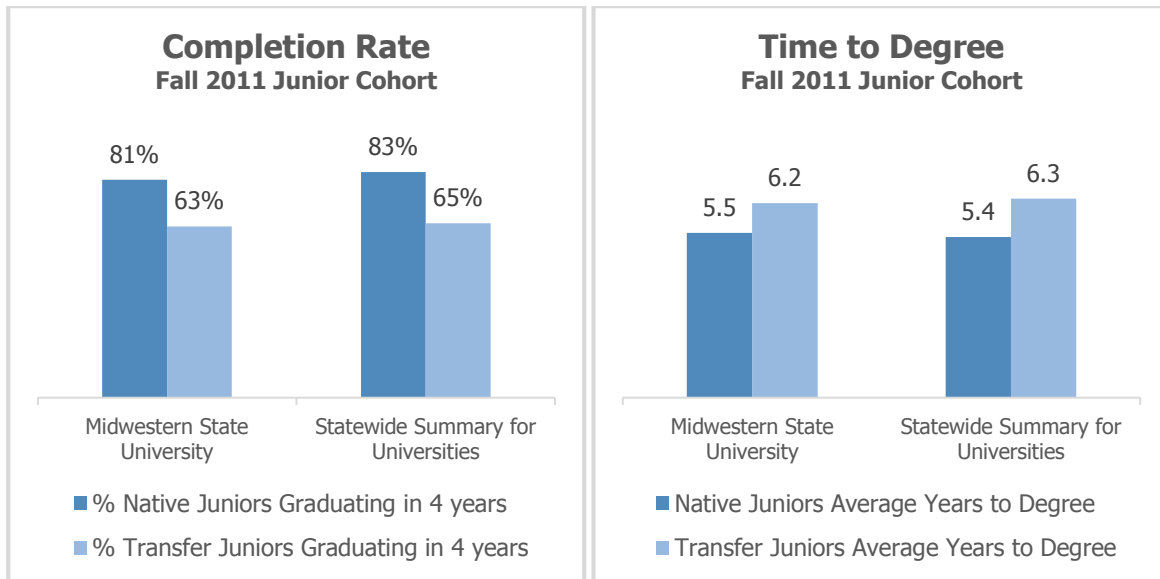
#### Angelo State University



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. As a result of location and proximity, Angelo's community college transfer students come primarily from Howard College. Initiatives to improve transfer include adopting common course numbers as institutional numbers, further customization of the transfer orientation program, and implementation of a new software system for degree auditing.

The most significant barrier to transfer indicated by Angelo concerns advising provided at community colleges. With the goal of improving student advising before transfer, the institution has started to gauge the feasibility of having a permanent counselor at Howard College. Other barriers to transfer identified include a lack of curricular alignment with community colleges, excessive hours accumulated by students prior to transfer, insufficient academic programs to meet students' needs, and a need for better transcript evaluation.

## Midwestern State University

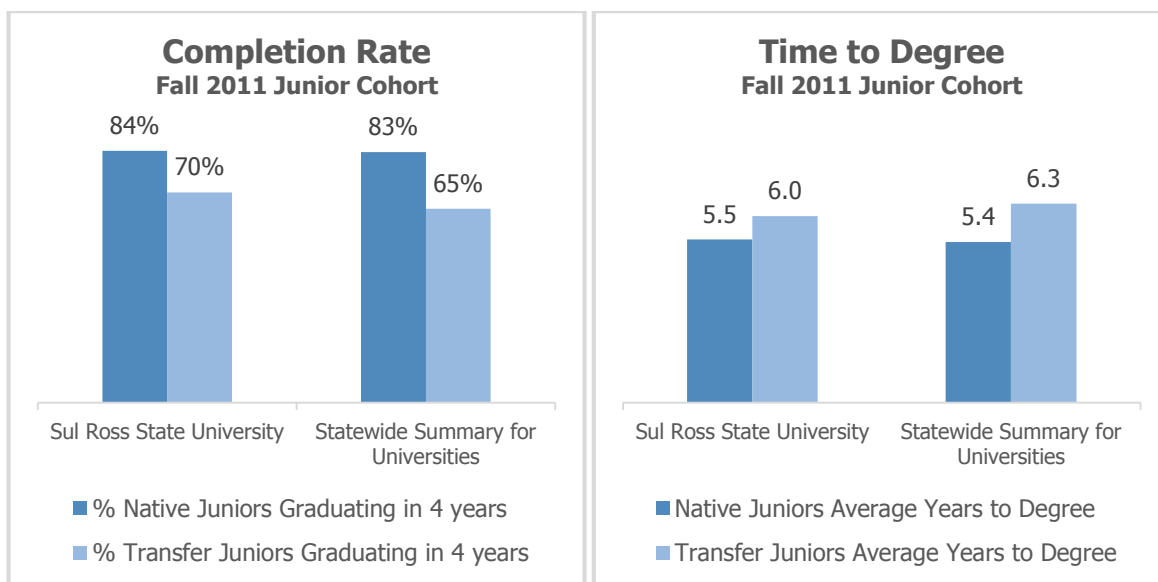


Midwestern State University (Midwestern) accepts some transfer students from community colleges in the Metroplex area of Dallas-Fort Worth, but the main feeder institution for the university is Vernon College, which is located approximately 50 miles west of Wichita Falls. Midwestern conducts regular recruitment visits and participates in transfer fairs at community colleges where it offers academic and financial aid advising. A new program for 2016 is Scholarship Night, where high school and community college students can learn about scholarship opportunities.

Midwestern provides more than the state's average of student support to more than the state's average number of transfer students. The average amount of financial aid provided to transfer students in 2015 was \$11,312, which is larger than the state average of \$8,711, and is the sixth-largest amount provided by all four-year public universities. Seventy-eight percent of transfer students receive support, compared to the 67 percent average among all four-year public institutions. Thirteen percent of Midwestern's transfer students receive financial support specifically targeted for them.

Midwestern reports that the greatest barriers to successful transfer are the enrollment capacity of their existing programs and insufficient staff for processing transfer student materials.

## Sul Ross State University

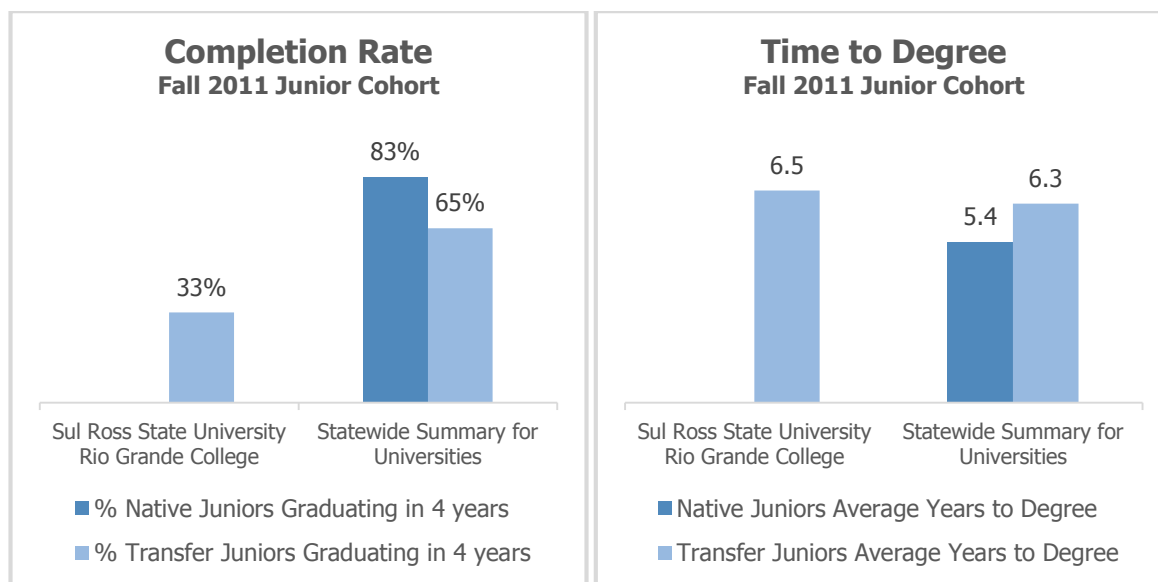


Sul Ross State University (Sul Ross), established as a teacher's college in the early twentieth century, is located in the low-population density area of the Big Bend of Texas. There are no community colleges in close proximity to Sul Ross. Midland College, which has been the most consistent feeder institution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

Sul Ross provided training for faculty and academic advisors in core curriculum advising. All faculty are encouraged to participate in state and university to college initiatives to improve transfer. Two new articulation agreements with community colleges were established during the past academic year.

For this report year Sul Ross' junior cohort transfer students had the best completion rate for the Master's Institutions peer group at 70 percent. The time to degree was also the best for the peer group at six years.

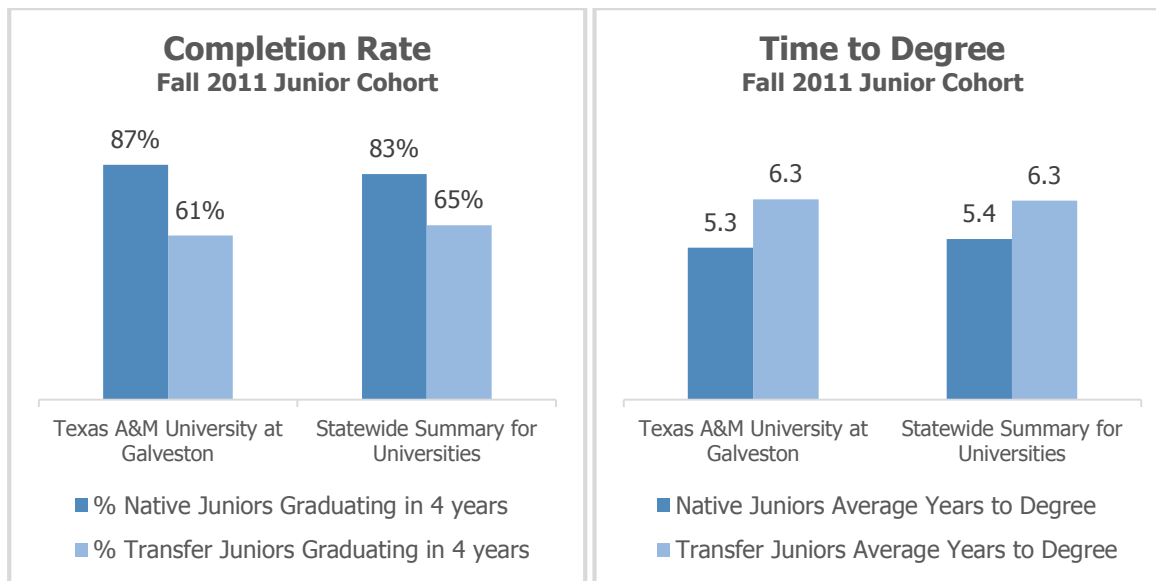
## Sul Ross State University-Rio Grande College



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 approximately 1,000 students. Sul Ross-Rio Grande accepts transfer students who have earned at least 42 SCH. Almost all of Sul Ross-Rio Grande community college transfer students are from Southwest Texas Junior College, and approximately 90 percent of their students receive financial aid.

Sul Ross-Rio Grande reports that students transferring with excessive hours and inadequate advising prior to transfer are the primary barriers for efficient transfer and degree completion. Sometimes course scheduling and course rotations can create challenges for transfer students if the frequency of offerings does not meet their needs. Additionally, staff and technology needed to enable electronic transmission and upload of transcript data for transcript evaluation continues to be a concern. To facilitate advising Sul Ross-Rio Grande created a common degree plan format for all majors offered which clearly delineates the appropriate core curriculum courses taken at the student's community college, departmental prerequisites, and the upper-level major courses.

## Texas A&M University at Galveston

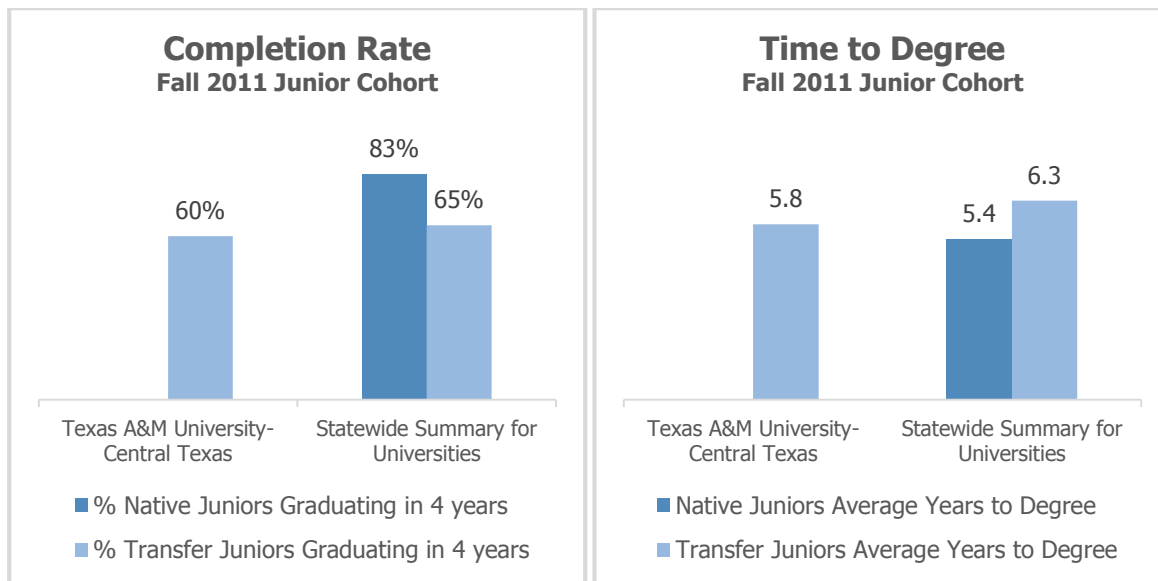


Texas A&M University at Galveston (TAMU-Galveston) is a special purpose institution that focuses on undergraduate and graduate instruction in marine and maritime studies. The institution is under the management and control of the Texas A&M System, with degrees offered under the name and authority of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

The institution has identified a lack of financial support as the number one barrier to transfer, but also cited students transferring with excessive hours and advising at community colleges as other issues that affect transfers.

TAMU-Galveston has participated in transfer fairs and made regular recruitment visits to regional community colleges, and has offered academic and financial aid advising to interested students. The institution requires all transfer students to participate in an orientation tailored specifically to transfer students, and had 100 percent participation during academic year 2015-16. It has also made a variety of services available – tutorial services, student and faculty mentors, academic alerts to promote early intervention for struggling students, and learning communities – to promote persistence of transfer students.

## Texas A&M University-Central Texas

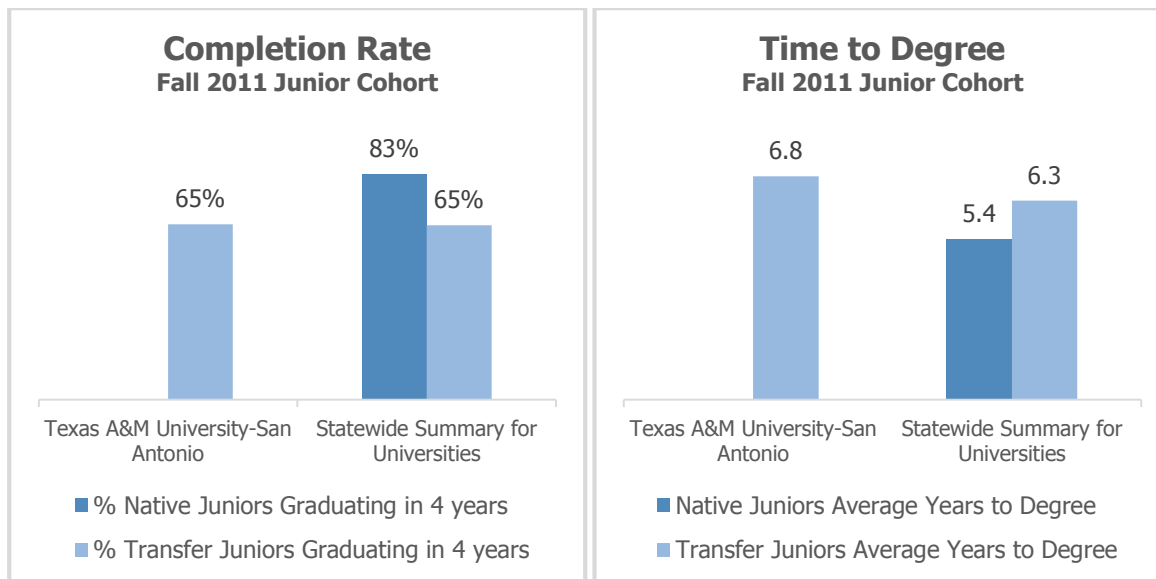


Texas A&M University-Central Texas (TAMU-Central Texas) is an upper-division only institution with approximately 2,500 students. In addition to its campus in Killeen, TAMU-Central Texas offers courses at area community colleges and Fort Hood. As such, 73 percent of transfer students come from nearby Central Texas College.

While the institution does not have articulation agreements with community colleges, steps have been taken to further facilitate relationships with Central Texas College, Temple College, and Austin Community College. TAMU-Central Texas faculty sits on regional community college advisory committees and participate in vertical team meetings with community college faculty. Additionally, institution and community college faculty collaborate on the development of new degree programs.

TAMU-Central Texas identified insufficient staff and financial resources as the main barriers to transfer students from community colleges. Other barriers include a lack of financial support for transfer students, inadequate course scheduling, a lack of academic programs, and the transfer of excessive hours.

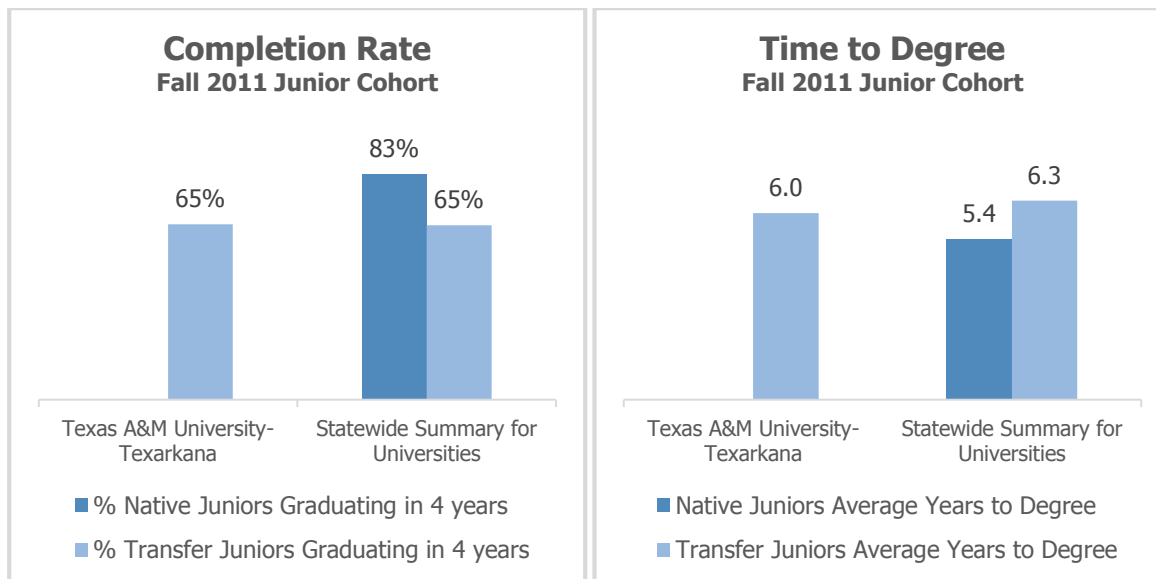
## Texas A&M University-San Antonio



Texas A&M University-San Antonio (TAMU-San Antonio) was only recently established as a stand-alone 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 only of transfer students. Most of TAMU-San Antonio's community college transfer students come from the Alamo Colleges. During the 2015-16 school year, the four-year completion rate for transfer juniors was 65 percent, which is identical to 2014-15.

Significant barriers to transfer identified by TAMU-San Antonio focus on excessive hours accumulated prior to transfer and availability of resources, including both financial and academic, to meet students' needs. Listing advising provided at the community colleges also as a barrier, TAMU-San Antonio has repositioned its advisors under enrollment management to work closely with transfer recruiters, and met with Alamo Colleges to enhance communication across campuses. Additionally, plans are moving forward to have an admission counselor on most of the campuses at Alamo Colleges.

## Texas A&M University-Texarkana

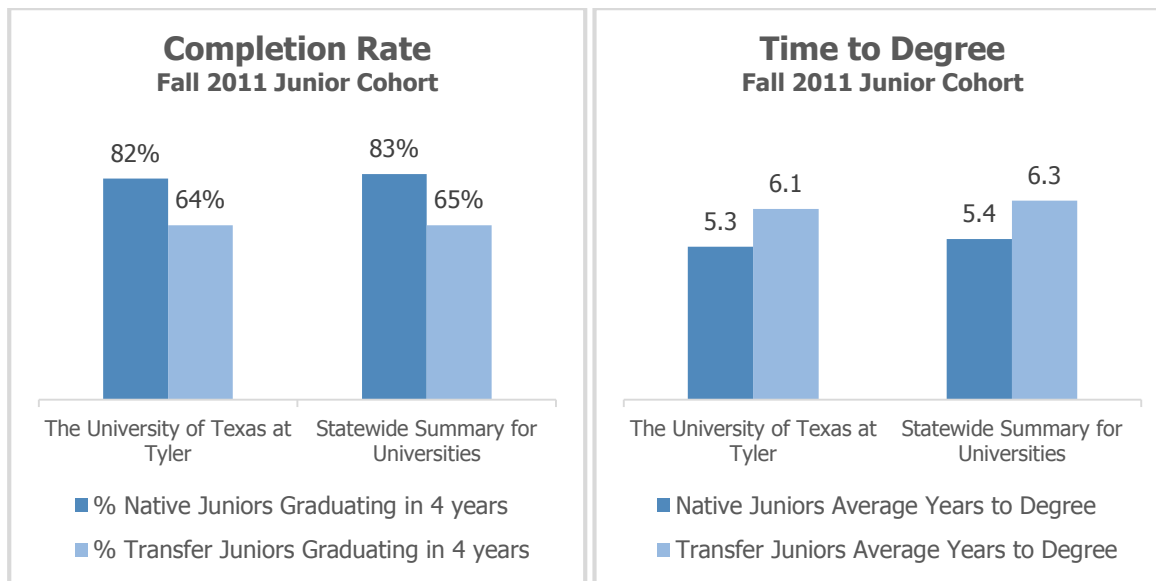


Texas A&M University-Texarkana (TAMU-Texarkana) was originally an upper-division institution and only began to enroll native freshman and sophomore students in 2010. TAMU-Texarkana is a top destination for transfer students from Texarkana College and Northeast Texas Community College and has been active in collaboration with area community colleges. Twenty-four faculty members participated in training about the Texas Core Curriculum or Field of Study Curricula, and there were six vertical teaming meetings representing ten different academic programs to align academic expectations with its community college partners.

