



TEXAS A&M UNIVERSITY
COMMERCE



TEXAS A&M UNIVERSITY - COMMERCE

**Current State Diagnostic: First-Time Freshmen and
Transfer Students**



MEETING AGENDA

CURRENT STATE OVERVIEW

Our goal as we progress through today's meeting is to come to a shared understanding and diagnosis of the current state of First Time Freshmen and Transfer student enrollment and student success outcomes at TAMUC.

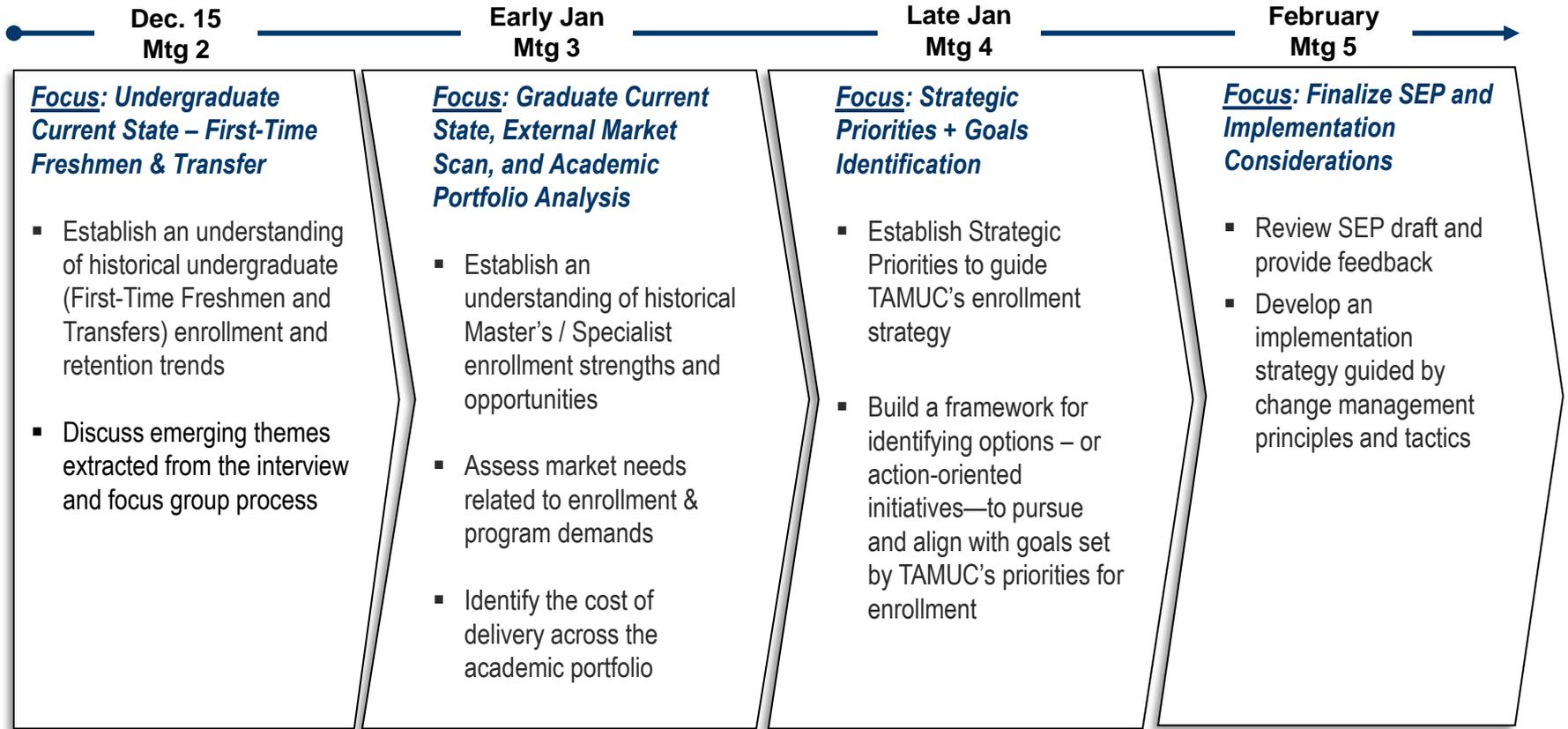
Strategic Enrollment Planning Meeting #2 Agenda

1. Arrive at a shared understanding of TAMUC's current outcomes throughout the stages of the student lifecycle with respect to First-Time Freshmen and Transfer student enrollment and student success, grounded in a review of historical trends and peer comparisons.
2. *Begin initial* conversations to establish priority areas and where further exploration is needed, leveraging input and ideas from Steering Committee, Stakeholder and Student interviews, and historical trends.
3. Align on next steps and future considerations as we move forward with the Strategic Enrollment Planning process.

OVERVIEW

FUTURE MEETING OBJECTIVES

Following our session today, we will meet in early January to conclude the current state assessment and move towards developing of TAMUC’s strategic enrollment plan to be finalized by the end of February.



OVERVIEW

WHY DOES TAMUC NEED A SEP?

In our previous discussion we discussed landscape trends and the need for a strategic enrollment plan to mitigate these challenges. Following the current state assessment, we've identified TAMUC-specific areas of opportunity to be further explored today.

Flexible Degree Options

Students are demanding flexibility. While TAMUC offers online modalities & non-traditional degree options – students still seek the campus experience and faculty engagement.

Revenue



Due to Texas's funding model, TAMUC has implemented a revenue-enhancing strategy by increasing fees to exceed overall tuition, which is a significant area of complaint for students across populations.

Transfer Enrollment

Transfer enrollment for TAMUC has been in decline since Fall 2019 – further exacerbating future enrollment challenges as community college pipelines decrease.

The Lone-Star State



TAMUC is focused on enhancing its presence in the Dallas metro region, but student outcomes associated with Dallas-residents are significantly lower and continue to drop.

Increased Diversity

Although historically underrepresented minority students are growing regionally, TAMUC is not serving these students well – attrition rates are highest for Black and LatinX students.

