

**NISTS 2023**

# BE A CONNECTOR FOR TRANSFER STUDENT SUCCESS

Virtual • February 1-3 | Portland, OR • February 22-24

The following presentation was given at the 21st Annual Conference for the National Institute for the Study of Transfer Students. Please cite responsibly and direct questions to the original presenter(s).

*Educational Session*

## **2795 - We've Got Lots in Common: Innovative Strategies for Making the Most of Common Course Numbers**

*Credits and Degree Pathways, Matriculation Trends and Issues*

Across the nation, equivalency evaluators have experienced a noticeable increase in departmental requests for pre-approval of transfer credits, and it is becoming more evident that transfer students are “shopping around” for the highest rate of transfer credit applicability. This interactive workshop will highlight efforts made by Texas Woman’s University to maximize visibility and access to the state’s common course numbering system. Participants will brainstorm ideas for sharing course equivalency data in a consumer friendly format.

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Texas Woman’s University

# We've Got Lots in Common

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## Innovative Strategies for Making the Most of Common Course Numbers

NISTS 2023

Rachelle Land, MBA & Jorge F. Figueroa, PhD

# Introduction

As we start this presentation is important to remember the following:

- Transfer is a primary route to bachelor's degrees in US higher education
- Degree attainment rates for transfer students are far too low
- Transfer is still a relative low priority for campus leaders, faculty, staff, and policymakers
- Transfer student experiences and outcomes reveal a pervasive, institutionalized pattern of prejudice and discrimination
- Transfer needs a call to action

(Gardner, et al., 2021)

# Institutional Barriers to Baccalaureate Transfer for Community College Students (Gardner, et al.,2021)

- The paths to successful transfer and degree completion are unclear
- Colleges and universities fail to provide adequate advising and progress monitoring to help prospective transfer students explore, enter, and progress along transfer pathways



# Cont.

- Colleges fail to help students gain “aspirational” momentum in a field of interest
- Dual enrollment offerings are not designed to help students actively explore interests and develop goals for college and career



# What “THEY” Say About Transfer

- Students **LOSE more than 40% of earned credit when they transfer** from a 2-yr to a 4-yr institution <https://www.gao.gov/assets/gao-17-574.pdf>
- “Ultimately it comes down to a review of the student’s transcript; **have someone look at that transcript and decide on a case-by-case, course-by-course basis what credits would transfer.**” (Melissa Emrey-Arras, Director for Education, Workforce and Income Security Issues, GAO) [https://www.youtube.com/watch?v=l\\_Qlnf1Vamo](https://www.youtube.com/watch?v=l_Qlnf1Vamo)



# The Common Goal

“In addition to location, there are a number of factors that influence a student’s choice when deciding where to apply to transfer, many of which boil down to cost of attendance. **Make transferring as easy and affordable as possible.** This means a clear transfer credit evaluation policy and special scholarships for students that meet criteria that fit with your institutional goals.”

CHEGG Enrollment Services, 2015



# TWU's Goal

- Prove “THEM” wrong!
- But *how*?
- Start by examining our rules, policies, practices, and processes





# TWU's Environment



- Transfer students in the DFW Metroplex are “shopping” for the best transfer applicability rate
- TWU focuses on maximizing applicability of transfer credits while minimizing unintentional excess hours by maintaining consistent policies and practices
- For AY 2016-2017 TWU reported a higher than state average transfer graduation success rate; partially due to its transfer evaluation policies and practices (Texas Higher Education Almanac, 2018).