Outreach to community colleges also included regular recruitment, academic and financial advising, and transfer fairs. New additions to transfer student services in 2015 included a transfer session social event during the first week of school. Students can now use First Year Experience Transfer Coaches who can connect students to faculty and various campus resources, including discipline-specific tutorials, math and writing labs, and the Eagle Transfer Student web page with news and information.

TAMU-Texarkana ranked a lack of financial support for transfer students as the number one barrier to smooth transfer, and they are currently reviewing ways to increase scholarship funds. The institution also continues to work with community college partners to remove the barrier of inaccurate or inadequate advising for potential transfer students.

## The University of Texas at Tyler

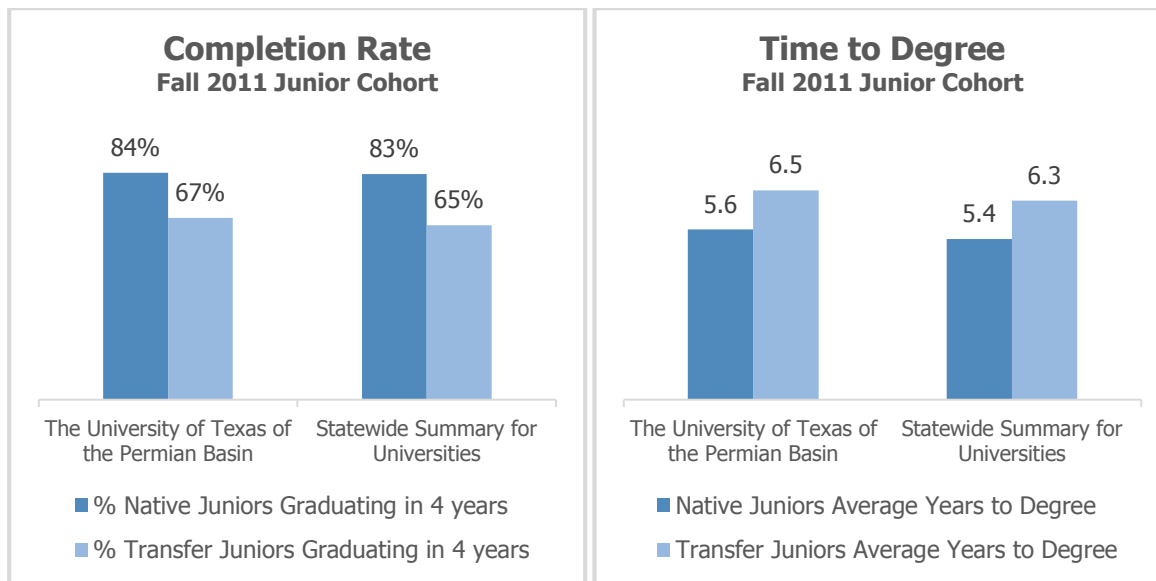


Most of the transfer students attending The University of Texas at Tyler (UT-Tyler) transfer from community colleges in the north central and northeast Texas areas. Tyler Junior College, Kilgore College, and Trinity Valley Community College students represent a majority of UT-Tyler's transfer population. More than one-half of the financial assistance awarded to students was awarded to transfer students (59%), with 70 percent of transfer students receiving some level of financial aid.

The institution identified inadequate advising at the community college as the primary barrier to transfer, and cited other barriers of students transferring with excessive hours, inadequate course scheduling, and a lack of available academic programs to meet transfer students' needs. UT-Tyler launched an intervention program, Mentoring and Advising Patriots to Success (MAPS), in spring 2016 for transfer students who earned below a 2.0 in their first semester at UT-Tyler.

An emerging issue described by UT-Tyler is students who transfer with core curriculum complete, but have not completed lower-division degree major requirements. There is concern that this may slow transfer students' progress in some majors.

## The University of Texas of the Permian Basin

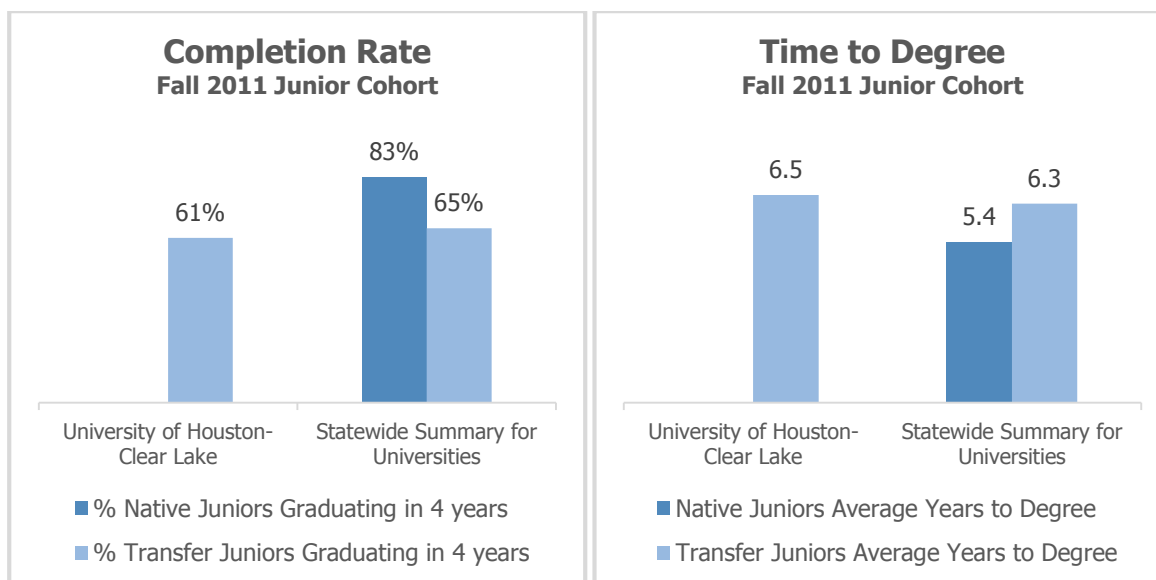


The University of Texas of the Permian Basin (UT-Permian Basin) receives transfer students from a number of community colleges across the state. The majority of transfer students come from Midland College and Odessa College.

During the 2015-16 school year, 43 percent of transfer students received an average of \$7,456 in financial aid. The financial aid provided to transfer students was 53 percent of all undergraduate funding. The percentage of undergraduate funding that went to transfer students was down from 74 percent in the 2014-15 school year.

UT-Permian Basin identified a lack of timely and/or accurate transcript evaluation and insufficient staff and financial resources as the main barriers to facilitate transfer students from community colleges. The institution has 27 current articulation agreements with community colleges and offers a number of services to transfer students including tutoring, mentoring, childcare, academic labs, and transportation assistance.

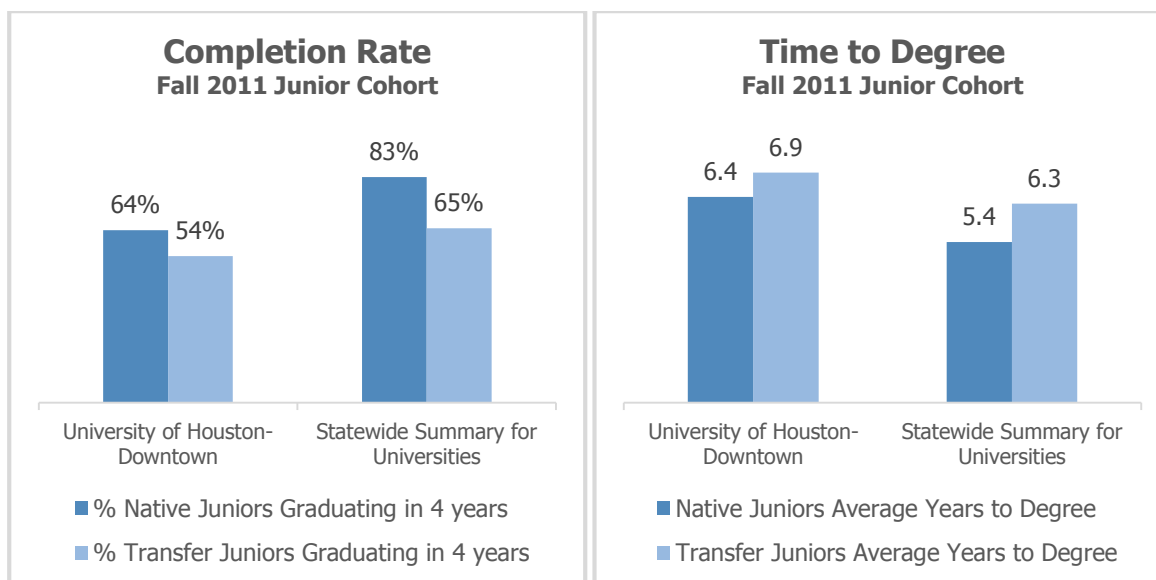
## University of Houston-Clear Lake



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. During the 2015-2016 school year, the four-year completion rate for transfer juniors was 61 percent, which declined by five percentage points from the previous year but was still above average among its peer group of Master's institutions.

UH-Clear Lake indicated three barriers to transfer for 2015-2016: course availability to meet students' needs, advising at community colleges, and excessive hours accumulated prior to transfer. In last year's report, the institution implemented a mandatory advising program and reported having articulation agreements with eight community colleges. For the current report year, the number of community colleges with which UH-Clear Lake has an articulation agreement is nine.

## University of Houston-Downtown

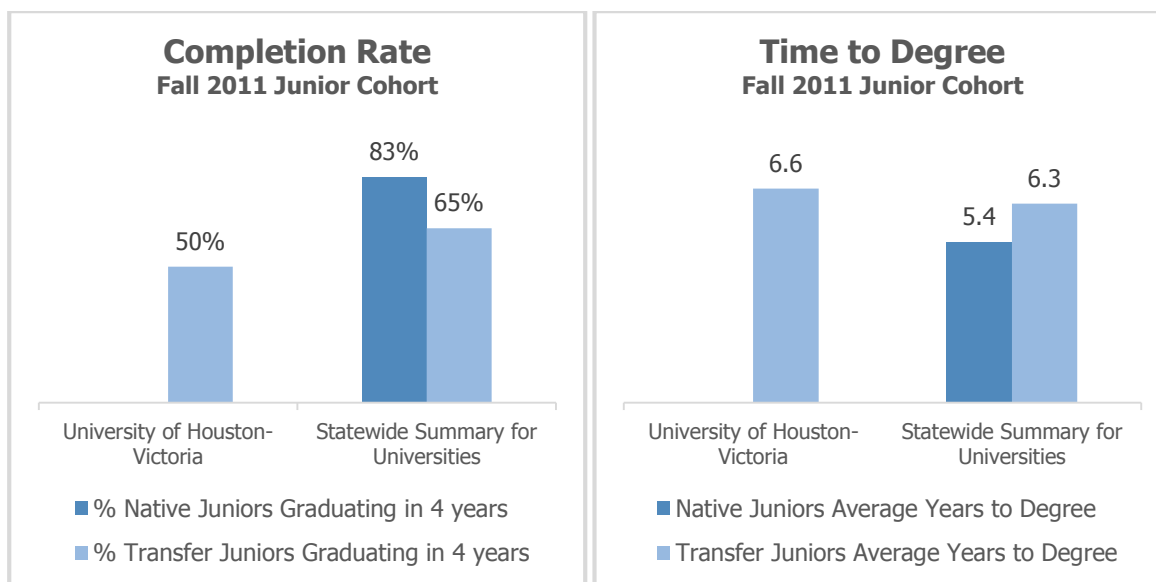


The University of Houston-Downtown (UH-Downtown) was founded in 1974 as a four-year institution to serve the city's workforce. Most of UH-Downtown's transfer students come from the Houston metropolitan area community colleges. They have admitted almost twice as many first-time-transfer students than first-time-in-college students each fall semester for the last four years. More than half of UH-Downtown's new transfer students enroll part-time.

UH-Downtown identified students transferring with excessive hours and a lack of financial support for transfer students as its top barriers to smooth transfer.

Transfer student services to encourage retention and completion include orientation sessions, tutorial services, learning communities, student mentors, faculty mentors, labs for writing and math, and an academic early alert system. New initiatives for 2015 include UH-Downtown joining a consortium of University of Houston System schools through Houston Guided Pathways to Success to meet with area community colleges and identify barriers to transfer student success. UH-Downtown's outreach to community colleges already includes regular recruitment visits, academic advising, and transfer information fairs. UH-Downtown faculty have created customized 2+2 degree maps for academic programs to facilitate transfer from specific local community colleges.

## University of Houston-Victoria

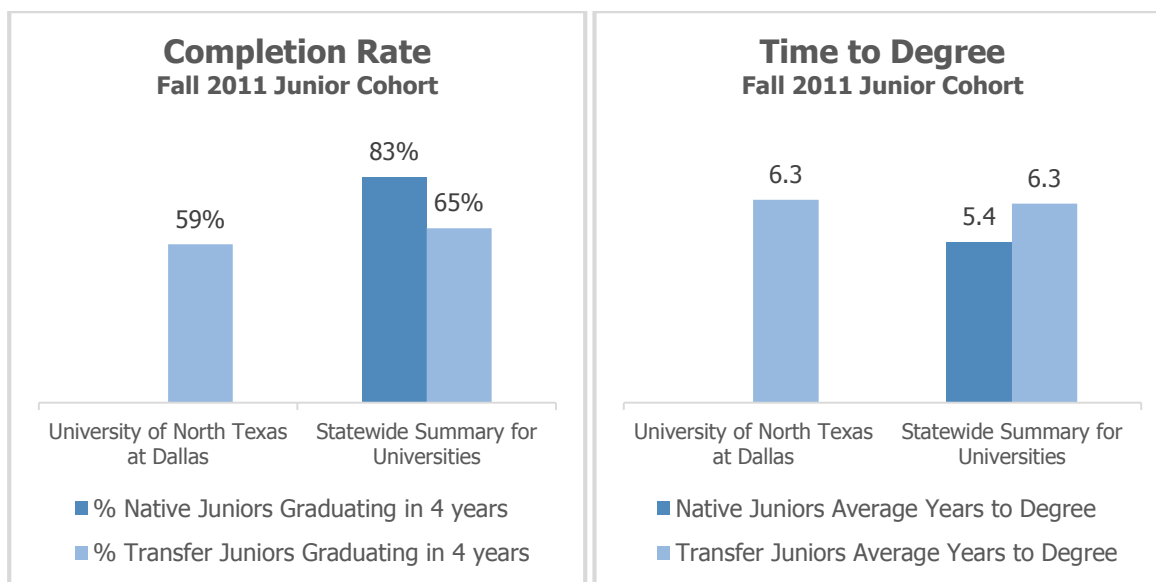


The University of Houston-Victoria (UH-Victoria) admitted its first freshman cohort in 2010; therefore, statistics about graduation are not yet available for the institution's native students. Transfer students to UH-Victoria come primarily from Houston Community College, Wharton County Junior College, and Victoria College.

UH-Victoria reported that 14 percent of total undergraduate financial aid went to transfer students during the 2015-16 academic year, with 56 percent of transfer students receiving an average of \$1,981 per student in financial aid.

UH-Victoria indicated that inadequate advising at the community college was a primary barrier to transfer; in particular, students who come with associates degrees often have taken extra courses that will not apply to UH-Victoria degree plans because of a limited number of lower-division electives. The institution also identified inadequate course scheduling and course rotation as problems in meeting the needs of new transfer students.

## University of North Texas-Dallas



University of North Texas-Dallas (North Texas-Dallas) receives transfers from a number of community colleges. The majority of transfer students, 71 percent, come from the Dallas County Community College District campuses.

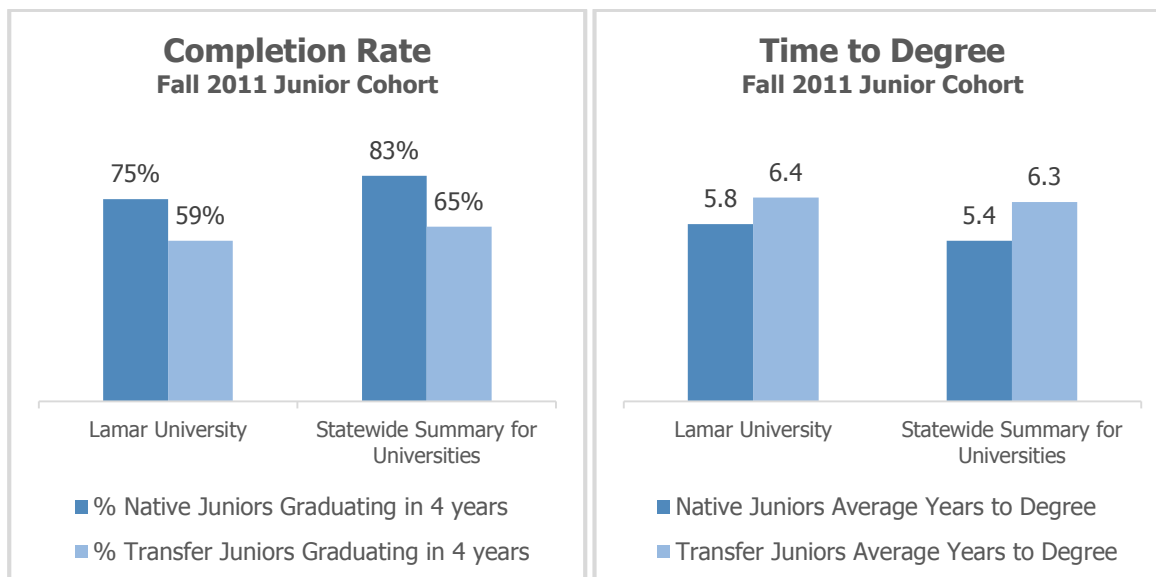
North Texas-Dallas implemented two new transfer student success programs in the 2015-16 school year. At community colleges, North Texas-Dallas held community college advisor updates and a TransFORMATION Recruitment Event that included admissions, financial aid, student affairs, and veteran affairs.

For school year 2015-16, North Texas-Dallas maintained 12 articulation agreements and conducted 18 vertical team meetings. The institution identified a large contingency of adjunct faculty, the challenge of coordinating meetings, and lack of buy-in for articulating career and technical courses for non-academic associate degree programs as the barriers to developing articulation agreements with community colleges.

North Texas-Dallas lists a lack of financial support for transfer students and insufficient staff and financial resources as the top barriers for transferring students from community colleges.

## Comprehensive Institutions

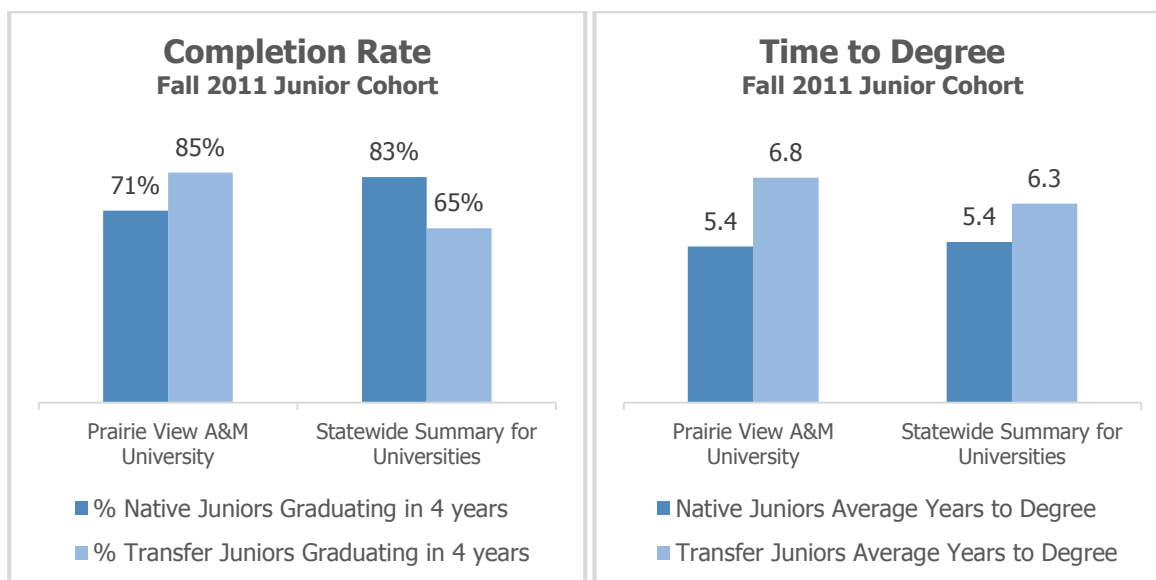
### Lamar University



Lamar University (Lamar) serves the southeast corner of Texas near the border with Louisiana and enrolls about five times as many first-time-in-college students as first-time transfers from community colleges each fall semester. Lamar attracts many international students as well. Transfer students at Lamar primarily come from Lamar State Colleges and the Lamar Institute of Technology; the Houston area community college systems also send students. The four-year completion rate for transfer juniors during 2015-16 remained at approximately 60 percent, when compared to 2014-15. The average time to degree for transfer juniors was 6.4 years in 2015-16.