Regional Competition

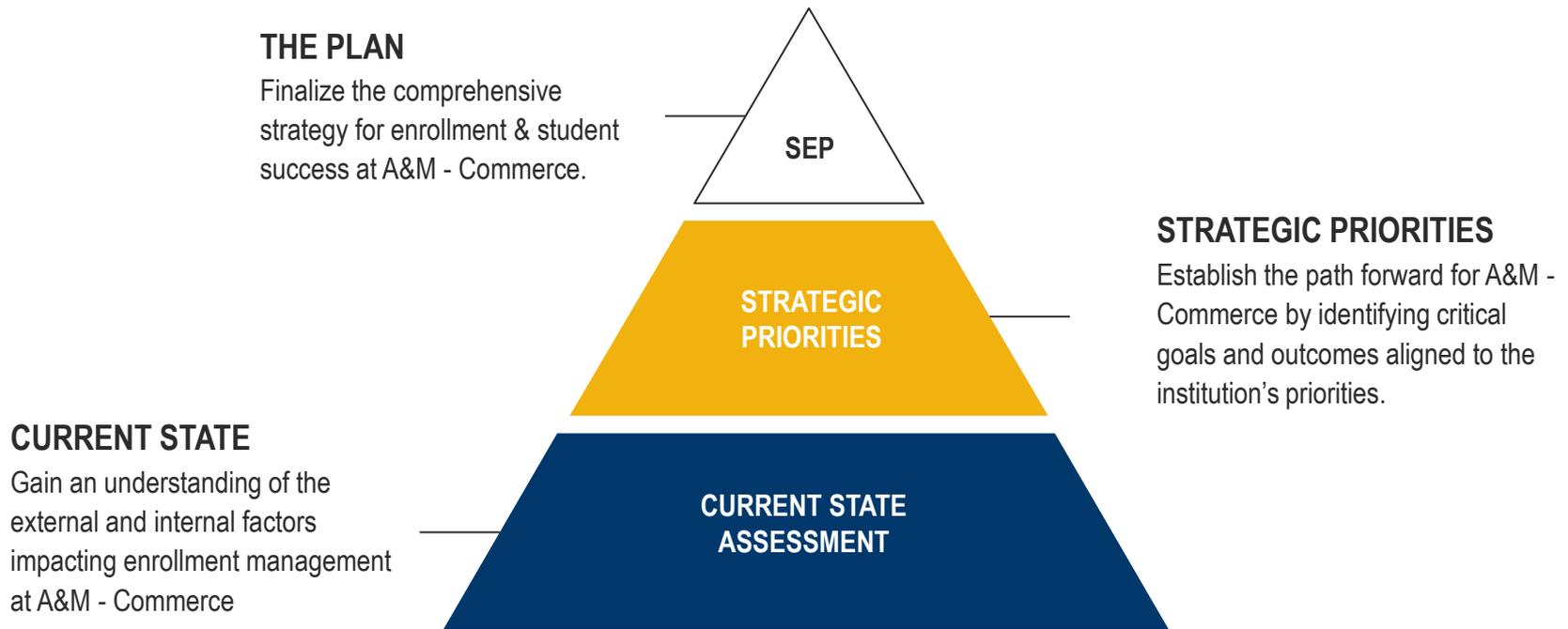


As the Dallas metroplex continues to grow, TAMUC is losing considerable market share to University of North Texas and UT-Arlington.

OVERVIEW

STRATEGIC ENROLLMENT PLANNING PROCESS OVERVIEW

In building TAMUC’s strategic enrollment plan, we first must lay the foundation by assessing the current state to gain an understanding of external and internal factors impacting enrollment and retention.



Informed by outcomes from the current state assessment, Steering Committee members will work to define strategic priorities for enrollment and student success to guide the development of the comprehensive SEP.

OVERVIEW

FRAMEWORK FOR DISCUSSION

Assessing outcomes aligned to each phase of the student lifecycle for first-time freshmen and transfer students will promote a broad understanding of the current state and illuminate opportunities for enrollment growth and student progression outcomes.



1

Qualitative Assessment & Secondary Research:

Themes &
Observations



STAKEHOLDER INTERVIEWS

THEMES & OBSERVATIONS – RECRUITMENT

The themes below were informed by conversations with over 75 stakeholders across the A&M – Commerce campus, highlighting the need to establish a more integrated culture in driving recruitment & enrollment efforts.

ORGANIZATION



- **Mixed Identity:** TAMUC lacks a cohesive identity, which translates to its market presence.
- **Institutional Vision:** TAMUC operates in siloes – without a common vision for enrollment and student success – resulting in a culture of incomplete innovation and leaving stakeholders “idea-fatigued.”
- **Value v. Affordability:** TAMUC’s value proposition is “affordability,” but students question the value of a TAMUC degree.

PROCESS



- **Recruitment Strategy:** Student enrollment has resulted by happenstance, without a coordinated strategy between the Colleges, EM, and MarCom. This leads to fragmented recruitment efforts that can be counterproductive.
- **Goal-Setting:** There is no collective goal-setting for enrollment resulting in generic recruitment efforts, unsupported by academic departments and faculty.
- **Student Support:** There is a lack of attention to customer service in supporting students throughout the lifecycle – promoting more of a “closed door” policy and bouncing students across units to answer questions.

TECHNOLOGY



- **Tracking and Effectiveness:** The tools and approach used by units across campus to engage and track prospective students do not support a seamless transition or experience. (e.g., Marketing and communication efforts, EM and Target X prospective student engagement, Honors College separate admission application). This leads to a disjointed recruitment experience and makes it difficult to harness relationships with prospective students.
- **Data Driven Decisions:** Data is not used effectively to inform data-driven decision-making to impact enrollment goals. (e.g., admissions reports are sent weekly to Deans that are not highly actionable).

STAKEHOLDER INTERVIEWS

THEMES & OBSERVATIONS – RETENTION

Enhanced student support across the institution is needed to increase retention, but faculty engagement seems to be the most critical area of concern.

ORGANIZATION



- **Advising Alignment:** Frequent changes to the advising model have led to an inconsistent advising process. This translates to varied student outcomes, transactional advising and a sub-optimized advising experience for FTF and Transfer students.
- **Program Value:** Many students seek stronger engagement with faculty. The current level of faculty engagement leads to minimal connection to their academic programs. (e.g., Low internship engagement, low collaboration with other students, etc.).
- **Financial Aid:** Although TAMUC is affordable, financial aid is not providing high-touch support / guidance for current students throughout the lifecycle.

PROCESS



- **Advising Process:** Current advising best practices at TAMUC are 1:1 relationship-based. These practices are difficult to scale in order to support the entire student population (e.g., at risk students, FTF, transfer, non-traditional).
- **First –Year Experience:** Upon entering TAMUC, many students lack strong academic preparation. TAMUC has strong programming for first-year students, but that ends after the first year - "summer melt."
- **Student Success:** There are successful strategies practiced in silos, but student success is not viewed as "everyone's job." This leads to reactive practices, gaps in support, and the need for a more universal approach.

TECHNOLOGY



- **"At-Risk" Students:** "At-risk" tracking is reactive and student success systems (e.g., EAB Navigate, LMS) are not standardized and therefore ineffective in supporting retention comprehensively.
- **Relationship Management:** TAMUC lacks technology to harness relationships across the student lifecycle.

STAKEHOLDER INTERVIEWS

THEMES & OBSERVATIONS- GRADUATE

Stakeholders highlighted the need for TAMUC to enhance the Commerce brand, particularly in harness relationships with alumni.

ORGANIZATION



- **Legacies:** TAMUC provides social mobility for its students and in return, alumni send their kids to more prominent institutions.
- **Commerce Community:** Due to TAMUC's lack of connection with the local community, few opportunities avail themselves to students and faculty – highlighted by the fact that most staff and faculty do not live in Commerce.