# Policies, Practices & Processes

- **All** courses taken for **academic credit** and transferred from a regionally accredited institution are posted to the TWU transcript
  - *Developmental*
  - *Workforce*

<http://catalog.twu.edu/undergraduate/academic-information/transfer-of-credits/agreements/>



# Transfer Rules & Policies

- **SACS Rule:** 30 TWU SCH [25% residency] + 90 SCH Transfer = 120 SCH  
<http://www.sacscoc.org/pdf/2018PrinciplesOfAccreditation.pdf>
- **THECB Rule 4.25 TAC:** All IHEs must accept transfer of credit for successfully completed courses as applicable to an associate or baccalaureate degree in the same manner as credit awarded to non-transfer students in that degree program.  
[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=1&ch=4](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=1&ch=4)
- **TWU Rules**
  - A minimum of **36 advanced** (3000-4000 level) SCH is required for any baccalaureate degree.
  - At least half of the upper level courses in the major and at least half of the upper level courses in the minor must be completed at the University (**half of the 36**).
  - Correspondence and credit-by-examination courses do not satisfy residence requirements for graduation.

<http://catalog.twu.edu/undergraduate/academic-information/graduation-requirements/>



# Academic Course Guide Manual (ACGM)

Official list of approved courses for general academic transfer to public universities offered by public community, state, and technical colleges in Texas.

<http://board.thecb.state.tx.us/apps/WorkforceEd/acgm/acgm.htm>



# Texas Common Course Numbering System (TCCNS)

- Provides a shared set of course designations derived from the ACGM
- Used to determine course equivalency and degree applicability statewide

<https://www.tccns.org/>



## • THECB Rule: 4.24 TAC

All successfully completed lower-division academic courses that are identified by the **TCCNS** and published in the **ACGM** shall be fully transferable among public institutions and shall be substituted for the equivalent course at the receiving institution.

[http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=4&ti=19&pt=1&ch=4](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=1&ch=4)



# Make Predetermined EQs Accessible

- Applicable from any in-state CC and any 4-yr using TCCNs
- Visible in Catalog and Transfer Guides

## Texas Community College Transfer Guides

Transferring courses is easier in Texas than in many other states because Texas has a [Common Course Numbering System](#). This means similar courses that are taught at public colleges and universities in the first two years of college are identified by common numbers at participating institutions. Each participating college and university catalog identifies freshman and sophomore level courses that have common course numbers. If you are planning to transfer, these are the best courses to choose. Students should always review their course selections with their [Academic Advisor](#) prior to registration in order to avoid duplication or taking unnecessary classes.

Search the [TWU TCCNS Equivalencies](#) to determine how your individual courses will transfer to TWU.

Search TWU's bachelor's degrees below to determine how your Texas community college courses will apply towards a TWU degree. Use the transfer guides to track your progress to graduation.

To view dual enrollment and other specialized transfer pathways, visit TWU's [Transfer Partners & Pathways](#) page.

<https://twu.edu/transfer-resources/texas-community-college-transfer-guides/>



# Recommended Plan of Study

First Year			
FALL		TCCN	SCHS
<a href="#">BIOL 1113</a> & <a href="#">BIOL 1111</a>	Principles of Biology I and Principles of Biology I Laboratory	BIOL 1406 & BIOL 1106	4
<a href="#">CHEM 1113</a> & <a href="#">CHEM 1111</a>	General Chemistry I and General Chemistry Laboratory I	CHEM 1311 & CHEM 1111	4
<a href="#">MATH 1303</a>	Elementary Analysis I	MATH 1314	3
<a href="#">ENG 1013</a>	Composition I	ENGL 1301	3
<a href="#">UNIV 1231</a>	Learning Frameworks: The First Year Experience	EDUC 1100, EDUC 1200, EDUC 1300	1
<b>SCHs</b>			<b>15</b>
SPRING		TCCN	
<a href="#">BIOL 1123</a> & <a href="#">BIOL 1121</a>	Principles of Biology II and Principles of Biology II Laboratory	BIOL 1407 & BIOL 1107	4
<a href="#">CHEM 1123</a> & <a href="#">CHEM 1121</a>	General Chemistry II and General Chemistry Laboratory II	CHEM 1312 & CHEM 1112	4
<a href="#">ENG 1023</a>	Composition II	ENGL 1302	3
<a href="#">MATH 1703</a>	Elementary Statistics I	MATH 1342	3
Elective			2
<b>SCHs</b>			<b>16</b>