Barriers to transfer identified by the institution include program capacity, course availability, consistency between departmental and institutional admission requirements, student financial support, and excessive credit hours accumulated prior to transfer. During 2015-16, 13 percent of available financial aid was awarded to transfer students, 57 percent of whom received an average amount of \$10,950 in support. The institution's administration has indicated commitment to provide resources to address existing barriers to transfer.

## Prairie View A&M University

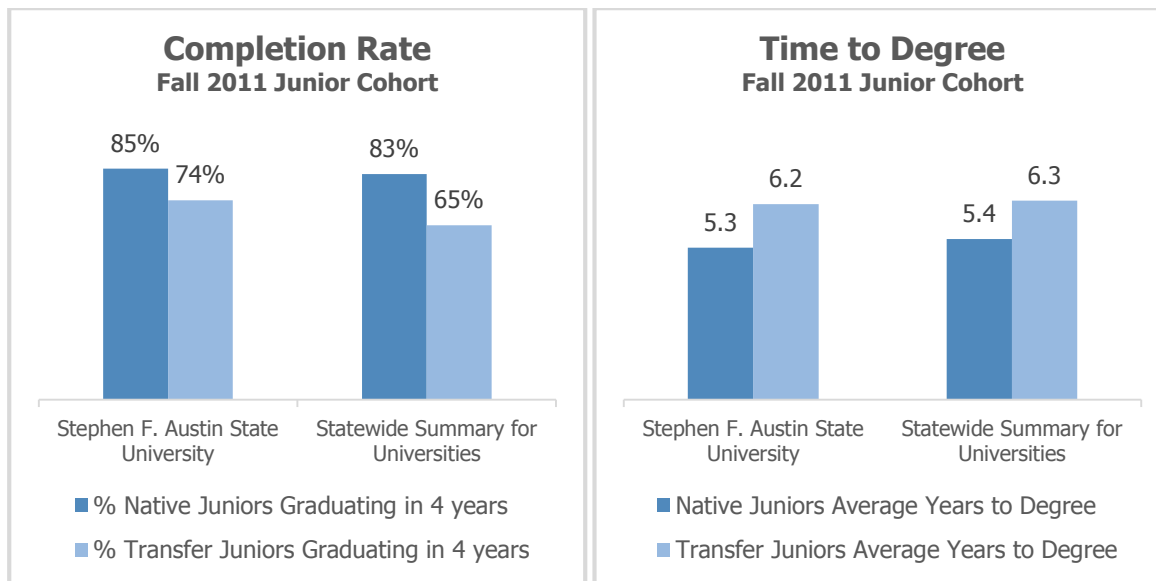


Prairie View A&M University (Prairie View) has traditionally enrolled many more first-time-in college students than community college transfer students. The primary feeder colleges for Prairie View are Houston Community College and Lone Star College. This year Prairie View is the only four-year institution for which community college transfer students in the 2011 cohort of juniors had a higher completion rate than native students; however, with the student population enrollment pattern there is a great disparity in the number of native and transfer students in each of the groups. There were nearly 14 times as many native juniors as transfer juniors in the cohort.

Prairie View provided financial aid to 90 percent of transfer students in 2015. The average amount of financial aid for transfer students was \$12,105, which is the third highest average amount in the state and 38 percent above the state average of \$8,771.

The university identified transcript evaluation, community college advising, and the availability of courses and programs as barriers to smooth transfer. Efforts to improve transfer include placing permanent advisors on area community college campuses. Prairie View has 37 articulation agreements with partners, and there were 10 vertical team meetings in 2015 among five programs to increase course alignments.

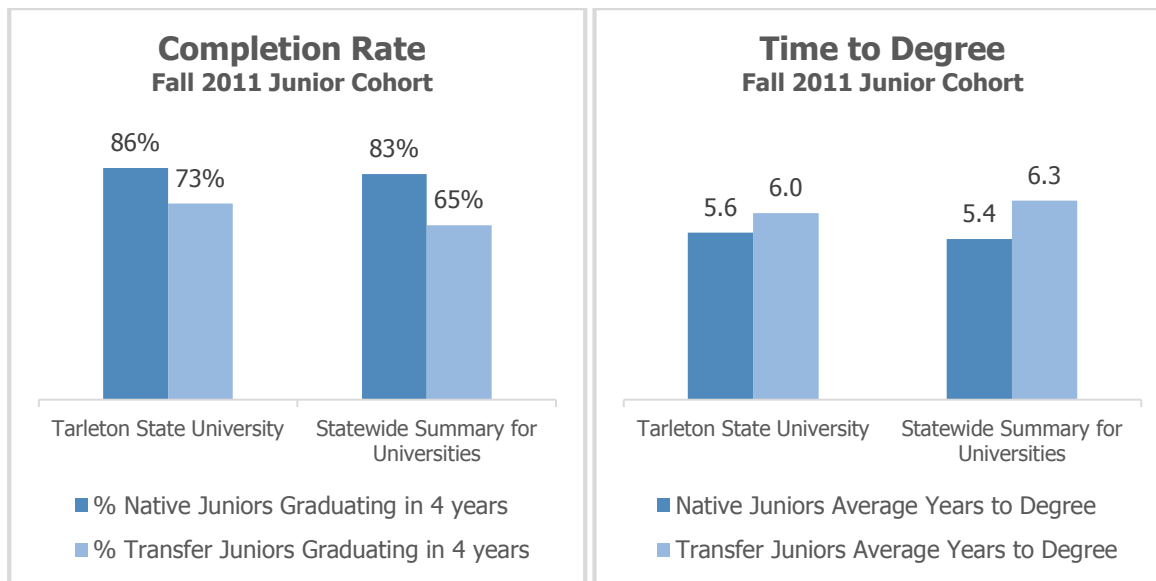
## Stephen F. Austin State University



Stephen F. Austin State University (SFA) admits more than two and a half times as many first-time-in-college students than community college transfers each fall semester. Even so, for the 2015-16 school year, Stephen F. Austin State University executed two new articulation agreements, bringing the total to 60 agreements with 36 different community colleges. While SFA receives transfer students from a number of community colleges, the majority of its community college transfer students come from nearby Angelina College.

SFA identifies a lack of financial support for transfer students, insufficient staff, and insufficient financial resources as the main barriers to facilitate smooth transfer of students from community colleges. A lack of financial aid was identified by SFA as the top barrier in the previous year's survey response. Despite this continuing concern, the average amount of financial aid awarded per transfer student has increased since the 2014-15 school year and remains above the state average. At SFA during the 2015-16 school year, 73 percent of transfer students received an average of \$11,040 in financial aid.

## Tarleton State University

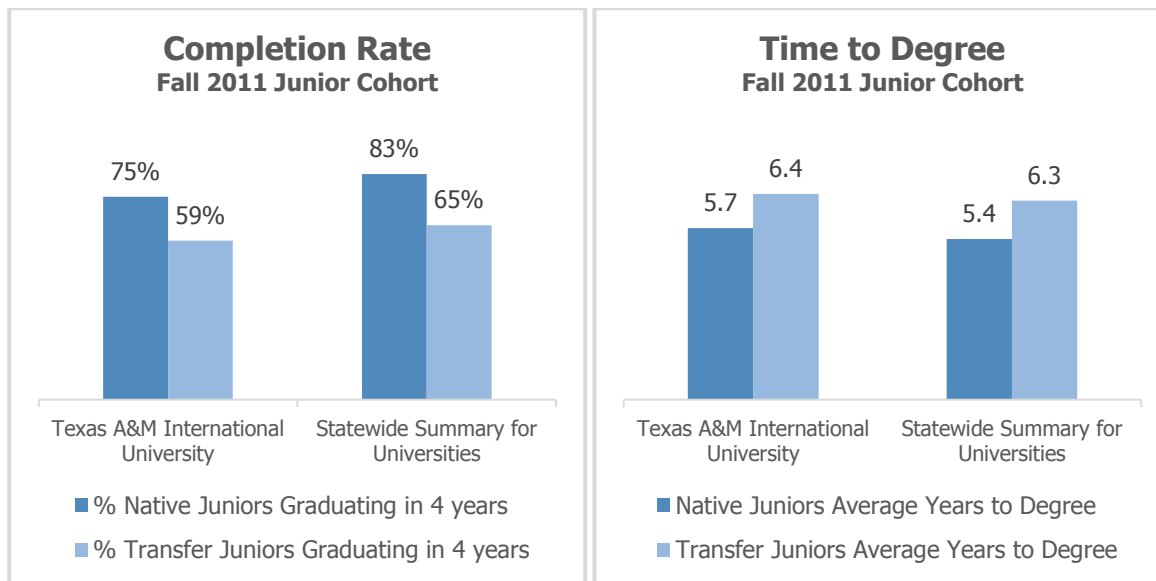


Tarleton State University (Tarleton), located in Stephenville, accepts transfer students from across the state. A majority of its transfer students are drawn from the north central and central Texas regions. Students from McLennan Community College, Weatherford College, Navarro College, Hill College, and campuses in the Tarrant County Community College District account from more than 65 percent of transfer students to Tarleton.

During the 2015-16 academic year, Tarleton implemented an early alert system to identify and intervene with any students in need of assistance. This effort complements existing efforts such as tutorial services, student mentors, and math and writing labs, which are available to all students.

Tarleton indicated that inadequate advising at the community college was a primary barrier to transfer. A lack of course and program alignment and programs at capacity were also issues identified by the institution. The completion rate for the 2011 junior cohort of transfer students, however, still remains above the statewide average and was the best in its peer group.

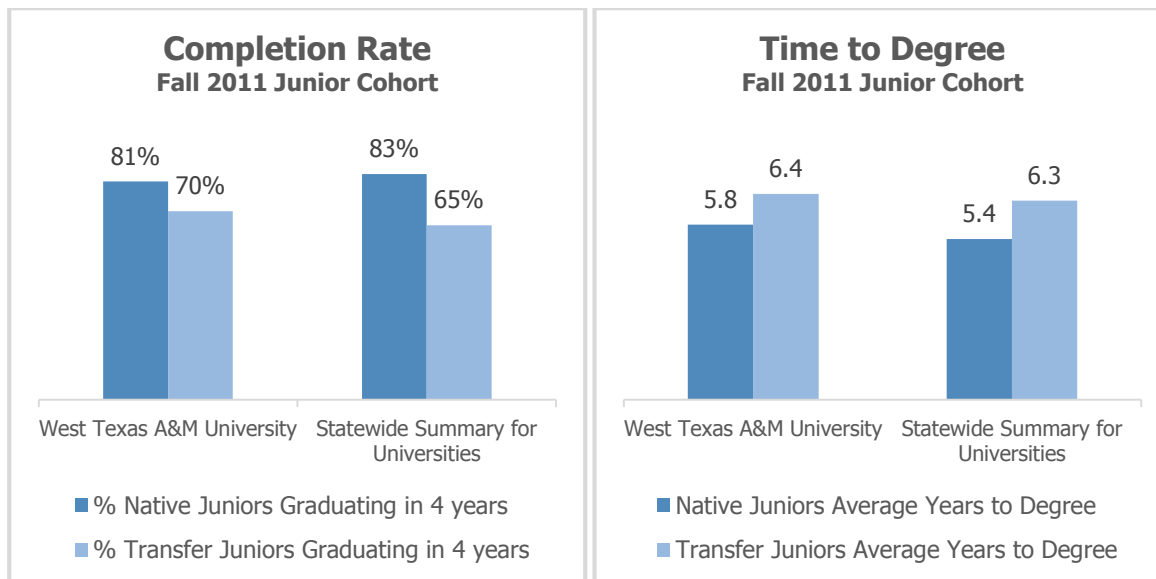
## Texas A&M International University



Texas A&M International University (TAMIU) enrolls close to 90 percent of its community college transfers from Laredo Community College. Most of the students attending TAMIU are Hispanic, and about three times as many first-time-in-college students as community college transfer students enroll each fall. For 2015-16, the institution indicated that 6 percent of available financial aid was awarded to transfer students, with 79 percent of such students receiving an average amount of \$4,052.23 in financial support. TAMIU demonstrated an improvement in the four-year completion rate among transfer juniors in 2015-16, from 53 percent in the previous year to 59 percent.

Identifying many barriers to transfer, TAMUI named advising at community colleges and availability of financial and staffing resources as the main obstacles. Outreach efforts conducted at community colleges in 2015-16 included academic and financial aid advising, presence of permanent transfer advisors on a community college campus, recruitment visits, and transfer fairs.

## West Texas A&M University



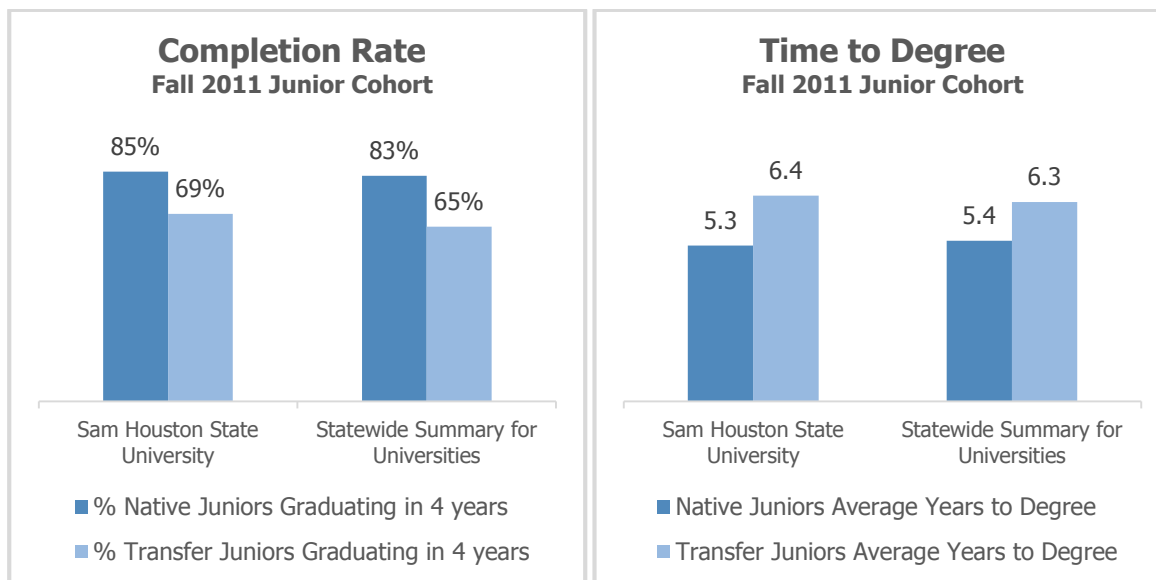
West Texas A&M University (West Texas) accepts a large number of community college transfer students from its closest feeder institution, Amarillo College. The main campuses of these two institutions are about 20 miles apart. Clarendon College and Frank Philips College also send a majority of their transferring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

Timely and accurate transcript evaluation and students transferring with excessive hours are the top two barriers to smooth transfer that West Texas ranked. Additionally, a barrier cited by West Texas was the lack of an online orientation. Students admitted to an online degree program and students transferring from a considerable distance from the campus would benefit from an online option and would not be required to be physically present on campus.

The completion rate for transfer students in the 2011 junior cohort was 70 percent, up six points from last year's 64 percent, but it is still 11 points lower than the rate for native students. The 70 percent completion rate for transfer students matches the average rate for transfer students among peer Comprehensive Institutions.

## Doctoral Institutions

### Sam Houston State University

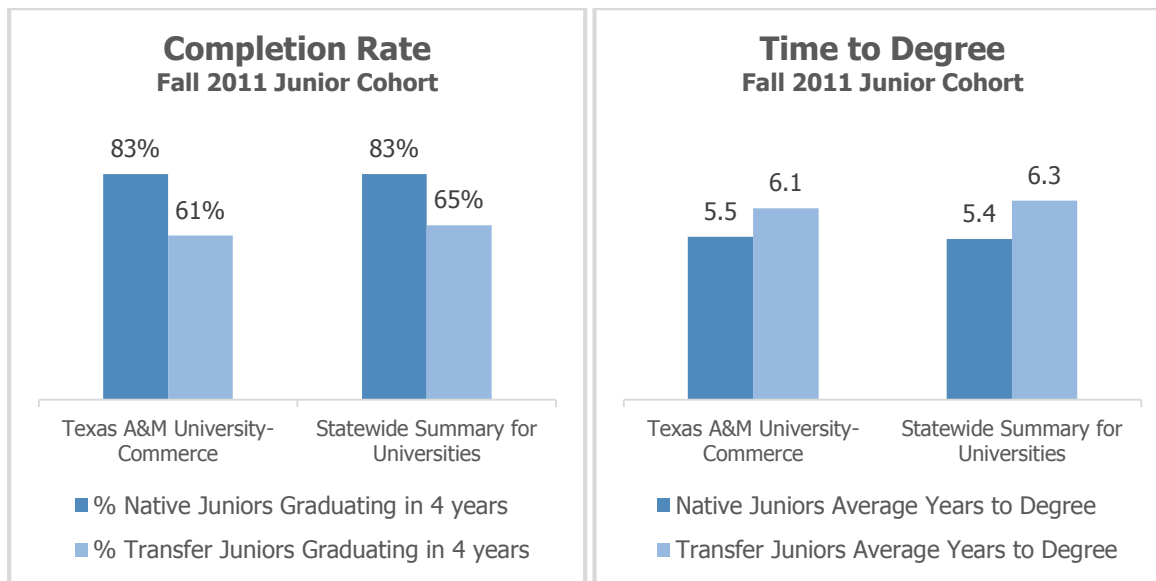


Sam Houston State University (Sam Houston) is the leader in the Doctoral Institutions peer group for number of new community college transfer students enrolling each fall. Sam Houston enrolls transfer students from a large number of two-year colleges across the state; however, the majority of transfer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

To assist transfer students, Sam Houston participates in the Terry Scholar Transfer Students scholarship program. The scholarship award pays for tuition, books, and anticipated living expenses for six to eight semesters. During the 2015-16 school year, Sam Houston provided 15 percent of all undergraduate financial aid to transfer students. Approximately 63 percent of transfer students receive some type of financial aid, with an average of \$10,815 per student.

Sam Houston identified inaccurate and inadequate advising at community colleges as the most problematic barrier to transfer. The institution also notes a need to be able to identify and track coursework for dual credit and early college separately. Currently, there is no way to differentiate between the two.

## Texas A&M University-Commerce

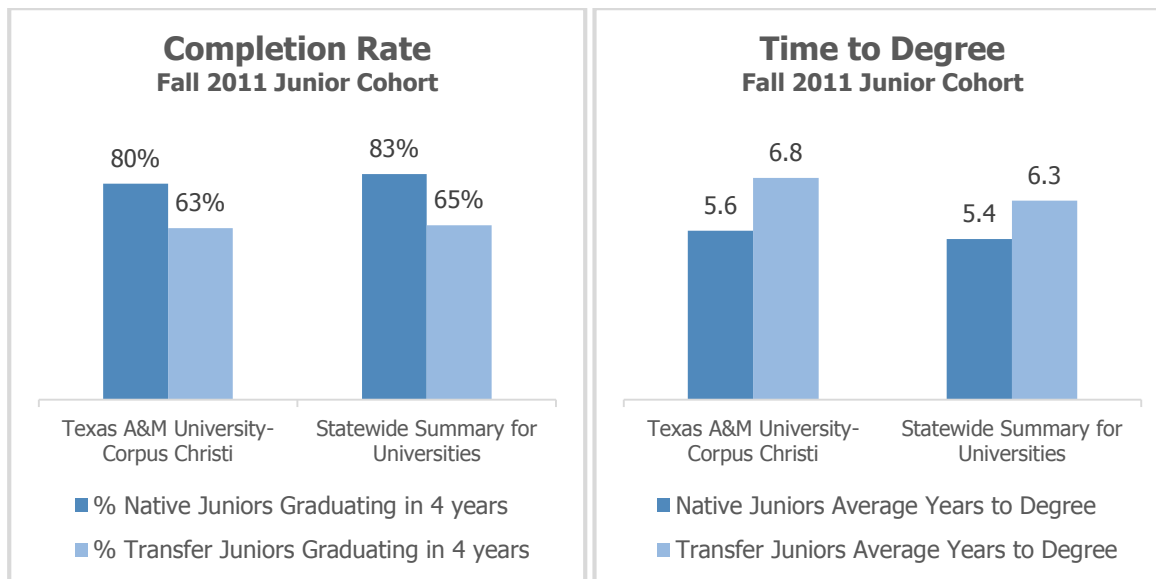


Texas A&M University-Commerce (TAMU-Commerce) accepts transfer students from a number of two-year institutions, with most coming from the Metroplex and the northeast Texas area near Commerce. Students from Paris Junior College, Navarro College, Collin College, and Trinity Valley Community College account for almost 60 percent of transfer students to TAMU-Commerce. To help streamline transfer from community college to the university, TAMU-Commerce executed 13 new articulation agreements during the 2015-16 academic year.

TAMU-Commerce identified students transferring with excessive hours and inadequate advising at the community college as the greatest barriers to transfer. They also cited a lack of adequate housing in Commerce as a significant barrier that impacts all students.

TAMU-Commerce supports its transfer students by requiring a mandatory orientation. Once enrolled, transfer students have access to student support services, including tutoring services, childcare services on campus, math and writing labs, and academic alerts for struggling students. The institution reports that 23 percent of transfer students receive financial aid, which averaged \$9,401 per student in the 2015-16 academic year.