PROCESS



- **Alumni Engagement:** Many alumni are eager to engage with TAMUC but need specific guidance from the University on how to best get involved.
- **Career Opportunities:** Alumni have career opportunities specifically available for TAMUC students, but due to a lack of process and technology, the University is not always able to identify students who are the best fit for these roles.
- **Career Services:** Stronger collaboration is needed between Career Services and other units. Career Services is also not currently equipped to serve the Alumni community and their needs.

TECHNOLOGY

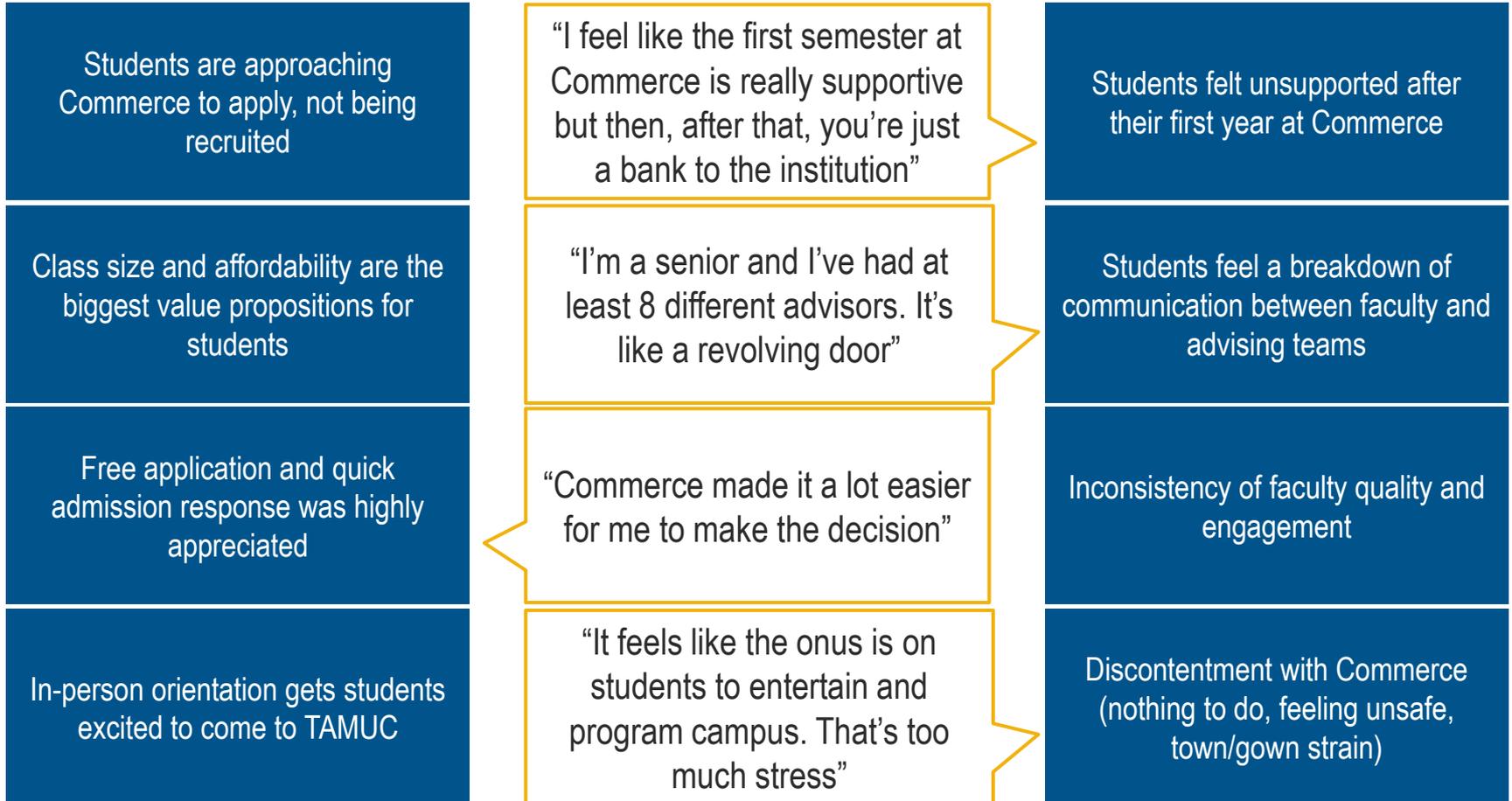


- **Engagement Tools:** Technology and communication used between Enrollment Management and Philanthropy & Engagement can be improved – allowing for a streamlined process to better engage and harness relationships with TAMUC constituents, with an emphasis on donor relations.

STUDENT FOCUS GROUPS

THEMES & OBSERVATIONS – FIRST-TIME FRESHMEN

FTF students had positive feedback on their first semester then felt the quick dissolve of the honeymoon phase in the second term. Students’ primary concerns were around campus/community life and support services.