Second Year			
FALL		TCCN	
<a href="#">BIOL 2113</a> & <a href="#">BIOL 2111</a>	Plant Biology and Plant Biology Laboratory	BIOL 1411 & BIOL 1111	4
<a href="#">CHEM 2213</a> & <a href="#">CHEM 2211</a>	Organic Chemistry I and Organic Chemistry Laboratory I	CHEM 2323 & CHEM 2123	4
<a href="#">POLS 2013</a>	U.S. National Government	GOVT 2305	3
Biology Elective			3
<b>SCHs</b>			<b>14</b>
SPRING		TCCN	
<a href="#">CHEM 3223</a> & <a href="#">CHEM 3221</a>	Organic Chemistry II and Organic Chemistry Laboratory II		4
<a href="#">BACT 3113</a> & <a href="#">BACT 3111</a>	General Microbiology and General Microbiology Laboratory		4
<a href="#">POLS 2023</a>	Texas Government	GOVT 2306	3
Creative Arts Core			3
<b>SCHs</b>			<b>14</b>

<https://catalog.twu.edu/undergraduate/arts-sciences/biology/biology-bs/#planofstudytext>



# Degree Plan Substitutions

- Core vs.
- Major vs.
- Dept/Other Requirements

## Texas Core Curriculum

<a href="#">ENG 1013</a>	Composition I	3
<a href="#">ENG 1023</a>	Composition II	3
Mathematics		3
Life & Physical Sciences		6
Language, Philosophy, & Culture		3
Creative Arts		3
<a href="#">HIST 1013</a>	History of the United States, 1492-1865	3
<a href="#">HIST 1023</a>	History of the United States, 1865 to the Present	3
<a href="#">GOV 2013</a>	U.S. National Government	3
<a href="#">GOV 2023</a>	Texas Government	3
Social & Behavioral Sciences		3
CAO: Women's Studies		3
CAO: First Year Seminar, Wellness or Mathematics		3
<b>Total SCHs</b>		<b>42</b>

## Courses Required for Major

<a href="#">SOC 3023</a>	Introduction to Sociological Theory	3
<a href="#">SOC 3053</a>	Social Research	3
<a href="#">SOC 3163</a>	Social Statistics	3
<a href="#">SOC 4103</a>	Senior Seminar: Theory and Practice	3
Electives (at least 12 sch advanced)		21
<b>Total SCHs</b>		<b>33</b>

## Other Requirements

<a href="#">SOC 1013</a>	Introductory Sociology (GP)	3
Electives (at least 12 sch advanced)		42
<b>Total SCHs</b>		<b>45</b>

# • Major Substitution vs Core/Global Eval

- Course subs used to satisfy the major or dept requirements (requested by depart advisors) are **submitted to the RO and reviewed by a singular person** <https://www.twu.edu/media/documents/registrar/Undergraduate-Degree-Plan-Substitution.pdf>
- Course subs used to satisfy core curriculum or global perspectives (requested by FTIC/dept advisors) **are submitted to CSI and reviewed by a singular person** <https://twu.edu/undergraduate-studies/faculty-staff/faculty--staff-forms/>



# Texas Core Curriculum

- 42 SCH total
- Foundational Component Areas 10-90
  - TWU's 90/91 Component Area Options include MCWST, Wellness, UNIV, and Mathematics
- TWU's Core Curriculum Sub-Committee (UGC) reviews core course proposals to THECB

<https://twu.edu/undergraduate-studies/undergraduate-curriculum/core-curriculum/>



# Core Rules, Policies, & Philosophies

- **THECB Rule: 4.28 TAC**

- **Core Complete** – transfers in a block
- **Not Core complete** – student **MUST** receive academic credit within the core curriculum of the receiving institution for **EACH** course the he/she successfully completed in the core of the sending institution (**core is core, is core**)

- **No “Double-Dipping”**

- **THECB Rule: 4.28 TAC**

- A course may only apply to a single core foundational component area

- **THECB/SACS/TWU:**

- Core courses cannot be “double-dipped” in the major

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_floc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=1&ch=4&rl=28](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_floc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=4&rl=28)

<https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAccreditation.pdf>



# • TWU's Quarter Hour Philosophy

CSI does not believe students should be punished for attending a quarter-hour school. So, how do we satisfy the core for these students?