## Texas A&M University-Corpus Christi

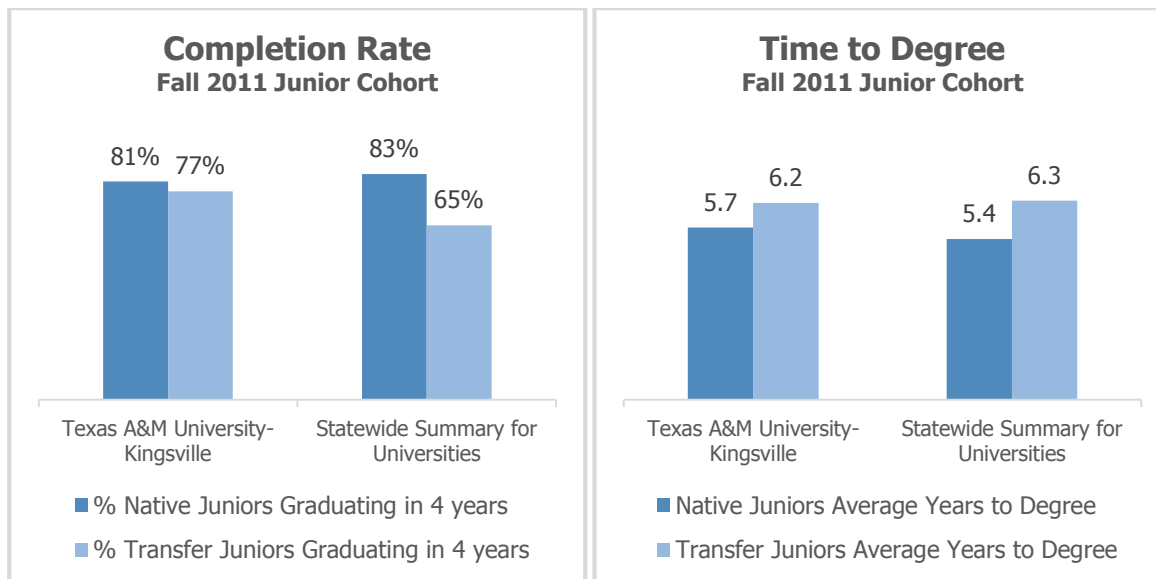


Texas A&M University-Corpus Christi (TAMU-Corpus Christi) is located on an island in the Coastal Bend area. TAMU-Corpus Christi attracts and enrolls about seven times as many first-time-in-college students as first-time transfers from community colleges each fall. While TAMU-Corpus Christi community college transfer students come from all over the state, about 50 percent transfer from nearby Del Mar College.

New initiatives for improving transfer include making contact with prospective students through designated "Transfer Fridays" and community outreach in non-educational settings. In 2015-16, TAMU-Corpus Christi revised the information provided to transfer students to include the early registration process. Maintaining approximately the same level of financial support provided to transfer students as in the previous year, TAMU-Corpus Christi reported \$9,715.28 as the average amount of financial aid awarded in 2015-16

Barriers to transfer identified by TAMU-Corpus Christi concerned student financial support, program capacity, course availability, and excessive credit hours accumulated prior to transfer. The institution further indicated the importance in transfer students' receiving early guidance in program selection and help in distinguishing between career and technical courses and courses that are a part of an academic transfer program.

## Texas A&M University-Kingsville



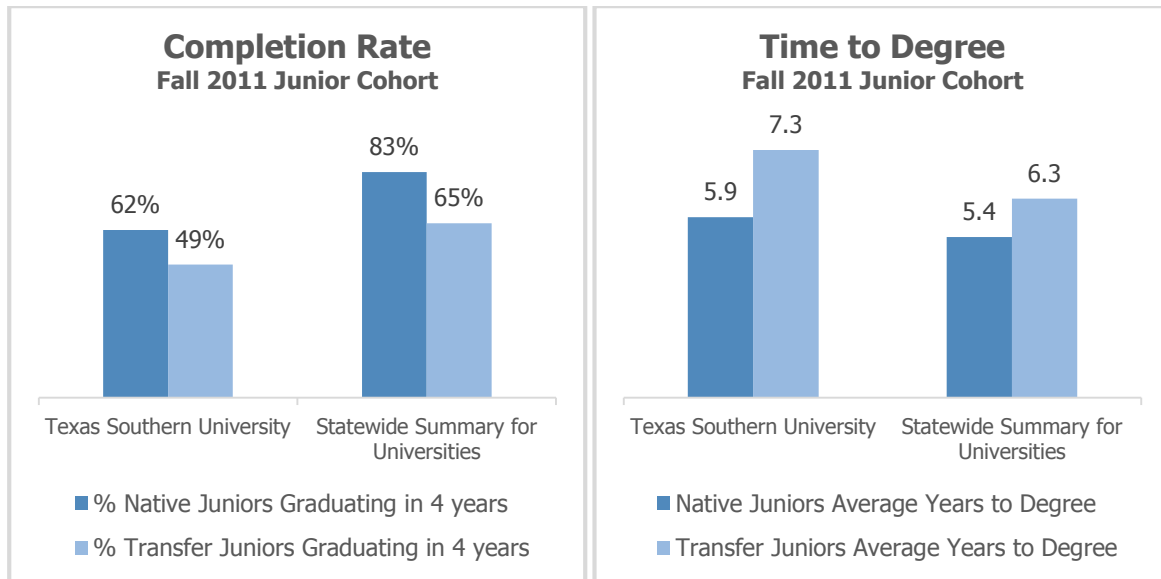
Texas A&M University-Kingsville (TAMU-Kingsville) has made steady progress in its completion rates and time-to-degree for transfer students. The completion rate for transfer students has gradually improved each year since 2005, reaching a seven-year high with the 2011 cohort's 77 percent. Like other institutions in the state, TAMU-Kingsville's transfer students in the 2011 cohort demonstrated a reduction in time to degree.

TAMU-Kingsville offers regular recruitment and advising at regional community college campuses. Coastal Bend College, Del Mar College, South Texas College, and Texas State Technical College-Harlingen students account for a majority of the two-year college transfer students at TAMU-Kingsville. The university has 15 articulation agreements with six institutions, and while no new agreements were added this year, there were 10 vertical team meetings.

TAMU-Kingsville cited as a barrier to the development of articulation agreements the need to have assurances that transfer students will complete the necessary prerequisite courses in preparation for junior and senior courses in the major of their academic programs.

TAMU-Kingsville is notable for its financial aid to transfer students. It awarded an average of \$10,300 to the 84 percent of its transfer students who received financial assistance. The state average is 67 percent of transfer students receiving an average amount of \$8,771.

## Texas Southern University

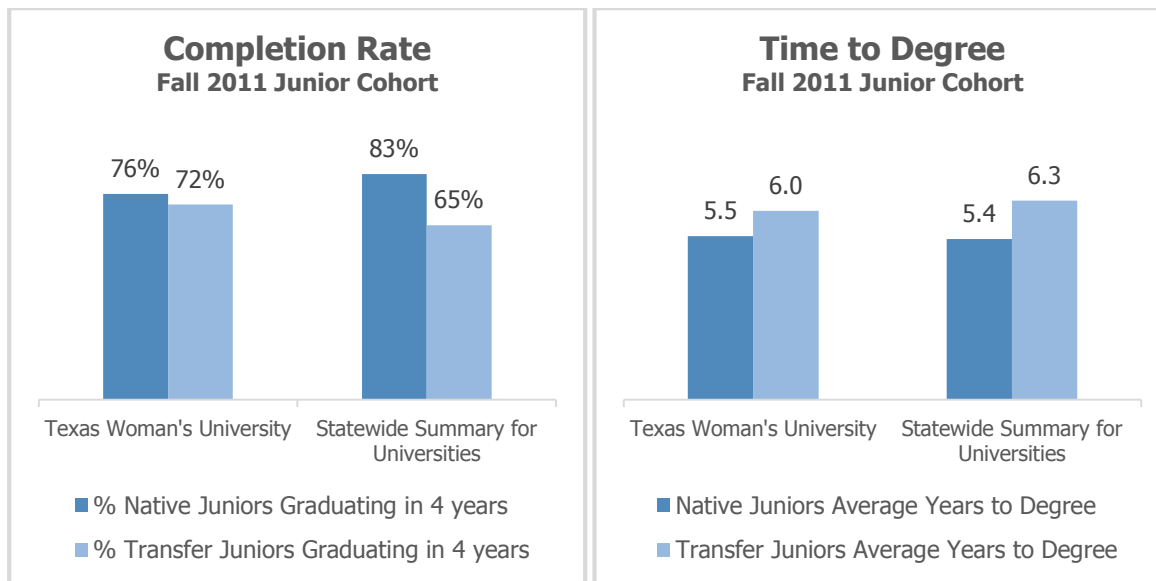


Texas Southern University (Texas Southern), is a historically black institution located in Houston. Given its location, 58 percent of transfer students come from nearby Houston Community College.

In school year 2015-16, Texas Southern maintained five articulation agreements with community colleges. Texas Southern identified connecting institution and community college faculty and retaining advisors as the main barriers to developing and maintaining articulation agreements with two-year institutions.

Texas Southern identified the top barriers to transfer as a lack of course and program alignment with community colleges, inadequate course scheduling, and students transferring with excessive hours. To address these issues, Texas Southern held campus-wide training sessions to facilitate a better understanding of the transfer admission process among advisors and faculty. In addition, meetings were held with Texas Southern and community college faculty in an effort to increase development of program-specific articulation agreements. Texas Southern increased the limit on the number of transfer semester credit hours accepted.

## Texas Woman's University



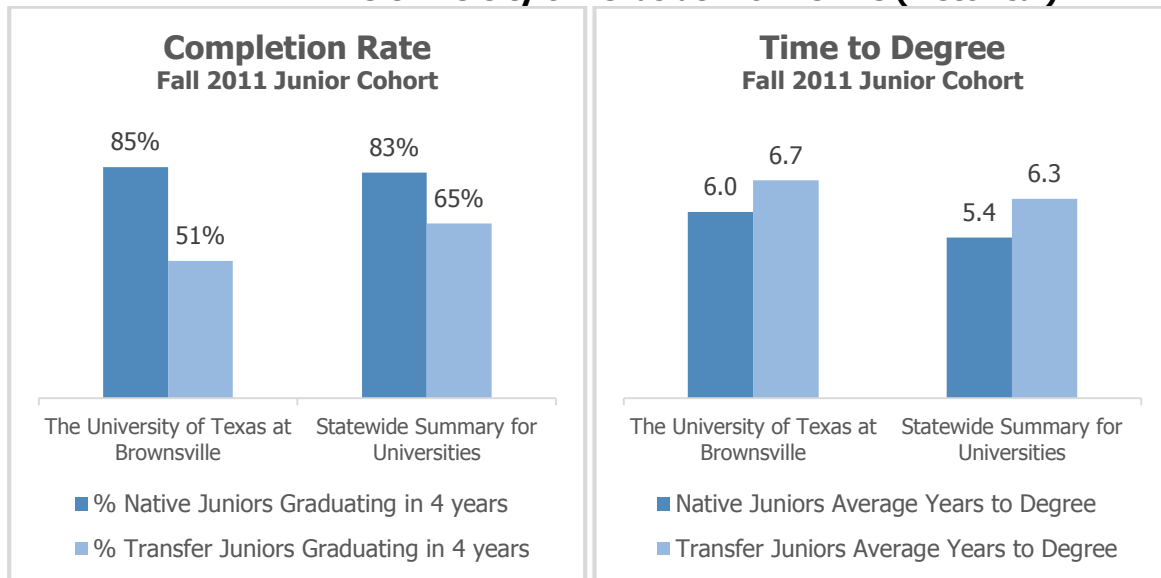
Texas Woman's University (Texas Woman's) received transfer students from a number of two-year institutions, with most in the Metroplex or north central Texas area near Denton. Students from North Central Texas College, Collin College, Tarrant County College, and the Dallas County Community College District campuses account for 67 percent of transfer students to Texas Woman's. To help streamline transfer from community colleges to the university, Texas Woman's created two new advising positions to work with students from community colleges, and created 18 new articulation agreements during the 2015-16 academic year.

Texas Woman's identified programs at capacity, insufficient financial resources to facilitate transfer of students from community colleges, and program admission requirements that are different from Texas Woman's general admission requirements as the greatest barriers to transfer.

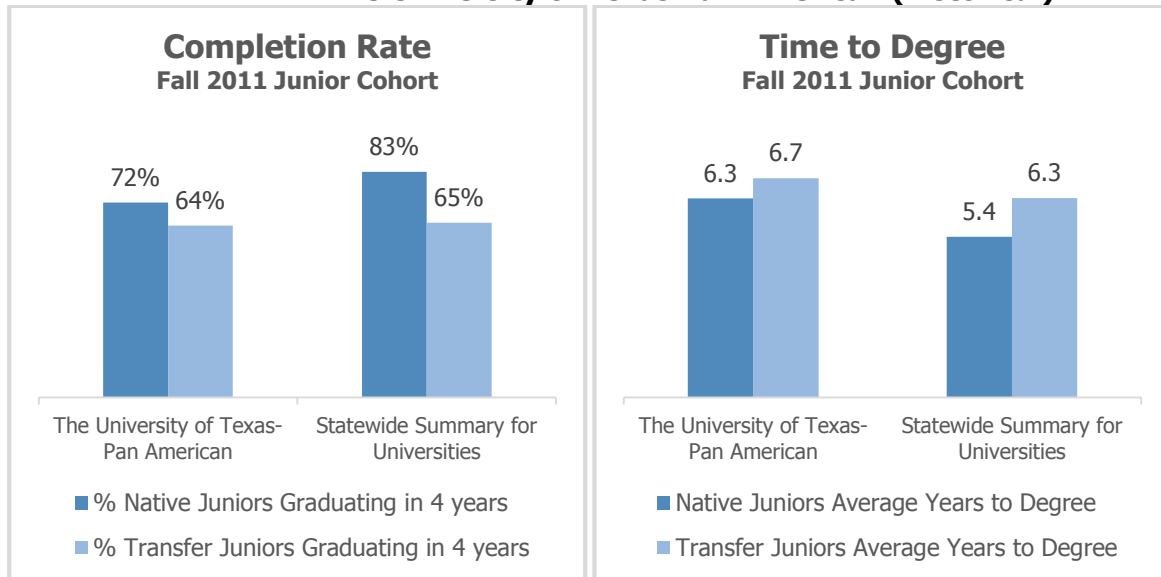
Texas Woman's instituted several measures to support transfer students at the institution. It eliminated the 90-hour limit for transfer coursework, and reviewed all undergraduate degree plans to eliminate "hidden hours" for transfer students. It also created an online Transfer Pathways and Articulation website to house all articulation agreements.

## The University of Texas Rio Grande Valley

### The University of Texas at Brownsville (historical)



### The University of Texas Pan American (historical)

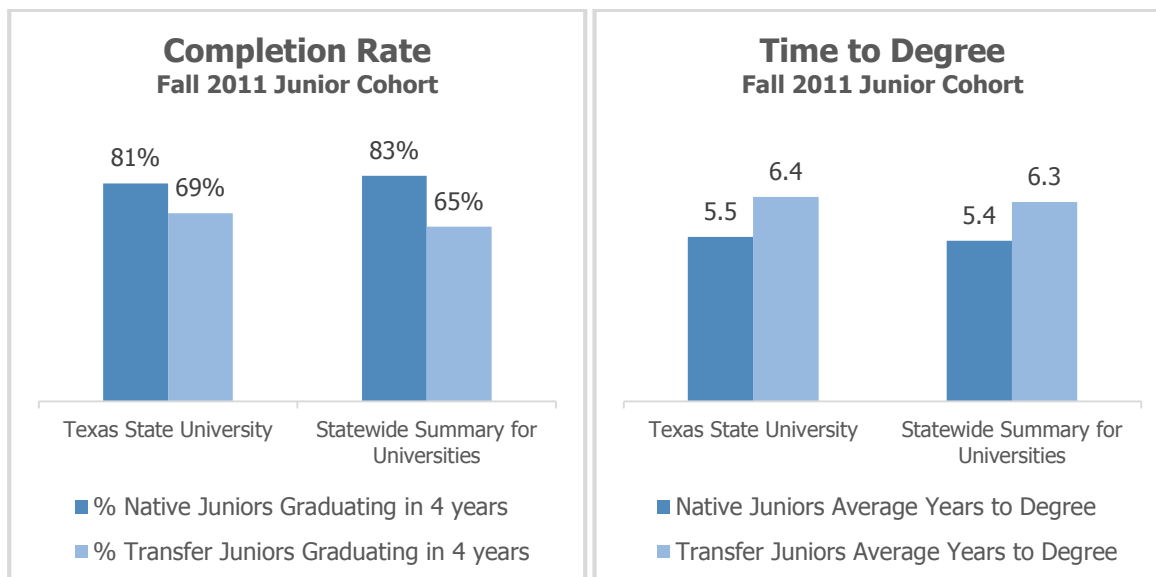


The University of Texas Rio Grande Valley's (UTRGV) inaugural year for admitting students to the new institution, which combined The University of Texas-Pan American (UT-Pan American) and The University of Texas at Brownsville (UT-Brownsville), was fall 2015. The fall enrollment reported for the newly established institution was 28,584. A large portion of UT-Brownsville students traditionally had transferred from Texas Southmost College, although this had significantly decreased in recent years. The largest feeder institution for UT-Pan American had been South Texas College. As a single institution, faculty and administrators have worked toward establishing new general articulation agreements with their community college partners and plan to move on to program-level agreements next year.

UTRGV reports that their most problematic barrier to smooth transfer is a shortage of staff to facilitate transfer. The second most problematic barrier is inadequate course scheduling and course rotations to meet the needs of new transfer students. These logistical and resource issues may be reflective of the growth in the south Texas region and the challenges of combining two separate institutions into one. To improve the transfer experience for students and to provide optional advising services, UTRGV conducted advising campaigns during winter and summer semester breaks.

## Emerging Research Institutions

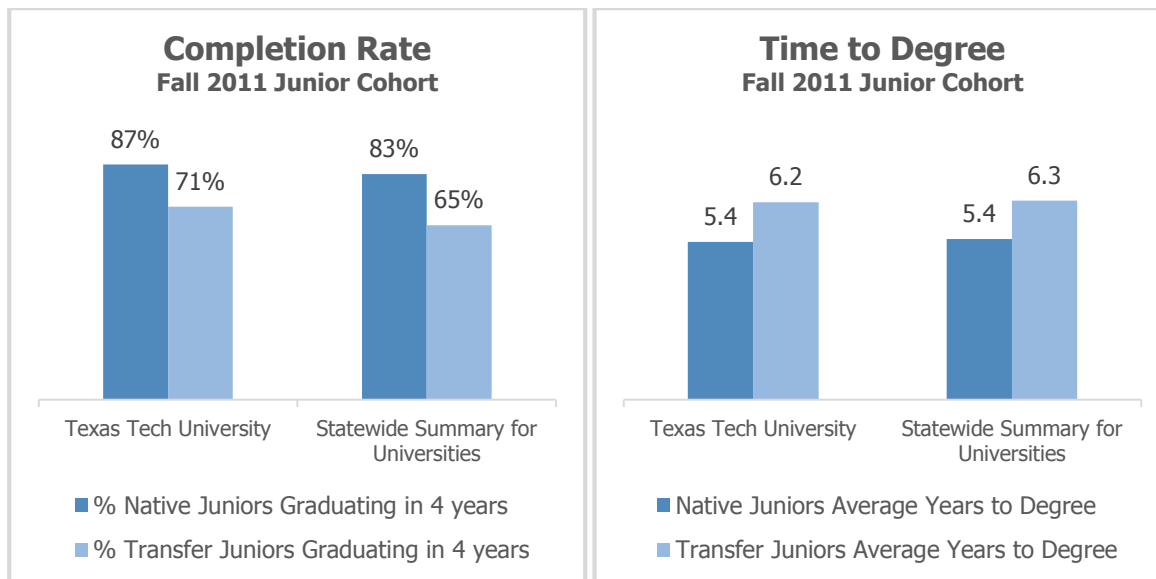
### Texas State University



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. Texas State uses transfer planning guides and degree maps available to all students as an alternative to overcoming the barriers of developing individual articulation agreements with selected community college. The four-year completion rate among transfer juniors has remained at approximately 70 percent, including the 69 percent reported for 2015-16.

Significant barriers to transfer identified by Texas State included excessive hours accumulated prior to transfer, advising at community colleges, and student financial support. For the 2015-16 academic year, the institution reported awarding 38 percent of available financial aid to transfer students, with 63 percent of such students receiving an average amount of \$11,788. While the percentage of transfer students provided with financial assistance declined slightly from 70 percent when compared to the previous year, during 2015-16 the institution has maintained the increased level of support reported in the previous year.

## Texas Tech University

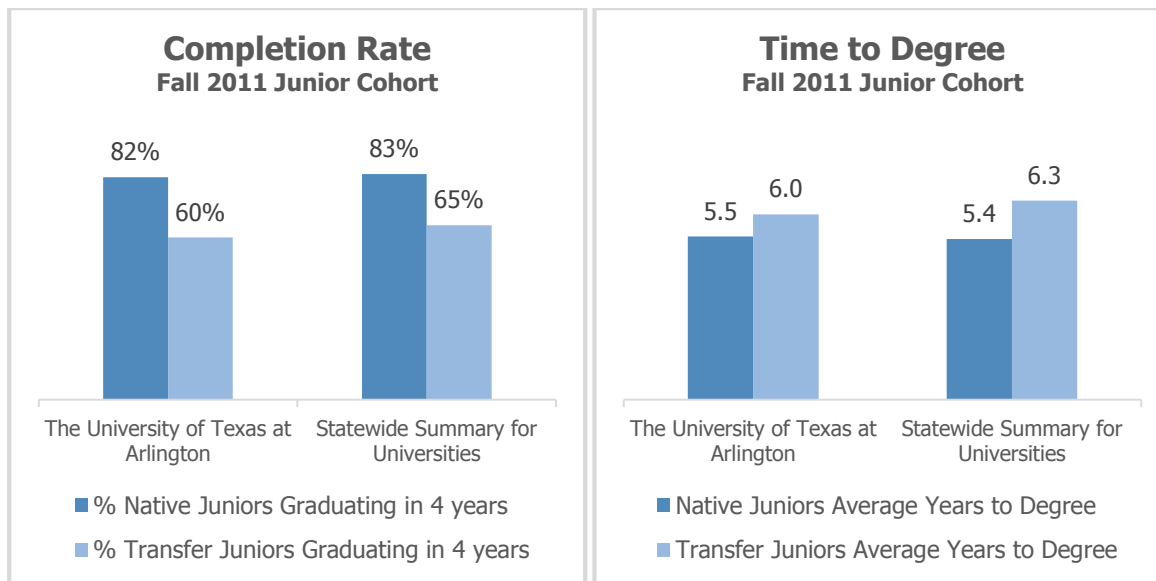


South Plains College is the single largest feeder for community college transfer students at Texas Tech University (Texas Tech), but Texas Tech is a popular destination for students from all parts of Texas and from both large and small community colleges. The institution has joined the North Texas Community College Collaborative to discuss course alignment and articulation agreements for AAS and BAAS programs, it hired a new pre-transfer advisor for the Metroplex area, and it established a new peer mentor network to promote a sense of community among transfer students. Texas Tech cites a “lack of clarity of required stakeholders needing to be involved in discussions, approval, and signature processes” as a challenge to creating effective articulation agreements. Texas Tech conducted 32 vertical team meetings (the third highest in the state) with 47 degree programs, and it offered training to faculty for Texas Core Curriculum and other programs relating to the processes of transfer student success.