STUDENT FOCUS GROUPS

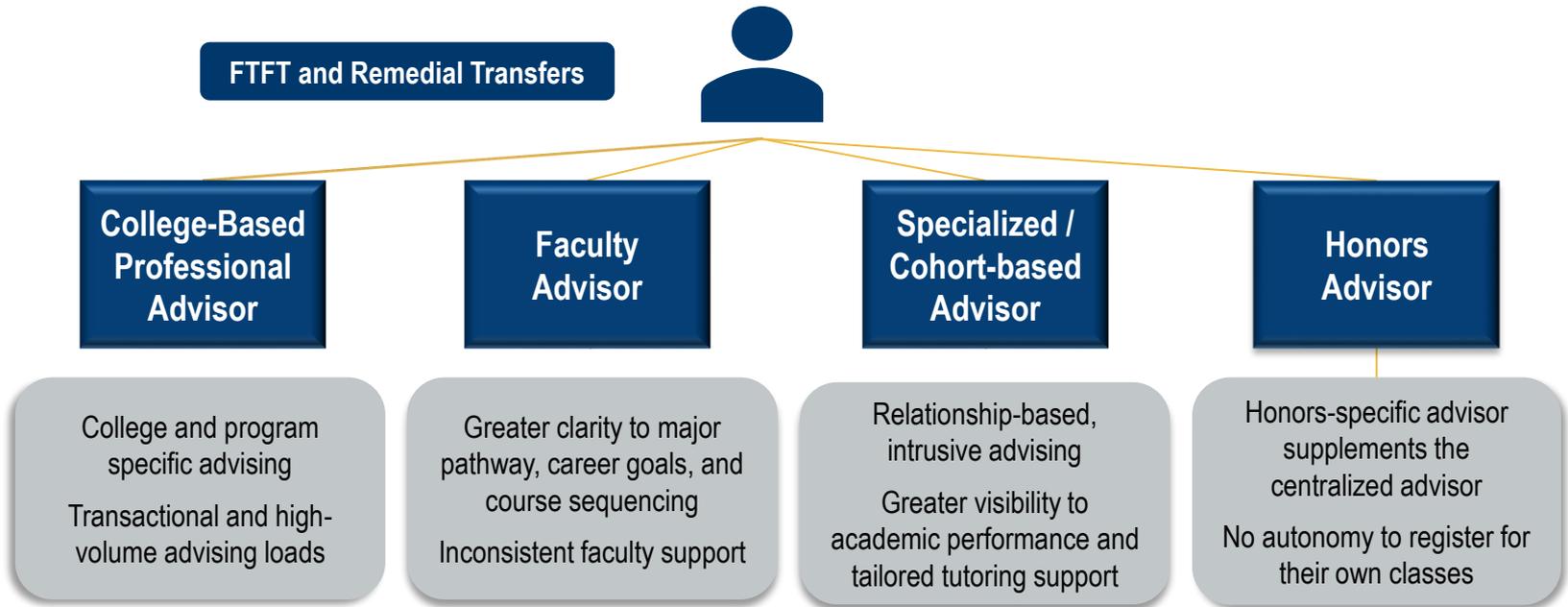
THEMES & OBSERVATIONS – TRANSFERS

Transfer students' transition to Commerce is bumpy. With a lack of personalized support services, streamlined credit evaluation, and perceived low quality of education, transfers are unimpressed with the ROI of their education.

<p>Value proposition for transfer students include proximity to home and affordability</p>	<p>"They don't process Pell Grant appeals until 10 days before the semester starts, so I had to take loans out anyways."</p>	<p>Financial aid processes and timelines leave students with unfavorable options.</p>
<p>Most notable presence of Commerce in community was through local educators</p>	<p>"I don't make \$1,000 a week; I can't give [Commerce] \$400 every two weeks."</p>	<p>Desire for online classes with the campus co-curricular experience</p>
<p>Students perceive the quality of their education to be low due to tedious work and lack of student engagement by faculty</p>	<p>"This whole semester, I have learned zero." "I wouldn't say classes are hard necessarily, but it's tedious."</p>	<p>Transfers felt uninformed about support services available (LLC's, orientation options, etc.)</p>
<p>The credit transfer process was cumbersome and left a lot of students guessing and needing to self-advocate</p>	<p>"When I came here, my schedule was already made. My advisor handed me a schedule and said, 'here's your classes.'"</p>	<p>Transfers desire a specific advising process intuitive to their specific journey rather than a regurgitated script.</p>

ACADEMIC ADVISING THEMES & OBSERVATIONS

The current model of TAMUC’s advising model partners students with success teams as they enter the institution and evolves as the student declares a major, matriculates, and with staffing changes.



Financial aid advisor availability to students in each advising type varies due to staffing.

Centralized advisor in Student Success Team initiates support for at-risk students as flags arise.

While often restructured to meet changing staff and student needs, TAMUC's advising model has various strategies and approaches. A greater connection to faculty and utilization of the full functionality of campus technology may provide more continuity to the students' advising experience regardless of major.

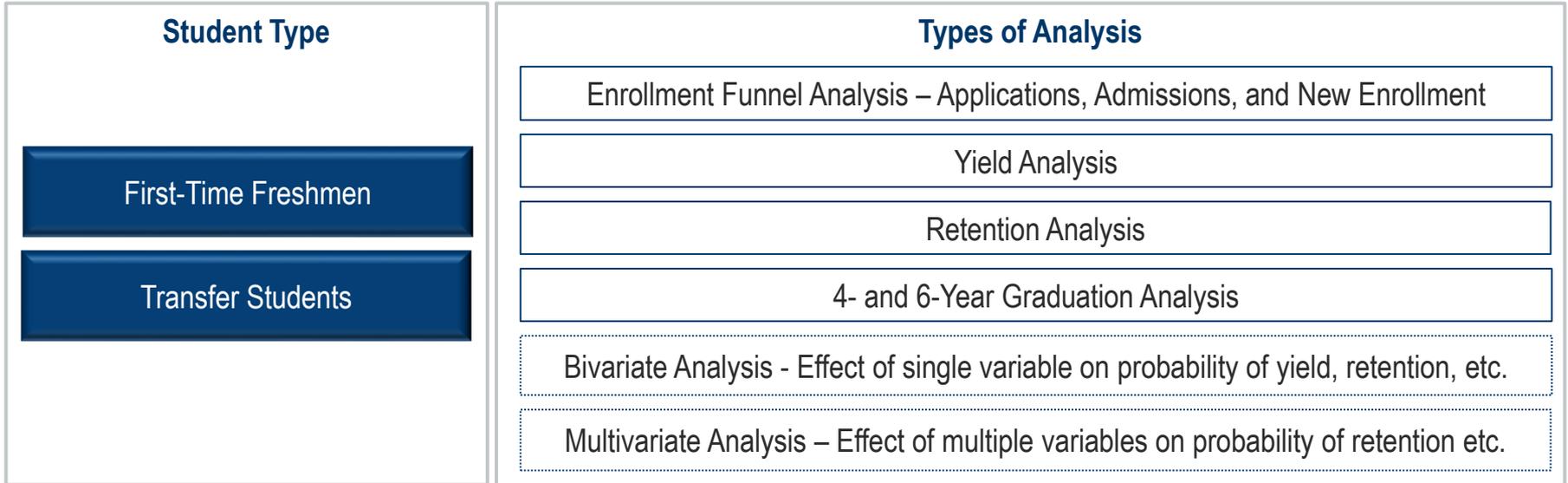
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First-Time Freshmen:

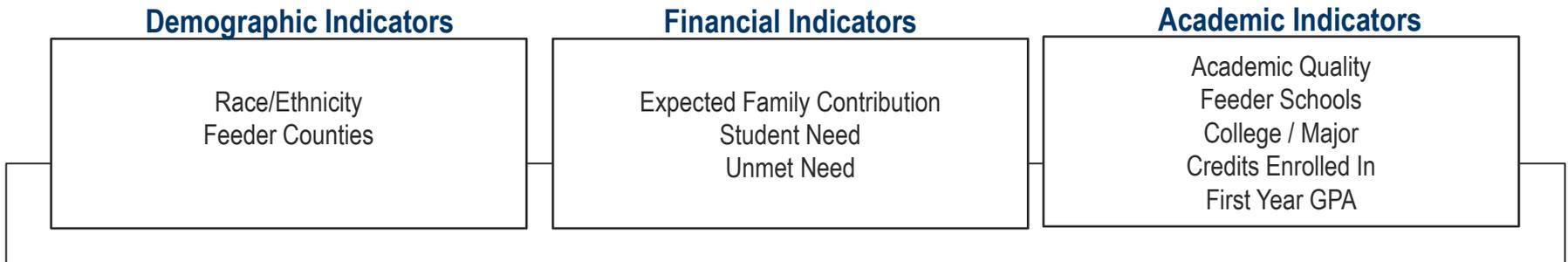
Enrollment &
Retention Current
State



ENROLLMENT & RETENTION INVENTORY OF ANALYSIS CONDUCTED



The following variables were considered during the analysis of each student type to establish an understanding of overall enrollment outcomes and how those variables interact in combination(s) to affect those outcomes.