- Adding unused courses to content areas to indicate a completion of the content area (ex. SPCH courses to satisfy a deficiency in COMM 10)
- Waivers – as an exception, if a student completes 42 total SCH for core, a waiver can be requested to cover deficiencies in the individual content areas
  - *A waiver should only be requested after the student has completed at least 42 SCH total for the core*



- **Unintended Consequences of Core Legislation**
  - Transfer vs native students
  - In-state vs out-of-state/private transfers
- How is TWU attempting to level the playing field?
  - Consistency in evaluation processes
  - Awareness of transfer needs
    - Example: requesting addition of SPCH to the CAO to benefit private/out-of-state transfer students

# • CSI Core/Global Eval Process

- Log each course for review
- Evaluate (with input from department chair if needed)
- Log results of evaluation
- Attach core content area codes in Colleague
- Scan OnBase
- Email results to requesting advisor (and RO in the case of global/post-bacc requests)

# • Core/Global Eval Form

- **Identify:** student full name, id, major; and advisor name and email
- **Courses:** sending course prefix and course number, sending institution, semester/yr taken, and how course is posted on TWU transcript
- **Supporting Docs:** transfer transcript, TWU transcript, course description/syllabus for each course
- **Submit:** via email

Form 103  
11/08/2018

**2014 Core/Global Perspectives Evaluation & Approval Request Form**

FOR STUDENTS WITH CATALOG YEAR Fall 2014 OR LATER

ATTACH TWU & SENDING TRANSCRIPTS, COURSE DESCRIPTIONS, AND SYLLABI (AS NEEDED) TO FORM

Core Content Area (Number) Title (State Required Hours)	Sending Course Number & Title (EX: ENGL 1301 English Composition)	Sending Institution (EX: Dallas County CC)	Year/Semester Completed (EX: 14FA)	OAP Posted (EX: HIST 1000)
(10) Communications (6 hours)				
(20) Mathematics (3 hours)				
(30) Life/Physical Science (6 hours)				
(40) Language, Philosophy, & Culture (3 hours)				
(50) Creative Arts (3 hours)				
(60) American History (6 hours)				
(70) Government/Political Science (6 hours)				
(80) Social/Behavioral Science (3 hours)				
(000) Component Area (6 hours) <b>Option I</b> Multicultural Women's Studies <b>Option II</b> UNIV 1231 (required for FTIC) Wellness Mathematics				
<b>Global Perspectives</b> (3 hours required for graduation; non-core requirement)				

<b>Student First and Last Name</b>	
<b>Colleague ID Number</b>	
<b>Advisor Name</b>	
<b>Advisor Email</b>	

# So, did TWU Prove “THEM” Wrong?

2021 AACRAO study funded by Bill & Melinda Gates Foundation grant titled:

AACRAO North Texas Transfer-Transcript Data-and-Policy Analysis Report, 2021)

*University Specific Descriptive Points from Transcript Data*

		TWU		
<i>Average number of earned credits at DC</i>		66.3	66.8	87.2
	<i>Min</i>	11	25	15
	<i>Max</i>	154	111	248 <sup>15</sup>
	<i>SD</i>	27.6	16.8	36.6
<i>Average of the average<sup>16</sup> percentage of credits lost in transfer</i>		17.6%	31.2%	23.3%
<i>Average of the average percentage of credits applied</i>		82.4%	68.8%	76.7%

# Discussion

# Contact Us!

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NISTS 2023

BE A **CONNECTOR**  
FOR **TRANSFER STUDENT**  
**SUCCESS**

Thank you  
for attending!

**PLEASE COMPLETE  
A SESSION EVALUATION**

(via the conference app)

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**TEXAS WOMAN'S**  
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