Texas Tech ranked program admission requirements, which differ from general institutional admissions requirements, students transferring with excessive hours, and inaccurate/inadequate advising at the community college as top barriers to transfer.

The completion rate for transfer students at Texas Tech in the 2011 cohort is 16 points behind the rate for native students. However, within the Emerging Research peer group Texas Tech’s community college transfer students demonstrated the highest completion rate at 71 percent.

## The University of Texas at Arlington

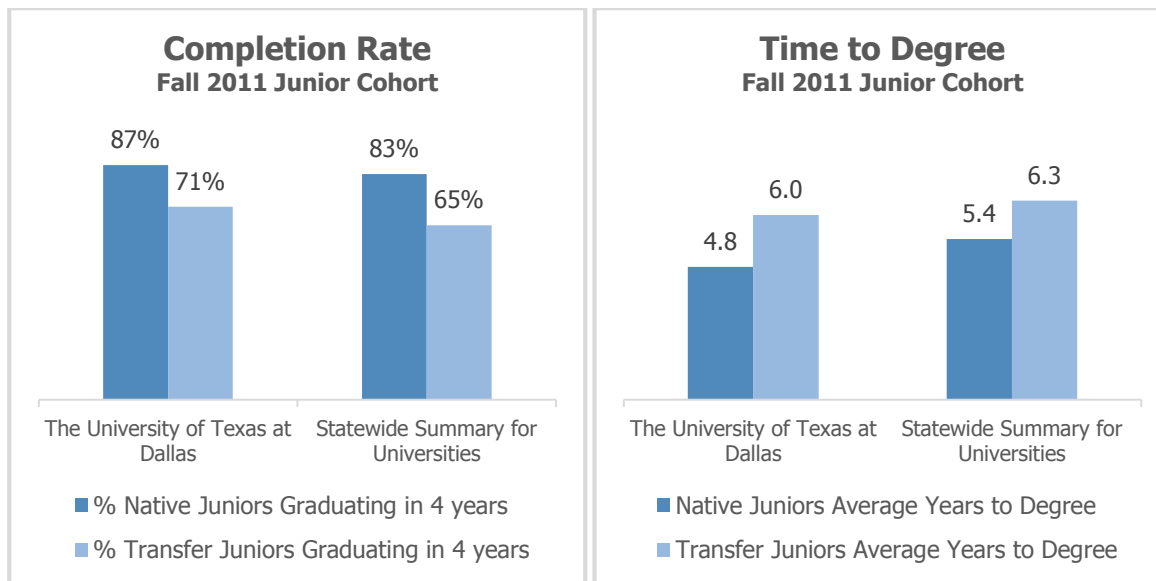


The University of Texas at Arlington (UT-Arlington) received the majority of transfer students, 61 percent, from Tarrant County Colleges and schools in the Dallas Community College District.

In the 2015-16 school year, UT-Arlington implemented three programs to improve the student transfer process. The TransferUTA program is designed to improve student access to services. UT-Arlington and Tarrant County College District (TCCD) began the Early Transfer E-TIP program, which simplifies the transfer process by eliminating the need for TCCD students to apply to UT-Arlington. Additionally, UT-Arlington was awarded a \$2.62 million grant to support the IDEAS Center, which provides peer mentorship to underserved transfer students.

UT-Arlington identified students transferring with excessive hours as the most problematic barrier to transfer. The institution expressed concern regarding credits earned at community colleges that do not transfer into four-year programs. UT-Arlington also cited the lack of alignment of associate degrees with non-general academic programs such as business and engineering.

## The University of Texas at Dallas

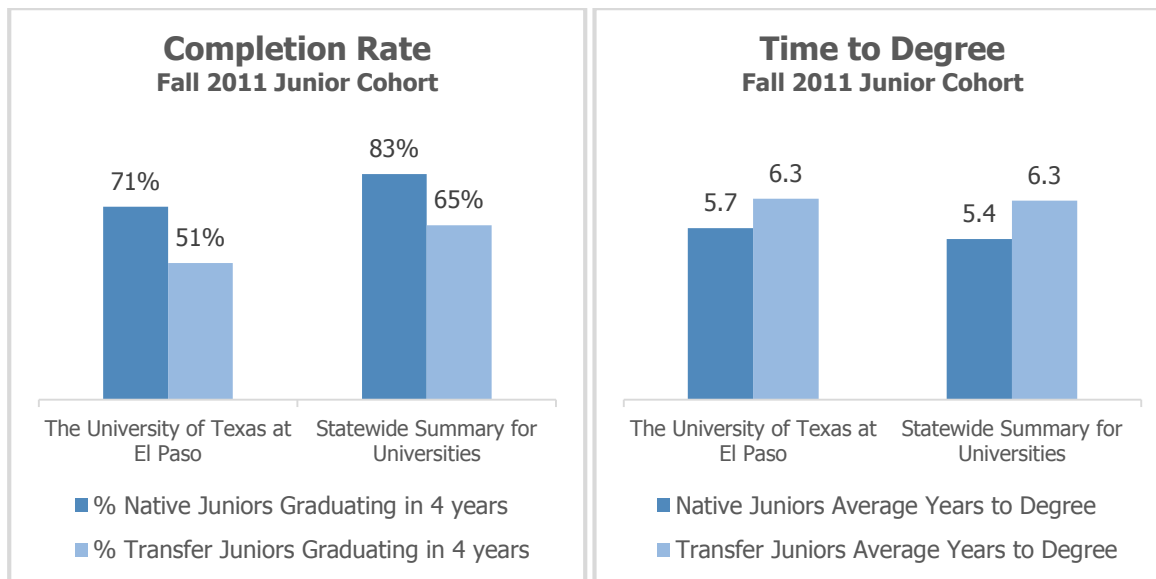


Students from Collin College and the Dallas County Community College District's campuses account for almost 80 percent of community college transfer students to the University of Texas at Dallas (UT-Dallas). To help streamline transfer from community colleges to the university, UT-Dallas has participated in numerous articulation agreements with community colleges. UT-Dallas reports that during the 2015-16 academic year, 41 percent of its transfer students received an average of \$12,424 in financial aid and that 35 percent of its community college transfers received institutional and departmental scholarships designated specifically for community college transfer students.

UT-Dallas has orientation programs available to transfer students, but they are not mandatory and only 21 percent of transfer students participate in these programs. Once enrolled, transfer students have access to student support services that include learning communities, math labs, academic alerts for struggling students, and transportation assistance.

Students transferring with excessive hours and inadequate advising at the community college were identified by the institution as the greatest barriers to transfer. The institution also expressed concerns about the number of transfer students who are academically deficient in mathematics. Students who transfer without a course beyond college algebra are disadvantaged in many majors at UT-Dallas.

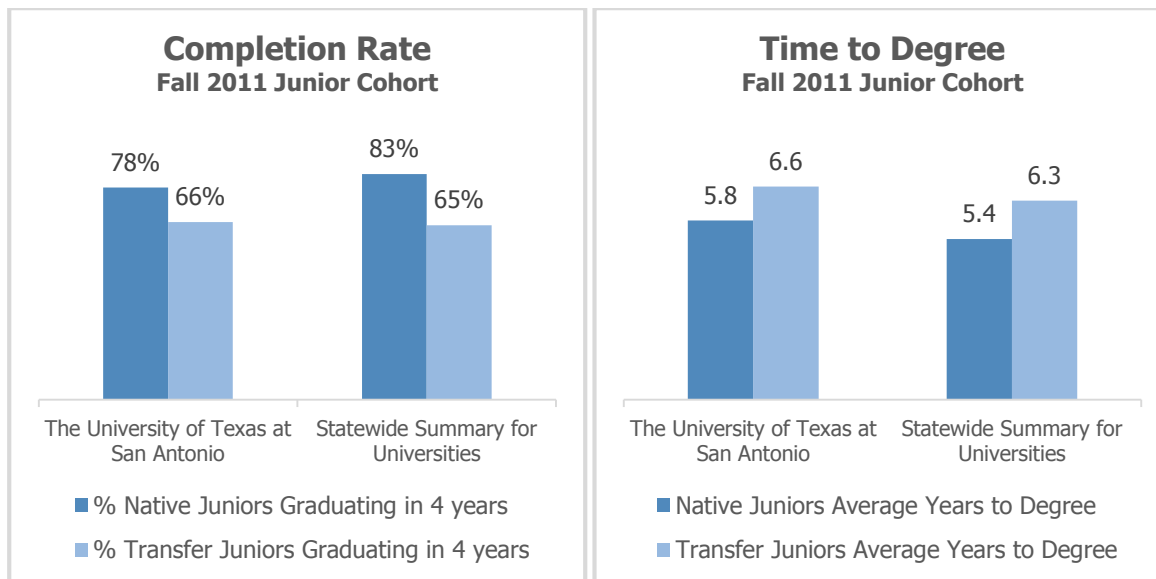
## The University of Texas at El Paso



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 three to four times as many first-time-in-college students as community college transfer students each fall semester. Most UT-El Paso students are Hispanic, and the institution is the top destination for transfer students from El Paso Community College (EPCC). During 2015-16, the four-year completion rate among transfer juniors experienced a decline, from 55 percent in 2014-15, to 51 percent, but like most other institutions there was a decrease in the time to degree for transfer students and a narrowing of the gap between natives and transfer students in the cohort.

UT-El Paso identified student financial support as the single significant barrier to transfer for 2015-16, which was named as a top barrier in last year's report. The institution reported that 35 percent of available financial aid was awarded to transfer students in 2015-16 with 84 percent of transfer students receiving an average amount of \$8,132. Indicating a positive working relationship with EPCC, in 2015-16 UT-El Paso provided training on admissions processes to recruiters from both institutions and offered on-site admissions at EPCC.

## The University of Texas at San Antonio

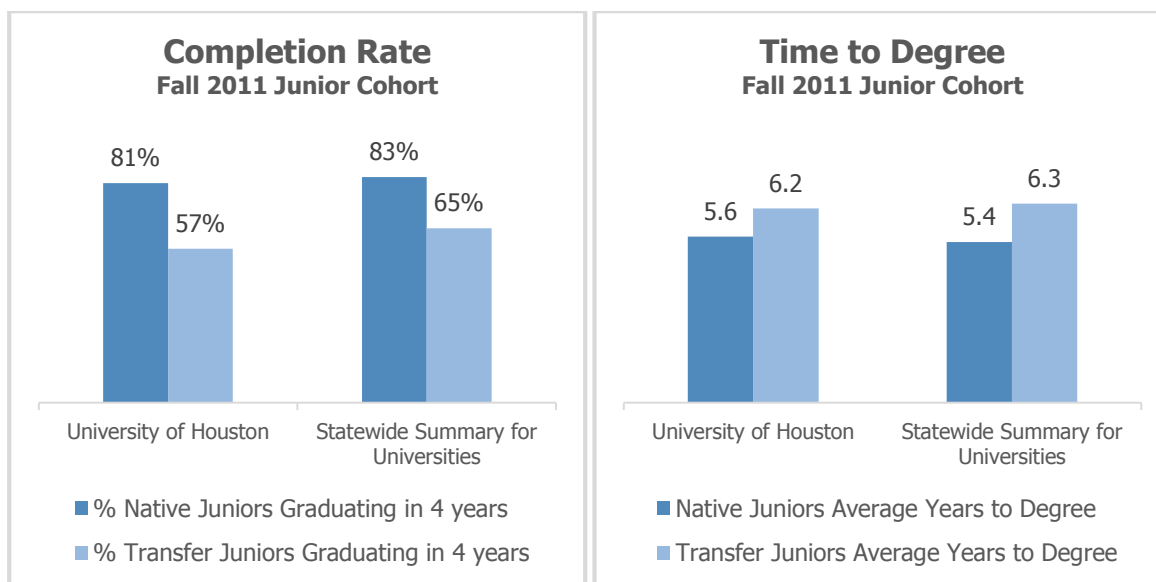


The University of Texas at San Antonio (UT-San Antonio) started an innovative new program in 2015-16 to promote and simplify transfer from the Alamo Community College District: the Alamo Runners program allows Alamo College students to enroll in a course at UT-San Antonio at no additional cost beyond Alamo rates. Advisors on each campus work with the program students. There is no need for students to re-apply for admission to UT-San Antonio once they are ready to transfer.

UT-San Antonio awarded 35 percent of its total available financial aid to transfer students at an average of \$10,033, which is more than the state average of \$8,770. Seventy percent of transfer students receive assistance. UT-San Antonio secured additional scholarship funds for transfer students and offers \$3,000 per year scholarships to transfer students with a 3.75 GPA and who enroll full-time.

UT-San Antonio identified students transferring with excessive hours and transcript evaluation as continuing barriers to smooth transfer. UT-San Antonio reports, however, that the technology challenges of electronic receipt of transcripts from its primary feeder Alamo Colleges have been successfully resolved.

## University of Houston

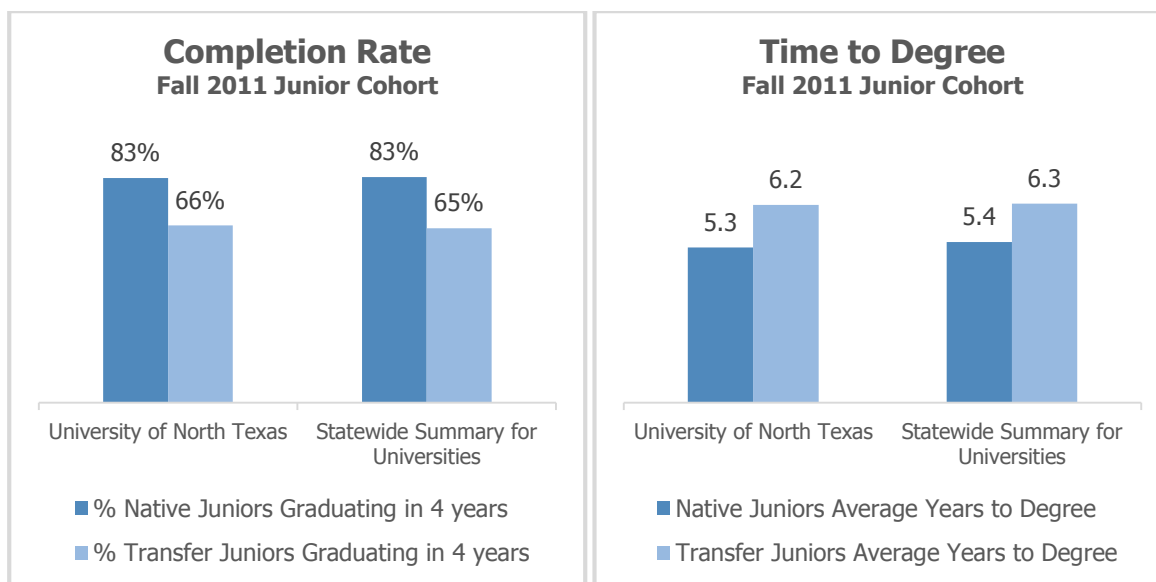


University of Houston (UH) accepts transfer students from a number of community colleges around the state. The majority of transfer students, 62 percent, come from nearby Houston Community College and campuses in the Lone Star College System. UH also receives a high number of transfer students from the San Jacinto College campuses located in the Greater Houston area.

UH added two new transfer student support programs during the 2015-16 school year. The first program consists of evening transfer information sessions that includes matching students with a transfer advisor. The second program gives students, who were not admitted into their first choice of academic program, the ability to obtain information and meet with advisors in related fields and programs.

UH identified students transferring with excessive hours as the most problematic barrier for transfers. Other barriers listed included a lack of course and program alignment with community colleges and a lack of timely and/or accurate transcript evaluation.

## University of North Texas



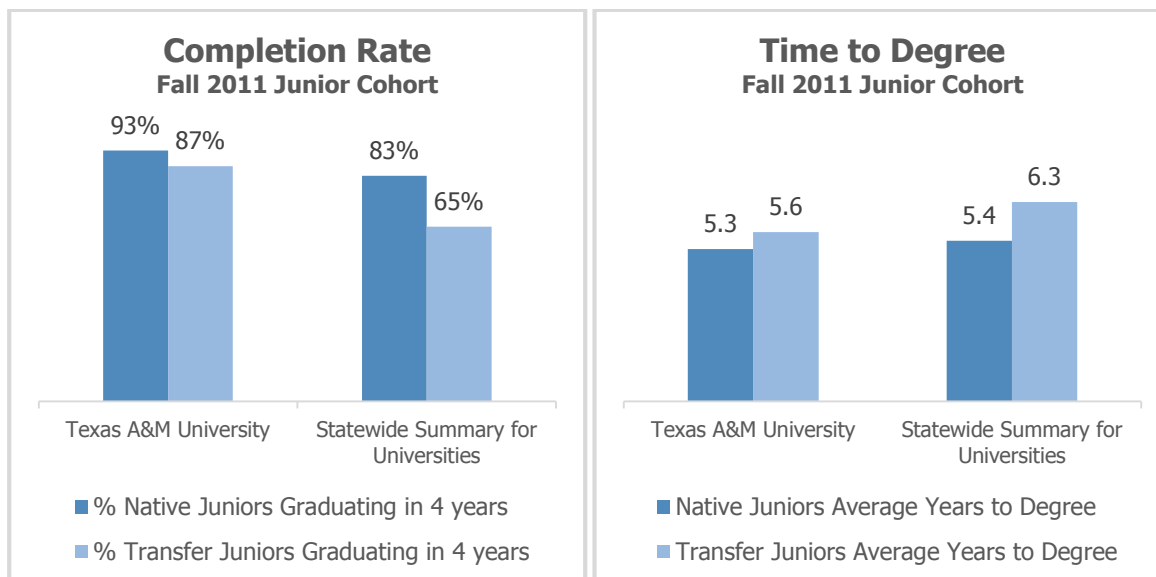
The University of North Texas (North Texas) enrolls transfers from all over the state, but serves primarily transfer students from surrounding community college systems. Transfers from the Tarrant County College, Dallas County Community College District, Collin College, and North Central Texas College account for around 72 percent of community college students transferring to North Texas. The institution reported that during the 2015-16 academic year, 92 percent of its transfer students received an average of \$11,093 in financial aid.

North Texas requires transfer students to participate in a mandatory orientation. North Texas initiated a program that had prospective transfer students “buddy up” with a current student in an “Eagle for a Day” event. Once enrolled, transfer students have access to student support services that include tutoring services, learning communities, student mentors, math and writing labs, academic alerts for struggling students, and transportation assistance.

The institution identified students transferring with excessive hours, inadequate advising at the community college, and insufficient financial institutional resources as primary barriers to transfer. North Texas has been active in regional and statewide transfer initiatives and encouraged faculty participation on Tuning Committees and Voluntary Transfer Compacts in an attempt to improve transfer processes.

## Research Institutions

### Texas A&M University

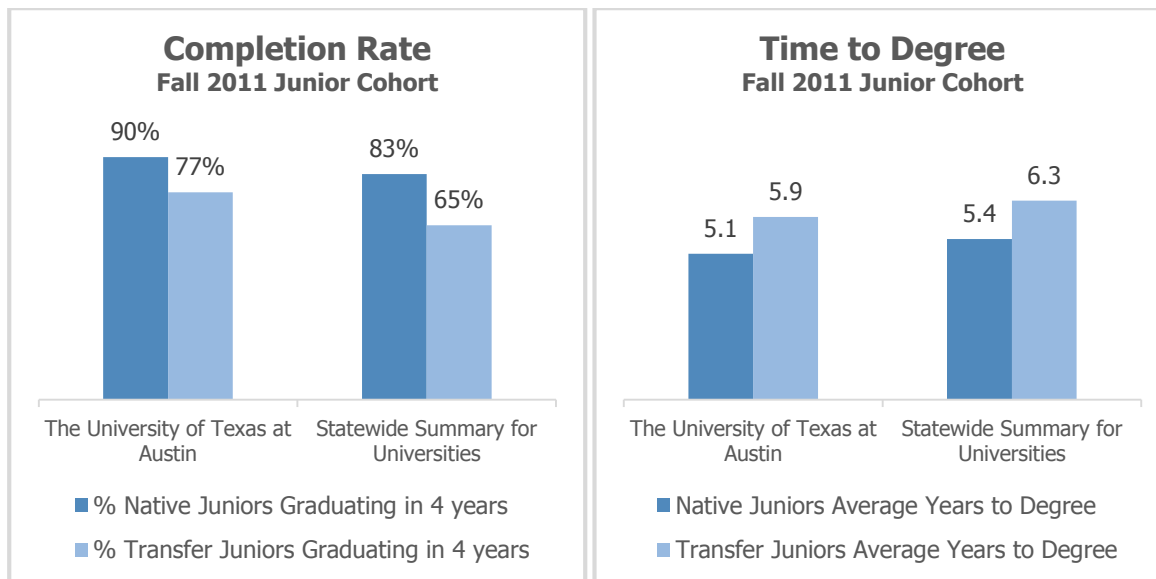


The completion rate for Texas A&M University (TAMU) community college transfer students who were included in the cohort data for this year's report was the best in the state at 87 percent. It was within 6 percentage points of the rate for their native students. TAMU leads the state in the payment of 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 reports that the advice students receive prior to transfer and students with excessive hours can be barriers 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 top feeder community college for transfer students to TAMU. Lone Star College also sends over 100 students each year. TAMU recruits selectively with a minimum 2.5 GPA required for general transfer admissions.