FIRST-TIME FRESHMEN LIFECYCLE OUTCOMES OVERVIEW

In reviewing TAMUC’s lifecycle outcomes over the last ten years in comparison to its peers, TAMUC lags its competitors in local market enrollment and overall student progression.

Lifecycle Stage	Data Highlights (2012 – 2021)
<p>Apply</p>	<ul style="list-style-type: none"> Applications peaked in Fall 2019 – since then completed applications have declined by 40% (~3,000 applications).
<p>Admit</p>	<ul style="list-style-type: none"> Due to the transition to an automated admit process, admissible students have reached a high point in Fall 2021 – admitting 87% of first-time freshmen applications.
<p>Yield</p>	<ul style="list-style-type: none"> Since Fall 2012, yield rate has steadily declined – dropping 11 percentage points by Fall 2021. TAMUC is losing admitted students to neighboring 4-year institutions in the NE and Mid-cities region of TX – 11% of lost admits attending UNT alone.
<p>Enroll</p>	<ul style="list-style-type: none"> In the last five years, enrollment has declined 4% annually. While TAMUC’s incoming enrollment has stayed fairly constant since Fall 2016, local peers have seen significant gains YOY (UNT +4%, UT-Dallas +9%, UT-Arlington +6%).
<p>Retain</p>	<ul style="list-style-type: none"> Since 2012, TAMUC, on average, retains 61% of its first-time freshmen cohort. In Fall 2020, TAMUC’s peers’ first-year retention rate was 76% - nineteen percentage points above TAMUC’s outcomes for the same cohort.
<p>Graduate</p>	<ul style="list-style-type: none"> TAMUC’s average 6-year graduation lags the national average¹ for public institutions by 21 percentage points. Only 40% of students who entered TAMUC between Fall 2012-2016 graduated.

1. Source: NCES, "The Condition of Education," 2020.

FIRST-TIME FRESHMEN

GUIDING QUESTIONS – RECRUIT

Based on what we've heard to date in stakeholder interviews and student focus groups, the following questions were identified to “pressure test” initial assumptions and emerging themes.

01

What students are most likely to apply and eventually enroll at TAMUC?

04

How does a student's / family financial situation impact student enrollment?

02

How has the composition of the application and admit pools changed over time?

05

What is the profile of students who are admitted, but do not enroll?¹

03

What Colleges / academic programs are driving enrollments?

1. Outcomes provided in appendix.

FIRST-TIME FRESHMEN HISTORICAL LIFECYCLE OUTCOMES

In analyzing TAMUC's enrollment data between Fall 2017 and Fall 2021, the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2017 – 2021)	Options for Consideration
Recruit	<ol style="list-style-type: none"> 1. Since 2017, underrepresented minorities represent around 82% of TAMUC's applicant pool. 2. Over the last five years, 72% of students who applied have identified as Black / African American (31%) or Latinx / Hispanic (41%). 3. Attracting the "right fit" student for TAMUC is critical. From 2017-2021, Dallas, Tarrant and Collin County have made up 59% of TAMUC's applicant pool followed by Harris County (Houston, TX) at 4% and Hunt County (Commerce, TX) at 4% respectively. These counties yield at the following rates: Dallas (17%), Tarrant (15%), Collin (21%), Harris (16%), Hunt (56%). 4. The College of Education & Human Services has the greatest demand among TAMUC applicants, representing 32% of the total applicant pool over the last five years. Since 2017, The College of Humanities, Social Science & Arts has seen a 49% decrease in applications and a 48% decrease in enrollment. 	<ul style="list-style-type: none"> • Align marketing and communication strategy for First Time Freshman recruitment to reflect the needs and diversity of the applicant pool. • Expand partnerships with additional Community Based Organizations (CBO) in key territories. • Consider engaging with school networks like Uplift, KIPP and Yes Prep, connecting underrepresented students with higher education backgrounds. • Consider new or revitalized academic programs that align with market demand and provide more flexible, career-focused options. • From a recruitment standpoint, connect with current students from the College of Humanities, Social Sciences & Arts to understand what unique characteristics helped them choose TAMUC. Collaborate with current student in recruitment events to help recruit the best fit students.

FIRST-TIME FRESHMEN HISTORICAL LIFECYCLE OUTCOMES

In analyzing TAMUC's enrollment data between Fall 2017 and Fall 2021, the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2017 – 2021)	Options for Consideration
Recruit	<ol style="list-style-type: none"> 1. There is a strong dependency on the Dallas market and diversification is important. Fall 2021 applications from Dallas County have decreased by 22% and enrollment has decreased by 7% compared to Fall 2017. 2. The academic preparation of admitted students is increasing. Since 2017, admitted students with an incoming GPA of 3.25-3.49 have increased by 35% and students with a GPA of 3.50-3.74 have increased by 34%. 3. 28% of TAMUC students are the first to attend college in their family. Financial literacy courses, affordability and transparency in cost is important as this population may have not been exposed to this information by their families. Since 2017, an average of 43% of enrolled First Time Freshman have an EFC of 0. In 2021, 47% of enrolled First Time Freshman had an EFC of \$0. 	<ul style="list-style-type: none"> Identify recruitment targets by market based on historical application and yield patterns. To grow goal markets, focus on high school counselor relationships, county and district partnerships, target marketing efforts, and special visitation days for targeted audiences. Continue to grow the academic quality of the class across the top GPA bands. Review which GPA bands you would like to see an increase in applications and which GPA bands you would like to decrease in applications. Review current 1st year orientation, programing and advising to ensure that the content addresses concerns that aligns with First Generation and lower socio-economic students. Ensure Admissions and Financial Aid are knowledgeable about some of the most frequent challenges these students face and can speak to it during their interaction with prospective and admitted students.

FIRST-TIME FRESHMEN

GUIDING QUESTIONS – RETAIN & GRADUATE

Based on what we've heard to date in stakeholder interviews and student focus groups, the following questions were identified to “pressure test” initial assumptions and emerging themes.

01

What are the characteristics of students who retain and graduate “on-time”?

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How does a student's / family financial background impact progression?

02

What are the characteristics of those students most “at-risk”?

05

What student factors, in combination, lead to high attrition rates?

03

Are there any major differences in retention between colleges / academic programs?