Acceptance requirements into some specific academic programs may differ from the general admission GPA, and this may be unexpected by some transfer students. Orientation is required for all new transfer students, and they can meet with faculty and departments. The average award of financial aid to transfer students receiving aid was \$11,658. TAMU ranked among the top five institutions in the state for their reported average award of financial aid to transfer students.

## The University of Texas at Austin



Students from Austin Community College account for one-third to one-half of the first time transfer students at The University of Texas at Austin (UT-Austin). Other regions of Texas are also represented in UT-Austin's transfer student population. Community college transfer students attending UT-Austin tend to come from the urban community colleges of the Dallas-Fort Worth Metroplex, Houston metropolitan area, and San Antonio.

UT-Austin has long been an active supporter of the common course numbering system in Texas and was one of the first institutions to provide prospective transfer students with online degree guides and a common course number crosswalk of their equivalent courses. Once admitted, transfer students are offered, but not required to attend, a customized orientation. Even without required attendance, 95 percent of the new transfer students attend. UT-Austin has convened a new university committee with representatives of several administrative divisions to improve orientation and promote transfer success.

UT-Austin did not provide a minimum transfer GPA in response to the survey, but as a Tier One institution, UT-Austin is selective in their admissions, and this selectivity is reflected in the success of the transfer students who are admitted. The completion rate for UT Austin's cohort transfer students, while not equal to their native students' rate, is still one of the highest in the state at 77 percent.

## Appendix A

### **The General Appropriations Act, House Bill (HB) 1, Article III-263, Section 52, 84th Texas Legislature**

#### **Sec. 52. 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 B: Transfer Survey Instrument 2016

TEXAS HIGHER EDUCATION COORDINATING BOARD  
1200 E. Anderson Lane, Austin, Texas

### Community College Transfer Student Report Survey 2016

#### I. Institutional Information

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

#### II. Service to Transfer Students

##### A. Advising

1. Does your institution require academic advising for new transfer students?  
\_\_\_\_yes \_\_\_\_no
2. Do your institution's academic advisors receive training specific to transfer students?  
\_\_\_\_yes \_\_\_\_no

##### B. Orientation

3. Does your institution offer an orientation program specifically tailored for transfer students?  
\_\_\_\_Offered, but not required  
\_\_\_\_Offered and required  
\_\_\_\_Not offered

*(Skip question 4 if your institution does not offer a transfer orientation. Go to question 5.)*

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

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

5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year? \_\_\_\_%

#### C. Outreach and Success Programs

6. Which of the following student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year? Select all that apply.
- ☐ Regular recruitment visits
  - ☐ Transfer Fairs
  - ☐ Academic Advising
  - ☐ Financial Aid Advising
  - ☐ Permanent transfer advisor on community college campus
  - ☐ None of the outreach efforts listed were conducted
7. List any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)
8. Check the services/activities your institution provides to transfer students to encourage persistence. Select all that apply.
- ☐ Student Mentors
  - ☐ Faculty/Staff Mentors
  - ☐ Discipline/Major specific tutorial services
  - ☐ Writing Lab
  - ☐ Math Lab
  - ☐ Academic Early Alerts for struggling students
  - ☐ Childcare services on campus
  - ☐ Commuting/Transportation Assistance
  - ☐ Learning Communities

#### D. Website

9. Does your institutional website have a section for information tailored to the needs of transfer students? If yes, provide the URL.

*(Skip question 10 if there is not a transfer-specific section on your institution's website. Go to question 11.)*

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

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

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

12. What are the minimum semester credit hours for transfer admissions? \_\_\_\_\_

13. What is the academic residency in semester credit hours required for graduation? \_\_\_\_\_

#### E. Financial Aid

14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year? \_\_\_\_\_%

15. What percentage of transfer students received financial aid? \_\_\_\_\_%

16. What was the average amount of financial aid awarded per transfer student?  
\$\_\_\_\_\_

17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?  
\_\_\_\_\_yes \_\_\_\_\_no

*(Go to question 19 if you answered no to question 17.)*

18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year? \_\_\_\_%

### **III. Transfer Pathways**

#### **A. Academic and Workforce Articulation Agreements**

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

19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year? \_\_\_\_yes \_\_\_\_no

*(Go to question 21 if you answered no to question 19.)*

20. How many new articulation agreements were executed during the 2015-2016 school year? \_\_\_\_

21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year? \_\_\_\_yes \_\_\_\_no

22. How many articulation agreements does your institution currently have in effect with Texas community colleges? \_\_\_\_

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

24. How many *workforce* (AAS) articulation agreements are currently in effect? \_\_\_\_

25. What is the number of Texas community colleges with which your institution has at least one articulation agreement? \_\_\_\_

26. What are the barriers to developing articulation agreements with community colleges?

#### **B. Dual Admission Agreements (DAA)**

DAAs are formal agreements between a two-year and a four-year institution to jointly admit eligible students in order to ensure a seamless transfer.

27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year? \_\_\_\_yes \_\_\_\_no

28. What is the number of Texas community colleges with which your institution has at least one DAA? \_\_\_\_

### C. Faculty Participation

29. How many of your faculty have ever received training specific to the following statewide transfer initiatives? Provide the number of faculty for all that apply.

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

30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)

31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year? \_\_\_\_\_

32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year? \_\_\_\_\_

### IV. Barriers to Transfer

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

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

- ☐Lack of course and program alignment with community colleges
- ☐Students transferring with excessive hours
- ☐Programs at capacity at your institution

34. 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.)
35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?  
☐yes ☐no

*(Go to question 37 if you answered no to question 35.)*

36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)
37. 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 C: Institutional Survey Responses

### Master's Institutions

#### Angelo State University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A4.</p> <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Student organizations' presentations</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Meetings specific to academic program majors</li> <li>• Advising with faculty advisors</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 40%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A6.</p> <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. The transfer orientation program has been completely revamped and customized for transfer students. This includes sessions on the transition to a four-year institution and particular training on understanding degree requirements. We are also piloting have a counselor on the Howard College campus (our largest feeder community college) to assist with advising students. We hope to implement this permanently in 2016-2017.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A8.
<ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="https://myfuture.angelo.edu/admitted/transfer.php">https://myfuture.angelo.edu/admitted/transfer.php</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 18 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 9%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 94%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$9785
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 7%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 4
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No

<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 51
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 50
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 1
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 16
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. The biggest barrier is the amount of time it takes to put them in place. Most of the articulation agreements state the process that we're already following, so there's usually no particular benefit in having them signed.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 20 Field of Study Curriculum: 5 Texas Tuning Project: 5 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 2
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. It is mostly informal encouragement. The participation comes mostly in the form of participation in curriculum change or development of new programs.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 2
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 2
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Inaccurate and/or inadequate advising at the community college 2. Lack of course and program alignment with community colleges 3. Students transferring with excessive hours 4. Lack of available academic programs to meet transfer students' needs 5. Lack of timely and/or accurate transcript evaluation
<b>Q34. 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.)</b>

A34. Students have not been able to understand our course numbering system and determine what might or might not transfer.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. The most important step taken was aligning our course numbers to the TCCN. We are also implementing DegreeWorks as a software solution that will allow transfer students to more efficiently transfer to ASU.
<b>Q37. 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.)</b>
A37. None

## Midwestern State University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Housing information session</li> <li>• Health Services information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 100%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. Scholarship Night - event that allows both high school and transfer students to learn about MSU scholarship opportunities.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.mwsu.edu/academics/advising/transfer">www.mwsu.edu/academics/advising/transfer</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 18 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13.
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 8%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 78%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$11312
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 13%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 1
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21.
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22.
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23.
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24.
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25.
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No

<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28.
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31.
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32.
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Programs at capacity at your institution 2. Insufficient staff at your institution to facilitate transfer of students from community colleges
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37.

## Sul Ross State University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Financial aid advising</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Mental Health/Counseling Services presentation</li> <li>• Parent/family participation and sessions</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 15%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Childcare services on campus</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>

A9. Yes URL: <a href="http://www.sulross.edu/page/239/transfer-students">http://www.sulross.edu/page/239/transfer-students</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 12 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 33%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 72%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$9821
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 16%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 2
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 4
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 0
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 4
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. common core differences; course numbering systems; curriculum differences

<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. Yes
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 2
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. provide faculty advising training and open all collaborations between university and community colleges to all faculty members
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31.
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32.
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of available academic programs to meet transfer students' needs
<b>Q34. 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.)</b>
A34. remote location
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. faculty and advisor training for core
<b>Q37. 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.)</b>
A37.

## Sul Ross State University-Rio Grande College

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with faculty advisors</li> <li>• Assignment of student mentors</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 75%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. Common degree plans for all majors and degree for each entering student which demonstrates exactly core, departmental prerequisites, and upper level courses for degree completion as well as a guarantee of acceptance all transfer courses.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Student Mentors</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.sulross.edu/rgc">http://www.sulross.edu/rgc</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 42 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 95%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 90%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$5000
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 50%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 1
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 3
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 1
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. for RGC, our situation is probably unique since 90% of students transfer from the same college, SWTJC and since 100% of our students are transfers. Barriers generally are differences in language,

faculty focused on other issues and not attentive to articulation issues. These are rare for RGC, but do occur from time to time.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. As mentioned earlier, all our students are transfers so training is a bit different. We have not generally be involved since we offer no freshmen or sophomore level courses.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 1
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 4
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Students transferring with excessive hours 2. Inaccurate and/or inadequate advising at the community college 3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
<b>Q34. 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.)</b>
A34. none to my knowledge We have a very good relationship with SWTJC with multiple points of contact and students services.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. review and re adoption of common degree plan to facilitate academic advising.
<b>Q37. 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.)</b>
A37. electronic transmission and automatic input of transfer transcripts.

## Texas A&M University at Galveston

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A4.</p> <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Assignment of faculty/staff mentors</li> <li>• Financial aid advising</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Mental Health/Counseling Services presentation</li> <li>• Parent/family participation and sessions</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> <li>• Assignment of student mentors</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 100%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A6.</p> <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. We contacted Phi Theta Kappa chapters and made presentations throughout the state and provided lunches during the chapter meetings. We also requested graduate lists from all Texas Community Colleges (just directory information) to expand awareness of our specific highly-specialized majors.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A8.
<ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Student Mentors</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.tamug.edu/admissions/transfer">www.tamug.edu/admissions/transfer</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.5
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 24 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 36 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 5%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 57%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$3900
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 0%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>

A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 19
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 0
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 1
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 19
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. We have a very regimented curriculum in popular, highly-lucrative career majors in Marine Engineering Technology and Marine Transportation that have few electives. If a student transfers in closer to 60 credits they will have to still complete three years on campus, in most cases, to complete our license option programs.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 2
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 10 Field of Study Curriculum: 11 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Through the training of faculty advising fellows that specifically participate in orientation and advising of new transfer students.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 0
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 0
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of financial support for transfer students 2. Students transferring with excessive hours 3. Inaccurate and/or inadequate advising at the community college 4. Lack of available academic programs to meet transfer students' needs
<b>Q34. 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.)</b>

A34. We have sequential degree programs with highly-specialized curriculum in Maritime fields.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. We added transfer scholarships from the Terry Foundation and worked with Galveston College, among others, to increase the regional applicant pool from Texas residents.
<b>Q37. 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.)</b>
A37. Even though students are core complete, there are specific degree requirements in maritime license programs that students have to take in order to graduate and transition to the workforce that can exceed over four years in total for a Bachelor's Degree.

## Texas A&M University-Central Texas

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Career Services presentation</li> <li>• Campus Safety/Security information session</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 9%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. Writing Center - The University Writing Center was opened in Spring 2016 to assist undergraduate and graduate students in individual and group workspaces. As an upper division institution, A&M-Central Texas only admits undergraduate transfer students. Career Closet - Established Spring 2016, the Career Closet is a professional attire clothing bank for students in need and supports their acquisition of internships, full-time, or part-time employment. Transfer orientation is being made mandatory effective Fall 2016.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="https://www.tamuct.edu/departments/prospective/index.php">https://www.tamuct.edu/departments/prospective/index.php</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 30 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 100%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 65%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$8650
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 2%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 0
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 0
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 0
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>

A26. We have spent this past year developing strong relationships with the Community Colleges in the region, including CTC, Temple College and ACC. We now have faculty that sit on advisory committees at the Community Colleges. Several new degree programs are being developed in concert with the area community colleges.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Formalized mechanisms to encourage faculty participation in the above statewide initiatives are not currently implemented. It is important to note that we are an upper division university so all of our students are transfer students and we work closely with the community colleges on reverse transfer.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 20
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 3
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Insufficient staff at your institution to facilitate transfer of students from community colleges 2. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 3. Lack of financial support for transfer students 4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 5. Lack of available academic programs to meet transfer students' needs 6. Students transferring with excessive hours
<b>Q34. 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.)</b>
A34. Current military tuition assistance policies result in financial disadvantages for students transferring to a public 4 year institution versus a private for-profit or not-for-profit institution.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>

A36. Improved communication between professional advising staff at A&M-Central Texas and partner community colleges through joint training days has greatly improved the understanding of transfer advising issues. In addition, core curriculum was not always appropriately applied to a student's degree audit. Equivalency tables with the student information system were updated to add attributes for transfer work to apply to core appropriately.

**Q37. 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.)**

A37.

## Texas A&M University-San Antonio

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. No
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Financial aid advising</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 100%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Financial Aid Advising</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. All admissions counselors visiting the community colleges were trained and performed unofficial transcript evaluations and offered unofficial degree plans during visits. These services were offered prior to application to the university by the student.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.tamusa.edu/welcomecenter/index.html">http://www.tamusa.edu/welcomecenter/index.html</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 30 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 100%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 64%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$8473
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 1%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 12
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 6
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 6
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 7
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>

A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 5
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. College representatives are invited to participate in such initiatives.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 2
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 1
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Students transferring with excessive hours 2. Lack of financial support for transfer students 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 5. Inaccurate and/or inadequate advising at the community college
<b>Q34. 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.)</b>
A34. Changes have occurred that should allow many barriers to turn to opportunities. Advisors have been moved to the enrollment management area and are working closely with transfer recruiters. Additionally, they are now centralized and consistency will be a primary focus. Also, financial aid is now under the control of A&M-SA and our offices understand the nature of our adult transfer population-something our controlling campus did not take into account with their primarily traditional population.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. In addition to #7 above, the University administration met with all of the Alamo Colleges (our primary feeder system) to open dialogue and discussion across the campuses. A plan has been formulated to have a permanent admission counselor on each of the four primary Alamo Colleges (except for Northeast Lakeview at this time) to facilitate good preparation for students to transfer and will be implemented during the 2016-2017 year.
<b>Q37. 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.)</b>

A37. Additional limitations of federal financial aid (tighter control and restrictions that are likely to develop) for transfer students exceeding an acceptable amount of credits at the associate's level and other restrictions from state aid such as potential changes to the Hazlewood exemption.

## Texas A&M University-Texarkana

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A4.</p> <ul style="list-style-type: none"> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 97%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A6.</p> <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
<p>A7. In the fall of 2015 the Office of Student Success hosted a transfer session/social during the first week of school to welcome and connect students to the campus community. 2016, first year transfer students can request a First Year Experience Transfer Coach. Coaches serve as a student resource and help guide new transfer students through their transition. They plan Transfer Tuesday programs to connect students to faculty members, study tools, and the campus community. All transfer students can join an Eagle Transfer Student page where coaches post monthly newsletters, events, and answer</p>
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A8.
<ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.tamut.edu/Admissions/Apply/Undergraduate-Admissions/Transfer-Admissions/index.html">http://www.tamut.edu/Admissions/Apply/Undergraduate-Admissions/Transfer-Admissions/index.html</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 30 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 15%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 83%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$5430.65
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 1%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 0
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>

A22. 5
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 7
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 1
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 5
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 3
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 20 Field of Study Curriculum: 4 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Faculty drive the discussion with regard to the Texas core curriculum and how it impacts both traditional freshmen/sophomores as well as transfer students to A&M-Texarkana. Each year, a committee is established to review any prospective changes for the core and to make recommendations-which are vetted through the curricular process-to the university and submitted to the THECB each year.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 6
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 10
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of financial support for transfer students 2. Inaccurate and/or inadequate advising at the community college
<b>Q34. 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.)</b>
A34. We are researching and reviewing ways to increase scholarship opportunities for transfer students
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes

<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. TAMUT Advising Team is working and communicating with our feeder schools/Community Colleges Advising Teams to reduce and hopefully eliminate this barrier for students.
<b>Q37. 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.)</b>
A37.

## The University of Texas at Tyler

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. No
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Campus Safety/Security information session</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 15%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. The University launched a Mentoring and Advising Patriots to Success (MAPS) course in Spring 2016 for transfer students who earned below a 2.0 in their first semester at UT Tyler (Fall 2015). The course covers academic resources specific to the University, study skills, test taking techniques, time management, and transition skills.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.uttyler.edu/admissions/transfer/index.php">http://www.uttyler.edu/admissions/transfer/index.php</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 30 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 59%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 70%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$10996.04
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 5%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 4
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 37
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 146
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 4
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. Courses required at the lower-division at the community college have upper-division equivalents at UT Tyler. When students transfer in these lower-division courses they often have to take additional upper-division electives to satisfy the 42 upper-division credit hour requirement for graduation at UT Tyler.

<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 94 Field of Study Curriculum: 94 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Faculty who advise students are offered training through their college advisers and department chairs on Texas Core Curriculum and Field of Study Curriculum.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 1
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 1
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Inaccurate and/or inadequate advising at the community college 2. Students transferring with excessive hours 3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 4. Lack of course and program alignment with community colleges 5. Insufficient staff at your institution to facilitate transfer of students from community colleges 6. Lack of available academic programs to meet transfer students' needs 7. Lack of financial support for transfer students 8. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 9. Insufficient training for your institution's recruiters 10. Lack of timely and/or accurate transcript evaluation
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. Prior to 2015-2016, Transfer Orientation was held immediately prior to start of each semester. During the 2015-2016 year Transfer Orientations were held multiple times throughout the year in the

months leading to the start of the semester in order to share information with, and answer questions from, new transfer students.

**Q37. 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.)**

A37. We have seen an influx of transfer students who have been encouraged to complete the Core Curriculum at their community college, but little attention has been paid to encouraging the students to complete their lower-division degree requirements. This is causing our transfer students to delay their graduation in order to take these lower-division requirements in their first semesters, many times registering for additional courses they do not need in order to maintain full-time status.

## The University of Texas of the Permian Basin

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Student organizations' presentations</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 15%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. L.A.S.S.O. Grant PALS Program Peer Mentoring for Transfer Freshman
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Student Mentors</li> <li>• Childcare services on campus</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>

A9. Yes URL: <a href="http://www.UTPB.edu/admissions/apply-now/transfer">www.UTPB.edu/admissions/apply-now/transfer</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 24 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 53%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 43%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$7456
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. No
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18.
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 2
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 27
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 27
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24.
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>

A25. 18
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. none
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 188 Field of Study Curriculum: 1 Texas Tuning Project: 1 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Faculty participation is encouraged by inviting Faculty to training sessions, nominating Faculty to committees, holding training sessions in Faculty Assembly, Department meetings and one-on-one training sessions with new Faculty members. Extensive training occurred in the 2014-15 academic year in anticipation of the new Core Curriculum rules that took effect in Fall 2015.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 0
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 0
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of timely and/or accurate transcript evaluation 2. Insufficient staff at your institution to facilitate transfer of students from community colleges 3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 4. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 5. Lack of course and program alignment with community colleges 6. Lack of available academic programs to meet transfer students' needs 7. Programs at capacity at your institution 8. Students transferring with excessive hours 9. Inaccurate and/or inadequate advising at the community college 10. Insufficient training for your institution's recruiters 11. Lack of financial support for transfer students 12. Program admission requirements that are different from your institution's admission requirements
<b>Q34. 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.)</b>
A34.

<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37.

## University of Houston-Clear Lake

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Meal</li> <li>• Campus tour</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 65%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. N/A
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://prtl.uhcl.edu/admissions/transfer">http://prtl.uhcl.edu/admissions/transfer</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.25
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 30 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 92%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 66%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$7389
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 26%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 0
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 9
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 9
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 3
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 9
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. N/A

<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. When opportunities to participate in statewide initiatives that aim to improve transfer occur, the School of Business' (BUS) administration discusses with appropriate faculty members on an individual basis. The School of Education has STEP (see <a href="http://prtl.uhcl.edu/portal/page/portal/SOE/Advising/STEP">http://prtl.uhcl.edu/portal/page/portal/SOE/Advising/STEP</a> ) addresses the transfer of students to the university. One Early Childhood faculty member serves on the advisory boards of College of the Mainland, Alvin Community College and works with San Jacinto North regarding child development programs and other collaborative degree programs.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 14
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 3
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 2. Inaccurate and/or inadequate advising at the community college 3. Students transferring with excessive hours
<b>Q34. 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.)</b>
A34. N/A
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35.
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37. N/A

## University of Houston-Downtown

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Campus tour</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 55%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. In order to be proactive in addressing barriers to transfer, UHD joined a consortium called Houston Guided Pathways to Success (GPS), where UH System schools meet with four area community colleges to work together to better serve the needs of students and remove barriers to their success. The group includes faculty, staff, and administrators and focuses on several different areas to help student succeed, including academic courses, advising, course scheduling, and technology. This ongoing dialogue and work will enable us to help students succeed throughout the region.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A8.
<ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Student Mentors</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes
URL: <a href="https://www.uhd.edu/admissions/transfer/Pages/transfer-index.aspx">https://www.uhd.edu/admissions/transfer/Pages/transfer-index.aspx</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 15 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 68%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 64%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$9287.57
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. No
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18.
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>

A22. 385
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 225
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 160
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 10
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. Workload with so many partner institutions and degree programs makes it difficult to update existing and develop new agreements.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 3
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 153 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. The faculty who participate in the Texas Core Curriculum are those who are teaching the core courses and want to gain a better understanding, both to teach and be involved in assessment. UHD supports by providing time and supporting travel to attend training, also offering incentives to attend locally offered training.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 50
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 15
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Students transferring with excessive hours 2. Lack of financial support for transfer students 3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 4. Insufficient staff at your institution to facilitate transfer of students from community colleges 5. Program admission requirements that are different from your institution's admission requirements 6. Insufficient training for your institution's recruiters
<b>Q34. 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.)</b>

A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. This year UHD focused on addressing the significant barrier of the lack of course and program alignment between UHD and our feeder community colleges. The academic colleges addressed this by having faculty systematically review the degree requirements and create 2+2 degree maps for each academic program for students coming from our largest feeder institutions, Houston CC and Lone Star College. We plan to continue this work with additional feeder schools next year.
<b>Q37. 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.)</b>
A37. In order to be proactive in addressing barriers to transfer, UHD joined a consortium called Houston Guided Pathways to Success (GPS), where UH System schools meet with four area community colleges to work together to better serve the needs of students and remove barriers to their success. The group includes faculty, staff, and administrators and focuses on several different areas to help student succeed, including academic courses, advising, course scheduling, and technology. This ongoing dialogue and work will enable us to help students succeed throughout the region.