FIRST-TIME FRESHMEN HISTORICAL LIFECYCLE OUTCOMES – RETAIN & GRADUATE

In analyzing TAMUC's progression data between Fall 2016 and Fall 2020, the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2016-2020)	Options for Consideration
<p style="text-align: center;">Retain & Graduate</p>	<ol style="list-style-type: none"> 1. FTF students from Hunt County are retaining at the highest rates – 78% of the Fall 2020 cohort continued on to their second year at TAMUC. Students with a HS GPA > 3.25 are retained at higher-than-average rates. 2. TAMUC sees a significant drop-off in retention following the second term – losing, on average, 39% of FTF students before their second year. Black / African American and LatinX students, accounting for 55% of the Fall 2021 FTF cohort, retention rates are dropping YOY – down 14 & 10 pts, respectively. The largest applicant pool, Dallas County, represents the lowest success outcomes – losing over 50% after the first year. Male students are graduating at significantly lower rates than females – only 17% of the Fall 2017 male cohort graduated in 4 years, compared to 35% of females. 	<ul style="list-style-type: none"> • Continue to build local pipelines by harnessing community relationships and tapping into local alumni as brand ambassadors. • Evaluate D/F/W's by term and offer first year students' opportunities for class repeats at no additional cost. Offer summer programming and high-enrollment courses in the summer to connect with students between their first and second year. • Conduct primary research to understand the needs of student groups and align resources appropriately. Ensure safety and security measures are in place following the campus events in recent years. • Align programs offered at Dallas College with the regional audience and ensure flexible modalities are in place on the Commerce campus. • Identify opportunities to offer a robust student experience on campus (Commerce).

FIRST-TIME FRESHMEN HISTORICAL LIFECYCLE OUTCOMES – RETAIN

In analyzing TAMUC's progression data between Fall 2016 and Fall 2020, the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2016-2020)	Options for Consideration
<p>Retain & Graduate</p>	<ol style="list-style-type: none"> 2. While first generation students only account for 30% of FTF cohorts, progression outcomes are significantly lower (~10 ppts less than non-first generation). 3. Pre-Nursing enrollment has remained unchanged since Fall 2017 but exhibits some of the lowest success outcomes – only graduating 30% of students in six years. 4. Accounting for 36% of FTF cohorts in the last five years, students with an EFC of \$0 retain at the lowest rate – 45% leaving after one year. 5. The most significant variables, in combination, in impacting student progression were enrollment status (FT vs. PT) in addition to another risk factor (e.g., low HS GPA, EFC, etc.). <p>Approximately, 41% of TAMUC students are working 31+ hours/week¹, highlighting the need to re-assess program progression, course sequencing, and student experience.</p>	<ul style="list-style-type: none"> • Launch a communications strategy focused on engaging new students and families, which identifies critical information for students who are the first to attend college in their family including information around financial aid, tutoring, advising support, etc. • Identify alternative health sciences pathways for students that may lack the academic preparedness for fields like nursing. • Create an ambassador student program for first generation students – second-year students act as mentors for first-year students. • Create work study opportunities for students with low EFC to provide income opportunities on-campus. Also, ensure degree pathways provide flexibility in sequencing, so students progress at their own pace. • Consider expanding housing-related scholarships for low-income students • Utilize EAB-Navigate to track “at-risk” based on identify pre-enrollment factors and implement an intrusive support model first and second year.

Source: TAMUC Graduation Exit Survey and institutionally provided data

4

Transfers:

Enrollment &
Retention Current
State



TRANSFERS

LIFECYCLE OUTCOMES OVERVIEW

The following lifecycle outcomes were identified in assessing TAMUC's incoming transfer cohorts between Fall 2012 and Fall 2021.

Lifecycle Stage	Data Highlights (2012 – 2021)
Apply	<ul style="list-style-type: none"> Transfer student enrollment has followed similar patterns as first-time freshmen – applications peaking in Fall 2019 but have since declined by 31%. Since 2012, application completion rates have remained flat - ~25% of applications go uncompleted.
Admit	<ul style="list-style-type: none"> TAMUC is admitting 95% of applicants, while conversion rates of these students continue to weaken.
Yield	<ul style="list-style-type: none"> Yield rate has slowly continued to decline since Fall 2012 (down 10 percentage points), indicating the need to employ a dedicated yield strategy focused on mitigating melt.
Enroll	<ul style="list-style-type: none"> Transfers make up over 50% of TAMUC's undergraduate student population. Since Fall 2017, enrollment has declined 6% year-over-year.
Retain	<ul style="list-style-type: none"> Similar to first-time freshmen, COVID impacted retention of transfer students – 1st year retention dropping to 54% for the Fall 2020 cohort.
Graduate	<ul style="list-style-type: none"> Overall, less than 50% of transfer students go on to graduate from TAMUC – highlighting the need to focus on time-to-degree and providing pathway support through student's academic careers.

TRANSFERS

GUIDING QUESTIONS – RECRUIT

Based on what we've heard to date in stakeholder interviews and student focus groups, the following questions were identified to “pressure test” initial assumptions and emerging themes.

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What is the profile of students who are admitted, but do not enroll?¹

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What Colleges / academic programs are driving enrollments?

1. Outcomes provided in appendix.

TRANSFERS

HISTORICAL LIFECYCLE OUTCOMES

In analyzing TAMUC's progression data between Fall 2017 and Fall 2020, the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2017 – 2021)	Options for Consideration
Recruit	<ol style="list-style-type: none"> Five colleges account for over 25% of TAMUC's applicant pool. <ul style="list-style-type: none"> Collin County Community College Dallas College Paris Junior College Navarro College Trinity Valley Community College Since 2017, there has been a 22% decline in overall application volume from these 5 colleges. Over the past five years, the College of Business has seen a 26% decrease in applications and a 23% decrease in enrollment The College of Innovation and Design received an average of 320 transfer applications per year from 2017-2021 and their applications have increased by 71% since 2017. From 2017-2021 45% of admitted transfer students who did not enroll were between the ages of 22-25. 49% of the time these students are majoring in Pre-Nursing, Business Administration, Computer Science, Organizational Leadership, Interdisciplinary Studies 	<ul style="list-style-type: none"> Enhance articulation agreements to ease course transitions and increase presence by program representatives, recruiters, etc. in key markets. To grow the College of Business population, consider engaging local employers and leveraging established business relationships to highlight career opportunities and ROI upon graduation. Partner with Marketing and Communications to capitalize on this momentum and highlight the College of Innovation & Design's flexibility, online programs, etc. Consider engaging students with this age or major profile with unique opportunities to visit campus and connect with faculty. Once admitted, connect them with current students, alumni, and other personalized methods of engagement.