## University of Houston-Victoria

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Not offered
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4.
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 7%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8.
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.uhv.edu/transfer-admissions/undergraduate-programs/">http://www.uhv.edu/transfer-admissions/undergraduate-programs/</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 12 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>

A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 14%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 56%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$1981
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. No
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18.
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 3
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 3
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 3
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 12
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0

<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 0
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 0
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 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. Lack of timely and/or accurate transcript evaluation 4. Students transferring with excessive hours
<b>Q34. 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.)</b>
A34. 2-yr colleges encourage students to get AAs which have them taken extra courses that will not apply to our degree plans because of limited LD electives or elective space. Students from out-of-state or religious colleges sometimes have excess hours.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37.

## University of North Texas-Dallas

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Student organizations' presentations</li> <li>• Career Services presentation</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 90%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. Community college advisor updates held a top feeder schools. TransFORMation Recruitment Event- On the spot admission a feeder community colleges including admissions, financial aid, student affairs, and veteran affairs.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>

A9. Yes URL: <a href="http://www.untDallas.edu/undergrad/transfers">http://www.untDallas.edu/undergrad/transfers</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 3 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 30%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 30%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$5278.89
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 12%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 10
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 12
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 12
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 5
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>

A25. 9
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. 1. Large contingency of adjunct faculty. 2. Somewhat disjointed organizational with no point person making it difficult to coordinate critical planning meetings that involve the development of curriculum pathways. 3. Lack of buy-in to articulating WECM courses in the AAS degree programs.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 7
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 65% Field of Study Curriculum: 15% Texas Tuning Project: 30% Voluntary Transfer Compacts: 15% ACGM Learning Outcomes Project: 15%
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. UNT Dallas encourages faculty participation in multiple ways. The most critical is the sharing of enrollment data with faculty and educating the campus community on the importance of transfer students in the success of our programs. Statewide initiatives are discussed in faculty alliance meetings and coordinated meetings are organized with our community college partners. Our core curriculum was assessed and then revamped with faculty to meet the needs of transfer students and we continue to make sure we collaborate with community colleges in this way. Projects are underway to develop academ
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 18
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 10
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of financial support for transfer students 2. Insufficient staff at your institution to facilitate transfer of students from community colleges 3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 4. Inaccurate and/or inadequate advising at the community college 5. Students transferring with excessive hours
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No

<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37. No

## Comprehensive Institutions

### Lamar University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Student organizations' presentations</li> <li>• Financial aid advising</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> <li>• Assignment of student mentors</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 25%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8.
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="https://beacardinal.lamar.edu/how-to-apply/transfers.html">https://beacardinal.lamar.edu/how-to-apply/transfers.html</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 18 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 13%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 57%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$10950
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 15%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 44
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 29
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 23
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 6
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 18
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26.

<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. Yes
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 10
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 280 Field of Study Curriculum: 47 Texas Tuning Project: 35 Voluntary Transfer Compacts: 44 ACGM Learning Outcomes Project: 30
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Lamar's chief academic officer has clearly expressed the intent to reduce and eliminate any existing barriers to transfer, and toward this end has pledged the full resources of the University including faculty participation, staff assignments, and sufficient financial resources needed to accomplish this goal.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31.
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32.
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Programs at capacity at your institution 2. Program admission requirements that are different from your institution's admission requirements 3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 4. Lack of financial support for transfer students 5. Students transferring with excessive hours
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35.
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37.

## Prairie View A&M University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. No
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Financial aid advising</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 79%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. NONE
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>

A9. Yes
URL: <a href="http://www.pvamu.edu/undergraduate-admissions/transfer%20admissions">www.pvamu.edu/undergraduate-admissions/transfer admissions</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 15 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 5%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 90%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$12105
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 12%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 37
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 32
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>

A25. 12
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. NONE
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 6
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 13 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. They are enticed with improved and increased enrollment of transfer students in their classrooms which sparks an experienced level of participation in the educational process
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 10
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 5
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of timely and/or accurate transcript evaluation 2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 3. Lack of available academic programs to meet transfer students' needs 4. Students transferring with excessive hours 5. Lack of course and program alignment with community colleges
<b>Q34. 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.)</b>
A34. Not enough courses and degrees offered, along with not creating adequate course guides for dissemination to students
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37. NONE

## Stephen F. Austin State University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 20%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.sfasu.edu/admission/transfer">www.sfasu.edu/admission/transfer</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>

A12. 15 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 36 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 9%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 73%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$11040.24
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18.
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 2
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 60
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 60
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 1
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 36
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. Lack of staff to develop agreements
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. Yes
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0

<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 0
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 0
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of financial support for transfer students 2. Insufficient staff at your institution to facilitate transfer of students from community colleges 3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges
<b>Q34. 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.)</b>
A34. None
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37. Barriers listed in item 33

## Tarleton State University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A4.</p> <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Financial aid advising</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Mental Health/Counseling Services presentation</li> <li>• Parent/family participation and sessions</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Advising with faculty advisors</li> <li>• Assignment of student mentors</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 1%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A6.</p> <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. Tarleton implemented an early alert system. Using the system, an instructor can report any student who is struggling in their course.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A8.</p> <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Student Mentors</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>

A9. Yes URL: <a href="http://www.tarleton.edu/admissions/transfer/index.html">http://www.tarleton.edu/admissions/transfer/index.html</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 12 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 12%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 66%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$7309
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 1%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 63
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 50
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 13
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 7

<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. We encounter very few barriers. Tarleton works extensively with her community college partners. We notice some differences in core component coding (particularly in the institutional designated option). We also frequently negotiate with our partners to accept additional courses as transfer credit for specific degrees. The latter is not a barrier, however.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 30 Field of Study Curriculum: 12 Texas Tuning Project: 5 Voluntary Transfer Compacts: 5 ACGM Learning Outcomes Project: 1
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Tarleton State University is committed to ensuring the most seamless transition for students transferring to the institution from other colleges and universities. To that end, faculty are solicited to participate in the nomination process for committees and task forces that focus on the improvement of transfer alignment. Further, faculty are notified of opportunities to attend meetings, webcasts, or other information dissemination activities offered by the state that focus on the improvement of transfer processes.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 5
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 5
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Inaccurate and/or inadequate advising at the community college 2. Lack of course and program alignment with community colleges 3. Programs at capacity at your institution 4. Students transferring with excessive hours 5. Lack of timely and/or accurate transcript evaluation 6. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 7. Lack of financial support for transfer students 8. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 9. Insufficient staff at your institution to facilitate transfer of students from community colleges 10. Lack of available academic programs to meet transfer students' needs 11. Program admission requirements that are different from your institution's admission requirements

12. Insufficient training for your institution's recruiters
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. We developed a quicker way to process transfer work in our student information s system which allowed faster processing for an admissions decision.
<b>Q37. 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.)</b>
A37.

## Texas A&M International University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Career Services presentation</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Campus tour</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 89%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://tamiu.edu/prospect/transfer">tamiu.edu/prospect/transfer</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 30 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 6%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 79%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$4052.23
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 8%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 3
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 0
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 3
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0

<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 0 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. N/A
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 2
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 2
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Inaccurate and/or inadequate advising at the community college 2. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 3. Insufficient staff at your institution to facilitate transfer of students from community colleges 4. Lack of financial support for transfer students 5. Students transferring with excessive hours 6. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 7. Program admission requirements that are different from your institution's admission requirements 8. Lack of course and program alignment with community colleges 9. Lack of available academic programs to meet transfer students' needs 10. Insufficient training for your institution's recruiters 11. Lack of timely and/or accurate transcript evaluation 12. Programs at capacity at your institution
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37.

## West Texas A&M University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 29%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Student Mentors</li> <li>• Childcare services on campus</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://wtamu.edu/transfer">http://wtamu.edu/transfer</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 12 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 39 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 35%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 67%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$9148
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 1%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 23
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 19
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 9
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 23
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. No staff designated for this particular task.

<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 125 Field of Study Curriculum: 4 Texas Tuning Project: 0 Voluntary Transfer Compacts: 2 ACGM Learning Outcomes Project: 2
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Faculty are encouraged to attend state conferences/meetings on these topics. Each year, there are opportunities for faculty members to participate and serve on committees at THECB so they have knowledge of and input on transfer initiatives. Faculty who attend/participate in these are also asked to share with others upon their return.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 11
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 22
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of timely and/or accurate transcript evaluation 2. Students transferring with excessive hours 3. Inaccurate and/or inadequate advising at the community college 4. Programs at capacity at your institution 5. Insufficient training for your institution's recruiters 6. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 7. Lack of course and program alignment with community colleges 8. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 9. Lack of financial support for transfer students 10. Insufficient staff at your institution to facilitate transfer of students from community colleges 11. Program admission requirements that are different from your institution's admission requirements 12. Lack of available academic programs to meet transfer students' needs
<b>Q34. 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.)</b>
A34. Lack of online orientation program available. With a significant population of online-only students, as well as students transferring from across the nation, WTAMU will not be able to require students to complete an orientation program without an online option in place.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>

Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37. Delay in evaluation of transcripts. This issue has been addressed, but not yet solved. The delay causes problems in academic advising and course registration, degree plan paperwork completion, the degree requirement change process, and Financial Aid.

## Doctoral Institutions

### Sam Houston State University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Financial aid advising</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Mental Health/Counseling Services presentation</li> <li>• Parent/family participation and sessions</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 15%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. In 2016 SHSU initiated participation in the Terry Scholar Transfer Students. Terry Scholars receive a generous scholarship award that covers six to eight full semesters of tuition, books, and anticipated living expenses at SHSU. Terry Scholars also benefit from specialized mentoring, as well as opportunities for personal and professional development through service activities. Terry Scholar candidates are recommended to the Foundation by SHSU and must attend a personal interview with the Terry Foundation Scholarship Selection Committee. The Terry Foundation selects the scholarship recipients.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A8.
<ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes
URL: <a href="http://www.shsu.edu/admissions/transfer/">http://www.shsu.edu/admissions/transfer/</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 12 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 15%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 63%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$10815
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 15%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes

<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 55
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 48
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 48
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 48
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 23
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 120 Field of Study Curriculum: 10 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. SHSU relies heavily upon faculty advisors to work closely with the community/junior colleges in advising transfer students. The University also encourages faculty to serve on THECB committees such as the Field of Study Curriculum Advisory groups. As part of these relationships, faculty are educated on various transfer programs, curricular requirements, and articulation agreements. In addition, SHSU also utilizes a Transfer Taskforce to identify additional needed support services for transfer students.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 10
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 5
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Inaccurate and/or inadequate advising at the community college
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No

**Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)**

A36.

**Q37. 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.)**

A37. It would be helpful to be able to track coursework for dual credit and early college separately to determine if either or both of these programs need additional attention when students transfer. Currently we are unable to systematically identify college work not completed in the traditional manner.

## Texas A&M University-Commerce

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Student organizations' presentations</li> <li>• Career Services presentation</li> <li>• Financial aid advising</li> <li>• Registration</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 100%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Childcare services on campus</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.tamuc.edu/admissions/oneStopShop/undergraduateAdmissions/transferAdmissions/default.aspx">http://www.tamuc.edu/admissions/oneStopShop/undergraduateAdmissions/transferAdmissions/default.aspx</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 12 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 16%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 23%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$9401
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. No
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18.
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 13
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 45
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 45
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 18
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. Yes
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 8

<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: Field of Study Curriculum: Texas Tuning Project: Voluntary Transfer Compacts: ACGM Learning Outcomes Project:
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31.
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32.
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Students transferring with excessive hours 2. Inaccurate and/or inadequate advising at the community college 3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer
<b>Q34. 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.)</b>
A34. Lack of adequate housing in the city for all students.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37. None currently Identified

## Texas A&M University-Corpus Christi

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A4.</p> <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Student organizations' presentations</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Meetings specific to academic program majors</li> <li>• Advising with professional advisors</li> <li>• Campus tour</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 25%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A6.</p> <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. Offered Transfer Fridays: Opportunity to visit campus w/tour and information specific for transfer students. Summer Tuesdays: TAMU-CC Representative at Coastal Compass. Location at local mall open to the community to get assistance regarding information about higher education opportunities.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A8.</p> <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>

A9. Yes URL: <a href="http://admissions.tamucc.edu/transfer/">http://admissions.tamucc.edu/transfer/</a> ; <a href="http://admissions.tamucc.edu/transfer/requirements.html">http://admissions.tamucc.edu/transfer/requirements.html</a> ; <a href="https://enrollat.tamucc.edu/transferguides/index.php">https://enrollat.tamucc.edu/transferguides/index.php</a> ; <a href="http://osfa.tamucc.edu/">http://osfa.tamucc.edu/</a> ; <a href="http://scholarships.tamucc.edu/current.html">http://scholarships.tamucc.edu/current.html</a> ; <a href="http://catalog.tamucc.edu/">http://catalog.tamucc.edu/</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 24 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 36 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 10%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 63%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$9715.28
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. No
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18.
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 1
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 13
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 15
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>

A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 13
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. Faculty conversation time
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 6
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 65 Field of Study Curriculum: 1 Texas Tuning Project: 4 Voluntary Transfer Compacts: 1 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. We nominate faculty for statewide committees and encourage their participation. We also encourage them to participate in local and regional efforts. Our faculty have been particularly active in math and English language arts.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. Unsure
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. N/A
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of financial support for transfer students 2. Programs at capacity at your institution 3. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 4. Students transferring with excessive hours
<b>Q34. 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.)</b>
A34. Transfer students should seek guidance in course selection early in their academic career in order to take specific courses toward their degree plan. Additionally, career counseling at the Community College beneficial in assisting students with their long range goals. Students need to be educated on vocational vs academic programs.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes

<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. Update the unofficial transfer guides with additional information including early registration information. Continue working relationship with local community college with designative university transfer representative.
<b>Q37. 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.)</b>
A37. Financial support always priority.

## Texas A&M University-Kingsville

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Financial aid advising</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Mental Health/Counseling Services presentation</li> <li>• Parent/family participation and sessions</li> <li>• Housing information session</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 80%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.tamuk.edu/admission/transfers/">http://www.tamuk.edu/admission/transfers/</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 12 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 36 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 25%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 84%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$10300
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 10%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 15
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 15
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 6
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>

A26. One obstacle stems from the attitudes of faculty about accepting general education credits from community colleges. A second problem is assuring that students complete the necessary prerequisite courses so that they can proceed smoothly to junior-level work in their majors. A final set of difficulties relates to getting appropriate information to students and encouraging and supporting them through the transfer process.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 0 Field of Study Curriculum: 3 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Our Associate Vice President for Academic Affairs receives communications from the Texas Higher Education Coordinating Board that requests nominations for faculty to participate in statewide transfer initiatives. TAMUK Faculty from all programs are encouraged to participate. Faculty nominations are then sent to THECB to participate in statewide transfer initiatives.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 10
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 1
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of financial support for transfer students 2. Insufficient staff at your institution to facilitate transfer of students from community colleges 3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37.

## Texas Southern University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Financial aid advising</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Mental Health/Counseling Services presentation</li> <li>• Parent/family participation and sessions</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 30%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. N/A
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Student Mentors</li> <li>• Childcare services on campus</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>

A9. Yes URL: <a href="http://www.tsu.edu/transfer">www.tsu.edu/transfer</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 15 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 13%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 44%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$11457
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 2%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 5
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 4
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 3

<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. Pairing 4-year faculty with 2-year faculty to create articulation agreements unique to the two institutions. Hiring and retaining advisers who can assist transfer students in promoting the agreements to interested students.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 2
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 350 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 45
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. The university has provided training for faculty teaching core courses in the revisions to the Texas Core Curriculum requirements.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 3
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 1
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of course and program alignment with community colleges 2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 3. Students transferring with excessive hours 4. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 5. Inaccurate and/or inadequate advising at the community college 6. Lack of financial support for transfer students 7. Lack of timely and/or accurate transcript evaluation 8. Insufficient staff at your institution to facilitate transfer of students from community colleges 9. Lack of available academic programs to meet transfer students' needs 10. Insufficient training for your institution's recruiters
<b>Q34. 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.)</b>
A34. N/A
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes

**Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)**

A36. Campus-wide training sessions were offered to academic advisers and faculty to better understand transfer admission process and transcript evaluation services. The admissions office facilitated meetings between faculty members and community college partners to increase the number of program-specific articulation agreements. The University also lifted its limit on the number of hours students may transfer in.

**Q37. 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.)**

A37. The University must align its course offerings and modalities to meet the needs of transfer students including the potential of offering of more on-line degree programs. There also is a need for more academic advisers with specific knowledge of career services, job placement rates and internship opportunities to assist transfer students.

## Texas Woman's University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Financial aid advising</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Mental Health/Counseling Services presentation</li> <li>• Parent/family participation and sessions</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 26%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. Created two new advising positions to work with students transitioning from community college and between majors.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Childcare services on campus</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>

A9. Yes URL: <a href="http://www.twu.edu/admissions/transfer/">http://www.twu.edu/admissions/transfer/</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 12 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 17%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 74%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$9989.43
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 9%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 18
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 202
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 202
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>

A25. 28
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. Identifying responsible parties at partner institutions; the process can be slow and arduous.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. Yes
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 8
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 60 Field of Study Curriculum: 10 Texas Tuning Project: 0 Voluntary Transfer Compacts: 40 ACGM Learning Outcomes Project: 1
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Collaborative discussion at Academic Leadership Meetings; Community College Counselor Workshops; Undergraduate Council; Alternative Credit Project with ACE
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 4
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 4
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Programs at capacity at your institution 2. Insufficient 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. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 5. Students transferring with excessive hours
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. Eliminated 90 hour limit on transfer coursework; reviewed all undergraduate degree plans to eliminate "hidden hours" for transfer students; implemented an accessible online catalog containing all 4 year degree sequences with coinciding TCCNs; created an online Transfer Pathways & Articulation website housing all articulation agreements; created new dual admission programs across the state.

**Q37. 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.)**

A37.

## The University of Texas Rio Grande Valley

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. No
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Health Services information session</li> <li>• Registration</li> <li>• Meal</li> <li>• Campus tour</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 75%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. For newly admitted transfer students, advising campaigns are conducted during summer and winter breaks to engage transfer students in optional advising services such as academic planning or TSI advising.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Student Mentors</li> <li>• Childcare services on campus</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.utrgv.edu/transfer">www.utrgv.edu/transfer</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 24 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 6%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 85%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$9964
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 9%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 3
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 3
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 3
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 3
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. As a new institution, we began by creating 3 general articulation agreements with our 3 most significant community colleges. We are now working on specific program articulations and expect to have a large number of them done by this time next year. We have no significant barriers to working on these articulations.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>

A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 7 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 2
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. We have nominated two faculty to participate in revision of ACGM learning outcomes this year and several in past years.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 8
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 42
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Insufficient staff at your institution to facilitate transfer of students from community colleges 2. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 3. Lack of financial support for transfer students 4. Lack of timely and/or accurate transcript evaluation 5. Programs at capacity at your institution 6. Inaccurate and/or inadequate advising at the community college 7. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 8. Lack of course and program alignment with community colleges 9. Students transferring with excessive hours
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. Working on formulating articulation agreements with the most significant community college feeder programs. Should be substantially complete by the end of the summer.
<b>Q37. 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.)</b>
A37. Course and program capacity is a persistent issue for our transfer students and may become more severe as the institution grows.