TRANSFERS

HISTORICAL LIFECYCLE OUTCOMES

In analyzing TAMUC's progression data between Fall 2017 and Fall 2020, the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2017 – 2021)	Options for Consideration
Recruit	<ol style="list-style-type: none"> The academic quality of transfer students is increasing. Since 2017, admitted students with an incoming GPA of 2.5-2.99 have decreased by 27%. While admitted students with a GPA of 3.75- 3.99 have increased by 14%. Dallas County transfer applications have decreased by 26% compared to Fall 2017. Also, enrollment from Dallas County has also decreased by 30% during the same period. Since 2017, 62% of transfer student applications are from students of color and 56% of enrolled transfer students are students of color. Transfer students are most likely to apply from Dallas, Collin, Hunt and Tarrant counties and make up 41% of applications from 2017-2021. Students from Dallas, Collin, Hunt and Rockwall are most likely to enroll and make up 42% of enrolling transfer students from 2017-2021. Since 2017, an average of 58% of enrolled Transfer students have an EFC of 0. In 2021, 62% of enrolled Transfer students had an EFC of \$0. 	<ul style="list-style-type: none"> Build upon this information and continue to increase the quality of the class in other GPA bands, like 3.0-3.24 and 3.25-3.55, etc. Target these students with special engagement opportunities on campus or in their community, personalized communication, etc. Continue a strong presence in the Dallas market, but also diversify recruitment to other areas outside of Dallas. Consider working with Alumni to help broaden the reach of admissions at college fairs, recruitment events and more. Adjust recruitment, programing and communication to reflect the needs of this student population. To whom is the current communication for transfer students targeted? Does there need to be an adjustment of branding, messaging, services offered on campus? Look for opportunities to engage with these EFC band students. This is an opportunity for TAMUC to differentiate themselves. Serve these students with financial literacy content, parent engagement, work study opportunities and advising and campus support.

FIRST-TIME FRESHMEN

GUIDING QUESTIONS – RETAIN & GRADUATE

Based on what we've heard to date in stakeholder interviews and student focus groups, the following questions were identified to “pressure test” initial assumptions and emerging themes.

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TRANSFERS

HISTORICAL LIFECYCLE OUTCOMES

In analyzing TAMUC's progression data between Fall 2016 and Fall 2020, the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2016-2020)	Options for Consideration
<p style="text-align: center;">Retain & Graduate</p>	<ol style="list-style-type: none"> First-term performance is a significant success indicator for transfer students – those who achieve a GPA above 3.0 are ~20 percentage points more likely to go on to graduate (83% 4-year graduation rate). Minority students now make up 60% of incoming transfers and are retaining at significantly lower rates. Only 47% of the Fall 2020 cohort returned for their second year, in comparison to 63% of non-minority students. The College of Education & Human Services sees the largest transfer student enrollment and subsequently graduates students at the highest rate (62% - Fall 2016 cohort) The only college experiencing transfer growth, Innovation and Design, is also showing positive student outcomes – the grad rate nearly doubling between Fall 2016 and 2020 cohorts. 	<ul style="list-style-type: none"> Standardize the use of EAB-Navigate by faculty to expand mid-term tracking of student progress / grades to proactively support students with a B average or below. Enhance orientation efforts and population-specific resources targeted at transfer students, including transfer-focused advising. Evaluate TAMUC policies hindering transfer progression – including course articulation and program requirements. Focus targeted recruitment efforts on growing competency-based and career-aligned programs for transfer students – including at Dallas College.

TRANSFERS

HISTORICAL LIFECYCLE OUTCOMES

In analyzing TAMUC's progression data between Fall 2017 and Fall 2020, the following key findings emerged:

Lifecycle Stage	Key Segmentation Findings (2016-2020)	Options for Consideration
<p>Retain & Graduate</p>	<p>4. Students with an EFC of \$1,000 or below accounted for 65% of the Fall 2020 cohort and are significantly more likely to leave TAMUC after one year – the Fall 2020 attrition rate is 35 percentage points higher than the overall average.</p> <p>5. Student enrollment status (full-time vs. part-time) is a significant roadblock to success, especially in combination with other at-risk factors such as SES and URM.</p> <p>Academic preparedness and student financial situations of transfer students have remained stable over the last five years – indicating progression issues may be correlated with personal challenges, home obligations, or the student's academic experience.</p>	<ul style="list-style-type: none"> • Similar to FTF, evaluate degree sequencing and course availability options to ensure students can access the classes they need at the right time and with flexible modality options. • Admit students “with support” for those who do not meet identified academic rigor requirements – incorporating required advising meetings, faculty support, and specialized tutoring services. • Expand mental health outlets for students to provided added support for personal / family challenges. Identify support services targeted at adult students (e.g., on-campus childcare, legal services, etc.)

5

Emerging Priorities



EMERGING PRIORITIES

INFORMING THE SEP

Five initial priority areas have emerged from the undergraduate current state analysis and related Steering Committee discussion that could enable the achievement of enrollment growth and student outcomes.

Initial Emerging Priorities	
Targeted DFW Growth	Grow TAMUC’s enrollment pipelines in the DFW area by continuing to invest resources in targeted marketing, recruitment efforts, and student success outcomes – with an emphasis on area community colleges.
Campus Experience	Provide an immersive student experience for on-campus Commerce students by investing in the local community and aligning TAMUC resources to enhance and provide a robust campus environment.
Integrated Enrollment Strategy	Develop a data-driven, integrated enrollment strategy inclusive of Enrollment Management, Marketing & Communications, and Colleges – incorporating actionable enrollment targets by College and program.
Culture of Student Success	Establish a culture of accountability in supporting student success at TAMUC by defining roles and responsibilities for campus stakeholders (e.g., Enrollment Management, Dean of Students, Colleges, Faculty, etc.) to increase student progression.
Market Alignment	Evaluate undergraduate and graduate academic programs and re-align offerings to support market demand – including by degree type, cost to deliver, and modality options.
Innovative Offerings	Focus expansion of “non-traditional” student and career pathways including competency-based, professional program options, and online modalities.

6

Discussion and Next Steps



6

Appendix



1st YEAR EXPERIENCE SUPPORT PROGRAMS

THEMES & OBSERVATIONS

What initiatives occur during the 1st year experience that can lead to stronger retention in later years? Can these initiatives be replicated after the 1st year?

<p>Rising Lion's Program</p> <p>Summer Bridge program offered to low GPA students beginning Fall 2020</p> <p>If students choose not to enroll in Rising Lions, they are denied admittance to TAMUC.</p> <p>Offered 700+ students admission, <40 enrolled</p>	<p>TRAC Program</p> <p>New Student Orientation FTFT, Transfers who earned >12+ credit hours, online programs</p> <p>Optional Lion's Camp 3-day orientation experience available for a fee</p> <p>Signature Course</p> <p>Book in Common</p> <p>Peer Mentor Groups</p> <p>TRAC events throughout semester</p>	<p>Lion's Roar</p> <p>Welcome Week for First-Year Students</p> <p>Events vary but may include opportunities to:</p> <ul style="list-style-type: none"> • Meet other students • Discover campus organizations • Connect to academic departments • Connect to the wider Commerce community 	<p>LLCs</p> <p>Academic LLCs</p> <ul style="list-style-type: none"> • STEM • Women in Agriculture • Early Childhood Education <p>Theme/Interest LLCs</p> <ul style="list-style-type: none"> • Well Nation • Gender Inclusive • Transfer <p>Affinity Group LLCs</p> <ul style="list-style-type: none"> • Mujeres en Accion • African American Male Mentorship Program • Latino American Mentorship Program • Sista 2 Sista
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First-year students have numerous support touchpoints, both socially and academically, but these support systems significantly decrease in their second year, contributing to a lower retention rate.