## Emerging Research Institutions

### Texas State University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)</b>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Financial aid advising</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Mental Health/Counseling Services presentation</li> <li>• Parent/family participation and sessions</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 100%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year? (Order of selected responses does not reflect order of importance to the institution.)</b>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. NA
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence. (Order of selected responses does not reflect order of importance to the institution.)</b>
A8. <ul style="list-style-type: none"> <li>• Student Mentors</li> <li>• Childcare services on campus</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>

A9. Yes URL: <a href="http://www.admissions.txstate.edu/future/transfer">www.admissions.txstate.edu/future/transfer</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.25
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 30 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 38%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 63%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$11788
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 1%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 8
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 0
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>

A25. 8
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. Transfer planning guides and degree maps are replacing articulation agreements.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 1
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 16 Field of Study Curriculum: 4 Texas Tuning Project: 4 Voluntary Transfer Compacts: 4 ACGM Learning Outcomes Project: 5
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Participation in these programs is valued and viewed within the annual performance and tenure-and-promotion processes as service. Texas State regularly nominates individuals to statewide transfer committees and working groups, as requested by the Coordinating Board.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 0
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 0
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Students transferring with excessive hours 2. Inaccurate and/or inadequate advising at the community college 3. Lack of financial support for transfer students
<b>Q34. 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.)</b>
A34. NA
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37. No

## Texas Tech University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Housing information session</li> <li>• Health Services information session</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> <li>• Assignment of student mentors</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 100%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. Undergraduate Admissions hired new transfer admissions counselor to support transfer recruitment efforts in largest transfer market. Community College & Transfer Relations hired full time advisor for the Dallas/Ft. Worth area. Undergraduate Admissions implemented Application Workshops for prospective transfer students w/ advising component. Coordination of recruitment with regional TTU sites in Fredericksburg and Marble falls to recruit at local community colleges. Expansion of Transfer Visit Day programs to increase opportunities for prospective transfer students to visit campus.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A8.
<ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Student Mentors</li> <li>• Childcare services on campus</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes
URL: <a href="http://www.cctr.ttu.edu">www.cctr.ttu.edu</a> ; <a href="http://www.depts.ttu.edu/admissions/admissions-finaid/transfer/index.php">http://www.depts.ttu.edu/admissions/admissions-finaid/transfer/index.php</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.25
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 12 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 23%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 99%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$6394.87
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 56%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 9

<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 57
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 32
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 4
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 43
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. Lack of clarity of required stakeholders needing to be involved in discussions, approval, and signature processes. Lack of understanding in applicable differences related to SACSCOC, THECB, institutional, and additional accrediting bodies' rules for 2-yr versus 4-yr requirements.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. NA
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 154 Field of Study Curriculum: 15 Texas Tuning Project: 13 Voluntary Transfer Compacts: 17 ACGM Learning Outcomes Project: 19
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Appointment of faculty from appropriate disciplines to serve on: state committees, university committees and subcommittees, and task forces. Office of Community College & Transfer Relations to facilitates development of articulation agreements and incorporates meetings between university and community college faculty to discuss curriculum alignment supporting coursework transfer and degree applicability.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 32
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 47
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Program admission requirements that are different from your institution's admission requirements 2. Students transferring with excessive hours 3. Inaccurate and/or inadequate advising at the community college

4. Lack of course and program alignment with community colleges 5. Programs at capacity at your institution 6. Insufficient staff at your institution to facilitate transfer of students from community colleges 7. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 8. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students 9. Lack of available academic programs to meet transfer students' needs 10. Lack of timely and/or accurate transcript evaluation 11. Lack of financial support for transfer students 12. Insufficient training for your institution's recruiters
<b>Q34. 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.)</b>
A34. Int'l Students-difficulty obtaining course syllabi & translation to determine course equivalents. Lack courses in major discipline offered at 2-yr institutions to support needed course sequencing in the discipline fields. Lack state-wide scoring and awarding of college credit for credit-by-exam. Online Programs increased demand-disciplines not offering online courses. FERPA Interpretation-2-yr not providing recruiting lists (names/contact info) to 4yr inst. siting FERPA violation. Early college h.s. grads admiss requirements=FTIC vs transfer. Timing-student not in sync w/discipline
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. AAS to BAAS-actively participating in the N. Tx Community College Collaborative to address curriculum alignment & develop AAS to BAAS articulation agreements; Pre-Transfer Advising-full-time academic advisor position in DFW area. Advise on a different 2-yr campus daily; Degree Applicability-80 transferrable semester credit hours from a 2-yr institution may apply to the degree saving students time and money; Lack of Social Connection Post Transfer-Transfer Techsans, a peer mentor network, creates connections post transfer via social events/community service projects/other activities
<b>Q37. 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.)</b>
A37. High hour transfers entering as undecided/undeclared/pre-major. Students need plan A and plan B majors for which they actually meet the 4-yr admissions requirements decided BEFORE transferring; Recruitment of Out-of-State students and lack of national, transferrable core curriculum requirements; Scholarships for new transfer students transferring from another four-year institution. Students lose scholarships when deciding to transfer to a better fit four-year institution; Lack of on-campus housing for transfer students (international, El Paso, the Valley and South Texas area students)

## The University of Texas at Arlington

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A4.</p> <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Financial aid advising</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Mental Health/Counseling Services presentation</li> <li>• Parent/family participation and sessions</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Campus tour</li> <li>• Assignment of student mentors</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 100%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A6.</p> <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
<p>A7. UTA launched TransferUTA to increase transfer student success by improving services at every stage in the student life cycle. The initiative started with a comprehensive website (see #9). <i>TransferUTA</i> will tackle barriers such as transcript evaluation to better assist our majority population (67%) of transfer students. UTA and Tarrant County College also launched E-TIP, admitting students to UTA sooner with no application (see #36). The I.D.E.A.S. Center, backed by a \$2.62M grant, will provide peer mentorship to underserved groups, focusing on transfer students and after-hours services.</p>
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A8.
<ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Student Mentors</li> <li>• Childcare services on campus</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.uta.edu/transferuta/">http://www.uta.edu/transferuta/</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.25
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 24 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 61%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 56%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$5347.71
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 5%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 4
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>

A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 61
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 55
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 6
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 43
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. Curriculum is not static. Curriculum changes are made by faculty in the 2 or 4 year campuses with the best of intentions for student achievement. These changes recognize sustained attention by all parties to ensure that agreements are up to date. Master data bases also require constant review.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. Yes
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 1
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 13 Field of Study Curriculum: 31 Texas Tuning Project: 5 Voluntary Transfer Compacts: 15 ACGM Learning Outcomes Project: 15
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. The Provost created a new position at UTA, the Associate Provost for K16 initiatives. Although this position has only existed for a couple of months, this role demonstrates a dedicated effort by UTA to begin executing more intentional efforts around the pipeline of students in both K12 and two-year institutions. These statewide transfer initiatives will undoubtedly be important to the new appointee in that role.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 48
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 23
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Students transferring with excessive hours 2. Inaccurate and/or inadequate advising at the community college 3. Lack of course and program alignment with community colleges 4. Lack of timely and/or accurate transcript evaluation 5. Program admission requirements that are different from your institution's admission requirements

6. Lack of financial support for transfer students 7. Insufficient staff at your institution to facilitate transfer of students from community colleges 8. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 9. Insufficient training for your institution's recruiters 10. Inadequate course scheduling and/or course rotations to meet the needs of new transfer students
<b>Q34. 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.)</b>
A34. Higher educational entities have historically created information to be faculty- and/or advisor-facing and they have not marketed information and programs well to students. This remains a problem today. Also, like many four-year institutions, we do not share the same kind of data systems with most of our two-year partners making it difficult to implement innovative practices or share information with one another (at least in a scalable, robust and consistent manner). Degrees at two-year institutions requiring credits that don't transfer or don't fit a particular program is also an issue.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. UTA signed a memorandum of understanding with the Tarrant County College District (TCCD) in 2016 for the Early Transfer Identification Program (E-TIP). The program allows for a transfer of a simple set of data from TCCD to UTA that will allow UTA to create applications for prospective TCCD students early in their college career. This eliminates the need for many TCCD students to apply to UTA and they will be notified sooner of their admittance to UTA. The hope is that this increased time before transfer will allow for more accurate advising as well as swifter transcript evaluation.
<b>Q37. 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.)</b>
A37. Alignment of associate degrees with non-general academic programs such as business or engineering are a barrier for students. There is also a lack of uniformity in student preparation across community colleges. Inadequate early advising for students to prepare for a four year degree is also an issue.

## The University of Texas at Dallas

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Health Services information session</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Campus tour</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 21%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. No new programs 2014-15.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Learning Communities</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.utdallas.edu/enroll/apply/tappprocess.php">http://www.utdallas.edu/enroll/apply/tappprocess.php</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.5
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 1 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 37%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 41%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$12424
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 35%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 75
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 75
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 50
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. No Barriers
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No

<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 60 Field of Study Curriculum: 10 Texas Tuning Project: 0 Voluntary Transfer Compacts: 10 ACGM Learning Outcomes Project: 10
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Yes.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 5 to 10
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 3-5
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Students transferring with excessive hours 2. Inaccurate and/or inadequate advising at the community college 3. Lack of financial support for transfer students 4. Lack of timely and/or accurate transcript evaluation
<b>Q34. 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.)</b>
A34. None
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. Ease of loading of electronic transfer courses; transfer orientation improvements
<b>Q37. 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.)</b>
A37. A continuing issue is the number of transfers with deficiencies in math. Students who enter without math beyond college algebra are greatly disadvantaged in many UT Dallas majors. This may cause a student to spend more time and more money on school than what the student can afford.

## The University of Texas at El Paso

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. No
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Housing information session</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 85%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. Offering of three On -Site admissions at community college - UTEP-EPCC Recruitment Training for both UTEP and EPCC Recruiters on admissions processes.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Childcare services on campus</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://academics.utep.edu/Default.aspx?tabid=69625">http://academics.utep.edu/Default.aspx?tabid=69625</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 12 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 35%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 84%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$8132
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 3%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 16
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 16
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 1
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>

A26. Collectively bringing all Academic College stakeholders together to update degree plans and aligned outreach efforts
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 15 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Present in contexts that make it relevant to the faculty
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 0
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 0
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Lack of financial support for transfer students
<b>Q34. 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.)</b>
A34. None. We have a long and good relationship with EPCC where we work out most issues as they arise.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37.

## The University of Texas at San Antonio

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Financial aid advising</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 100%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. Alamo Runners- a program allowing Alamo College students to attend a course at UTSA at no additional costs beyond Alamo rates. UTSA increased the Distinguished Transfer Scholarship during 2015-16.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A8. <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Childcare services on campus</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes URL: <a href="http://www.utsa.edu/admissions/undergrad/requirements/transfers.html">http://www.utsa.edu/admissions/undergrad/requirements/transfers.html</a>
<b>Q10. List the items included on the institutional website for transfer students.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.25
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 30 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 35%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 70%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$10033
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 3%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 1
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 14
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 14
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 13
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>

A26. Having to modify our standard articulation agreement; The back and forth of the articulation agreement processing through legal at both institutions; Identifying the articulation officer at the community college
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27.
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28.
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 80 Field of Study Curriculum: 0 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. For the Texas Core Curriculum, we have held workshops to discuss the requirements of the core curriculum. For the other items, the Field of Study Curriculum, the Texas Tuning Project, the Voluntary Transfer Compacts, and the ACGM Learning Outcomes Project, we have pockets of faculty members who are aware of these initiatives; however, the university has provided no training.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 0
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 0
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Students transferring with excessive hours 2. Lack of timely and/or accurate transcript evaluation 3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 4. Inaccurate and/or inadequate advising at the community college 5. Program admission requirements that are different from your institution's admission requirements
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. After working closely together, we are now receiving electronic transcripts from Alamo Colleges, our largest feeder district. Additional scholarship dollars were provided to transfer students through a matching scholarship with a donor, providing 2 year \$3000 scholarships for transfer students with at least a 3.75 GPA.

**Q37. 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.)**

A37.

## University of Houston

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. No
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A4. <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Student organizations' presentations</li> <li>• Health Services information session</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 100%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
A6. <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. Two new transfer student success programs that the University of Houston added in 2015-2016 are evening transfer information sessions and a series of major match events. The transfer information session is an event specifically targeting the transfer population and includes introducing them to a transfer advisor in their particular major of interest. The major match event allows students who were not admitted into their first choice major to meet with advisors and get information about other majors that align with their interests and career goals.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>

A8.
<ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Student Mentors</li> <li>• Childcare services on campus</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes
URL: <a href="http://www.uh.edu/transfer">www.uh.edu/transfer</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 15 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 27%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 49%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$4112
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. Yes
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18. 34%
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. Yes
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20. 7

<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 25
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 34
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 4
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 25
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. (1) Time involved in developing interest in such agreements by community colleges, (2) Lack of financial support for transfer students, (3) Inaccurate and/or inadequate advising at community college, (4) Lack of timely and/or accurate transcript evaluation, (5) Course quality at the community college level and lack of sufficient transition programs for students.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 400 Field of Study Curriculum: Texas Tuning Project: Voluntary Transfer Compacts: ACGM Learning Outcomes Project:
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Faculty are encouraged to participate in statewide initiatives through Office of the Provost and Faculty Senate hosted meetings and events.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 15
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 7
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Students transferring with excessive hours 2. Lack of course and program alignment with community colleges 3. Lack of timely and/or accurate transcript evaluation

<b>Q34. 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.)</b>
A34. There are no additional significant barriers at this time.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. Yes
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36. We improved advising for transfer students, extending advising beyond admission for students not eligible for their first choice major. Students in this category are referred to our Transfer Advising program advisors, and that effort expanded in Spring and Summer 2016 with Major Match, an event aimed at allowing transfer students to speak with transfer and college advisors to consider best fit majors. Advisors then work with Admissions to facilitate on the spot admission for students.
<b>Q37. 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.)</b>
A37. There are no emerging issues likely to cause barriers to transfer at this time.

## University of North Texas

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A4.</p> <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Student organizations' presentations</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Advising with faculty advisors</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 94%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A6.</p> <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Permanent transfer advisor on community college campus</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. The Office of Admissions collaborated with our Transfer Center (in Student Affairs) so that community college students came to campus and were partnered with a current student as a "buddy" to take them around campus and participate in activities and classes in an "Eagle for a Day" event.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A8.</p> <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Student Mentors</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>

A9. Yes URL: <a href="https://transfernow.unt.edu">https://transfernow.unt.edu</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10. <ul style="list-style-type: none"> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.0
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 1 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 30 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 14%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 92%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$11093
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. No
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18.
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 15
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 10
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 40
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 15
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>

A26. Current processes require annual one-to-one communications with each institution and with academic programs within each institution. Formats and frameworks vary widely. This requires significant and time-consuming work and provides little consistency.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28.
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 50 Field of Study Curriculum: 10 Texas Tuning Project: 12 Voluntary Transfer Compacts: 12 ACGM Learning Outcomes Project: 5
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Yes, UNT actively encourages participation. UNT faculty members have participated as team members for the Tuning committees and Voluntary Transfer Compacts. Our faculty provide leadership in metroplex and statewide vertical alignment work. We have a faculty/administrator who sits on the ACGM committee and have members who have served on other similar statewide committees, including the UEAC and Distance Learning committees. UNT is also active in similar efforts within the DFW region.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 23
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 7
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Students transferring with excessive hours 2. Inaccurate and/or inadequate advising at the community college 3. Insufficient financial resources at your institution to facilitate transfer of students from community colleges 4. Insufficient staff at your institution to facilitate transfer of students from community colleges 5. Lack of financial support for transfer students 6. Lack of course and program alignment with community colleges 7. Program admission requirements that are different from your institution's admission requirements 8. Lack of timely and/or accurate transcript evaluation
<b>Q34. 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.)</b>
A34. The rise in PLA and CBE will complicate transfer.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No

**Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)**

A36.

**Q37. 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.)**

A37. Increasing emphasis on CTE Dual Credit will likely bring more WECM credits in our doors. Students and families are unlikely to understand the transfer implications of taking WECM dual credit.

## Research Institutions

### Texas A&M University

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered and required
<b>Q4. List the activities included in the transfer orientation. (Order of selected responses does not reflect order of importance to the institution.)</b>
<p>A4.</p> <ul style="list-style-type: none"> <li>• Student organizations' presentations</li> <li>• Financial aid advising</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Mental Health/Counseling Services presentation</li> <li>• Parent/family participation and sessions</li> <li>• Housing information session</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Advising with faculty advisors</li> <li>• Campus tour</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 100%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year? (Order of selected responses does not reflect order of importance to the institution.)</b>
<p>A6.</p> <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Financial Aid Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence. (Order of selected responses does not reflect order of importance to the institution.)</b>

A8.
<ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Childcare services on campus</li> <li>• Math Lab</li> <li>• Commuting/Transportation Assistance</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>
A9. Yes
URL: <a href="http://admissions.tamu.edu/transfer/apply">http://admissions.tamu.edu/transfer/apply</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10.
<ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• Minimum grade point average (GPA) required for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Scholarship and financial aid information specific to community college transfer students</li> <li>• Number of semester credit hours students are required to take in residence at your institution for graduation</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11. 2.5
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 24 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 36 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 6%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 61%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$11658
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. No
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18.
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>

A21. No
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 28
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 0
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 7
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26. Not all colleges and departments participate in articulation agreements.
<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 0
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 0 Field of Study Curriculum: 4 Texas Tuning Project: 4 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. TAMU has a history professor who has worked with a THECB committee to establish standards for Mexican-American Studies. The charge of that committee was to identify the block of courses which may be transferred to a general academic teaching institution and which must be substituted for that institution's lower-division requirements for the Mexican-American Studies degree program into which the student transfers.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 0
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 0
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33. 1. Inaccurate and/or inadequate advising at the community college 2. Lack of financial support for transfer students 3. Program admission requirements that are different from your institution's admission requirements 4. Programs at capacity at your institution 5. Students transferring with excessive hours

<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37.

## The University of Texas at Austin

<b>Q1. Does your institution require academic advising for new transfer students?</b>
A1. Yes
<b>Q2. Do your institution's academic advisors receive training specific to transfer students?</b>
A2. Yes
<b>Q3. Does your institution offer an orientation program specifically tailored for transfer students?</b>
A3. Offered, but not required
<b>Q4. List the activities included in the transfer orientation.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A4.</p> <ul style="list-style-type: none"> <li>• Parent/family participation and sessions</li> <li>• Student organizations' presentations</li> <li>• Career Services presentation</li> <li>• Health Services information session</li> <li>• Financial aid advising</li> <li>• Campus Safety/Security information session</li> <li>• Registration</li> <li>• Meetings specific to academic program majors</li> <li>• Meal</li> <li>• Advising with professional advisors</li> <li>• Mental Health/Counseling Services presentation</li> </ul>
<b>Q5. What percentage of your institution's transfer students participated in an orientation program for the 2015-2016 school year?</b>
A5. 95%
<b>Q6. What student outreach efforts did your institution conduct on the community college campuses in the 2015-2016 school year?</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A6.</p> <ul style="list-style-type: none"> <li>• Regular recruitment visits</li> <li>• Academic Advising</li> <li>• Transfer Fairs</li> </ul>
<b>Q7. Describe any new transfer student success programs initiated for the first time in 2015-2016. (Please limit your response to 600 characters.)</b>
A7. In 2015-16, the University commissioned a new committee: DCTT-the transfer action team to combine the efforts of the Division of Student Affairs, the Transfer Year Experience Office, the Office of the Executive Vice Provost and Enrollment Management. The Committee meets regularly to improve transfer orientation, to expand the Transfer Experience Lounge, and to enhance the curricular offerings through TRIGS.
<b>Q8. List the services/activities your institution provides to transfer students to encourage persistence.</b> <i>(Order of selected responses does not reflect order of importance to the institution.)</i>
<p>A8.</p> <ul style="list-style-type: none"> <li>• Discipline/Major specific tutorial services</li> <li>• Learning Communities</li> <li>• Student Mentors</li> <li>• Faculty/Staff Mentors</li> <li>• Math Lab</li> <li>• Academic Early Alerts for struggling students</li> <li>• Writing Lab</li> </ul>
<b>Q9. Does your institutional website have a section for information tailored to the needs of transfer students?</b>

A9. Yes URL: <a href="http://admissions.utexas.edu/apply/transfer-admission">admissions.utexas.edu/apply/transfer-admission</a>
<b>Q10. List the items included on the institutional website for transfer students. (Order of selected responses does not reflect order of importance to the institution.)</b>
A10. <ul style="list-style-type: none"> <li>• Minimum semester credit hours a student is required to have to be considered for transfer admissions</li> <li>• A listing of all common courses taught at the institution by both the common and local course number. This may be a list or interactive database.</li> <li>• Degree program guides that include Texas Common Courses Numbers (TCCNS)</li> </ul>
<b>Q11. What is the minimum GPA for transfer admissions?</b>
A11.
<b>Q12. What are the minimum semester credit hours for transfer admissions?</b>
A12. 30 SCH
<b>Q13. What is the academic residency in semester credit hours required for graduation?</b>
A13. 60 SCH
<b>Q14. What percentage of total undergraduate financial aid went to transfer students during the 2015-2016 school year?</b>
A14. 3%
<b>Q15. What percentage of transfer students received financial aid?</b>
A15. 58%
<b>Q16. What was the average amount of financial aid awarded per transfer student?</b>
A16. \$12525.4
<b>Q17. Does your institution have institutional or departmental scholarships designated specifically for community college transfer students?</b>
A17. No
<b>Q18. What percentage of transfer students received an institutional or departmental scholarship designated specifically for community college transfer students during the 2015-2016 school year?</b>
A18.
<b>Q19. Were any articulation agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A19. No
<b>Q20. How many new articulation agreements were executed during the 2015-2016 school year?</b>
A20.
<b>Q21. Were any existing articulation agreements with Texas community colleges updated during the 2015-2016 school year?</b>
A21. Yes
<b>Q22. How many articulation agreements does your institution currently have in effect with Texas community colleges?</b>
A22. 1
<b>Q23. How many academic (AA, AS, AAT) articulation agreements are currently in effect?</b>
A23. 1
<b>Q24. How many <i>workforce</i> (AAS) articulation agreements are currently in effect?</b>
A24. 0
<b>Q25. What is the number of Texas community colleges with which your institution has at least one articulation agreement?</b>
A25. 1
<b>Q26. What are the barriers to developing articulation agreements with community colleges?</b>
A26.

<b>Q27. Were any new dual admission agreements with Texas community colleges executed for the first time during the 2015-2016 school year?</b>
A27. No
<b>Q28. What is the number of Texas community colleges with which your institution has at least one DAA?</b>
A28. 1
<b>Q29. How many of your faculty have ever received training specific to the following statewide transfer initiatives?</b>
A29. Texas Core Curriculum: 10 Field of Study Curriculum: 5 Texas Tuning Project: 0 Voluntary Transfer Compacts: 0 ACGM Learning Outcomes Project: 0
<b>Q30. How does your institution encourage faculty participation in the statewide initiatives listed in Question 29 that aim to improve transfer? (Please limit your response to 600 characters.)</b>
A30. Faculty are selected for various campus committees, including the Undergraduate Studies Advisory Committee, and those committees work on the core and field of study initiatives.
<b>Q31. How many "vertical teaming" meetings did your institution's faculty members have with two-year college faculty to align program and course requirements during the 2015-2016 school year?</b>
A31. 2
<b>Q32. How many degree programs had faculty who participated in "vertical teaming" meetings with community college faculty to align program and course requirements during the 2015-2016 school year?</b>
A32. 10
<b>Q33. Identify and rank barriers to transfer, with "1" being most problematic.</b>
A33.
<b>Q34. 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.)</b>
A34.
<b>Q35. During the 2015-2016 school year, did your institution address and successfully resolve any systemic barriers to transfer that occurred at your institution?</b>
Q35. No
<b>Q36. Please describe the systemic barriers to transfer which were addressed during the 2015-2016 school year and explain the resolution. (Please limit your response to 600 characters.)</b>
A36.
<b>Q37. 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.)</b>
A37.



This document is available on the Texas Higher Education Coordinating Board website:  
<http://www.thecb.state.tx.us>

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