FINANCIAL AID

THEMES & OBSERVATIONS (1 OF 2)

What type of services and support does the Office of Financial Aid offer?

Customer Service & Staffing

Financial Aid Awards & Yield

Current Support Model

- **Unable to meet basic customer service standards**, resulting in unanswered calls, lack of engagement and frustrated TAMUC staff, current and prospective students. (e.g., Financial Aid takes 10-12 business days to respond to inquires and will often only respond via email).

- **Financial Aid awards are being sent as late as May or June and often not aligned with Admissions notification.** Improving timing would likely support improved yield.

Peer Best Practices

- **Increase outreach efforts** with virtual / in person office hours and communicate with families through email, phone, website, social media.
- **Review process** for handlining complaints.

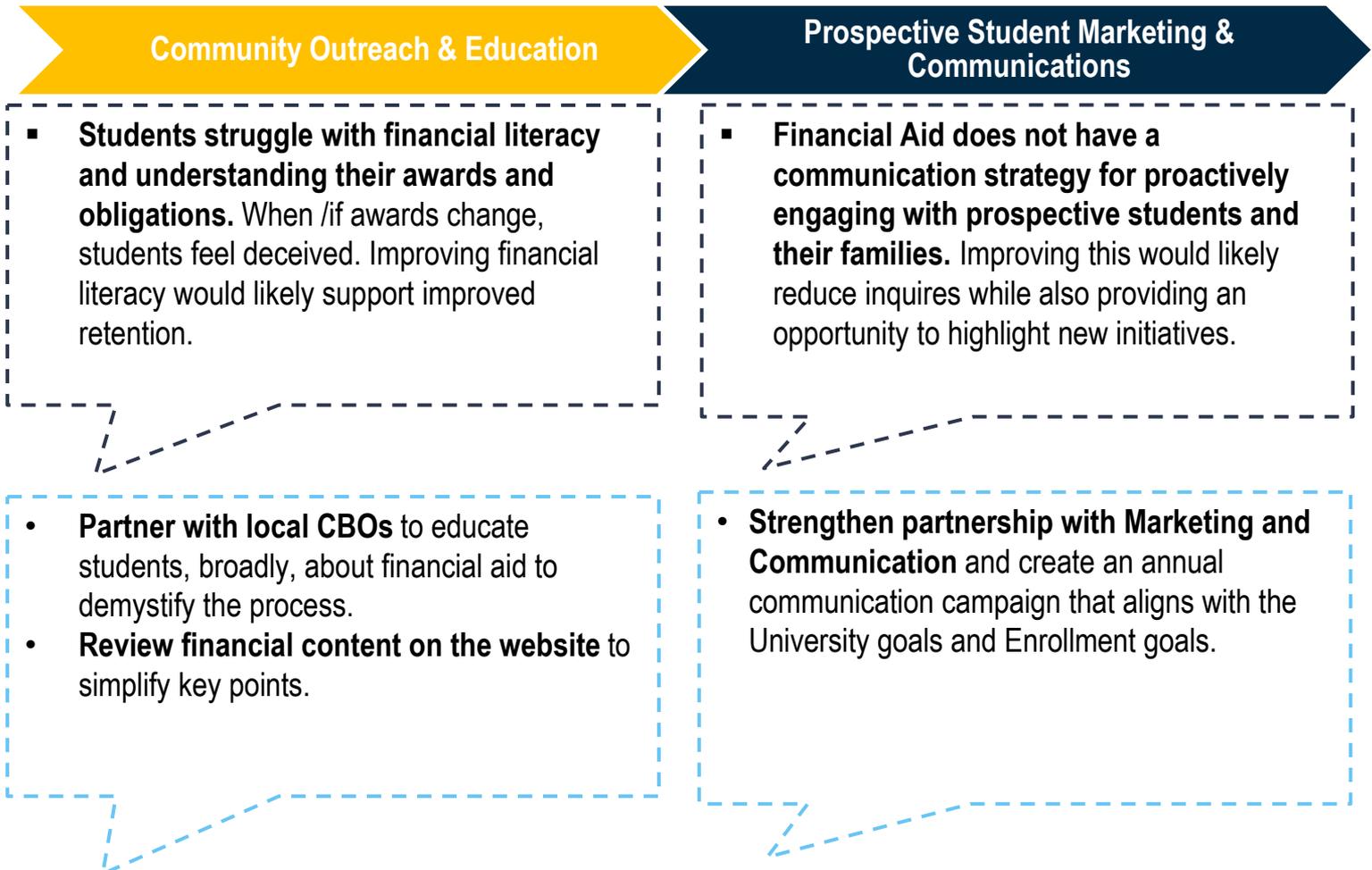
- **Strengthen current processes with Admissions** to shorten or eliminate any lag between Admissions decisions and Financial Aid award notifications.

FINANCIAL AID THEMES & OBSERVATIONS (1 OF 2)

What type of services and support does the Office of Financial Aid offer?

Current Support Model

Peer Best Practices



SUPPORTING “AT-RISK” STUDENTS

THEMES & OBSERVATIONS

How does TAMUC identify and support “At Risk” students?



Initial Touchpoint

- **Faculty Reporting:** Some faculty report at risk students into EAB. Not all faculty use the tool consistently.
- **Advisor Outreach:** Advising team will receive a report on these students in EAB.
- **At Risk Criteria Is:**
 - Has not attended class
 - Has not purchased textbooks
 - Has not logged on to class assignments



Early Intervention Touchpoint

- **Advisor Outreach:** Advisors begin outreach to certain students (e.g., very relationship focused) based on the criteria below.
- **At Risk Criteria Is:**
 - Faculty reports
 - Absences
 - Comments of concern from faculty
 - Grades of concern
 - If the student is on pace to fail the course



Midterm Touchpoint

- **Advisor Outreach:** Advisors conduct minor outreach during this time.
- **Limited Resources:** Due to limited time and resource, they cannot connect with every student
- **At Risk Criteria Is:**
 - Student is on probation
 - Student has been suspended
 - Student has grades of D or F
- **Communication:** Students receive an email reminding them of the class drop deadline and other resources.



How is EAB Used?

- **Communication Tool:** Communicating and documenting student interaction and scheduling appointments.
- **Academic Planner:** Allows the advisor to review student course progress.
- **Functionality:** Success progress tab allows advisors to review success markers. Missed success marker = flagged as High Risk
- **Adoption and Use:** EAB is not used consistently across campus (e.g., Faculty, Honors College Advising, Athletic Advising and Academic Success Center all use EAB differently).

TAMUC’s advising is very reactive vs proactive. They need to leverage tools like EAB’s Success Marker Tool to increase touchpoints and scale advising.

FIRST-TIME FRESHMEN NSC DATA

Students who are admitted to TAMUC, but choose to attend another institution predominantly enroll at another four-year institution in the Mid-Cities and Northeast regions of Texas.

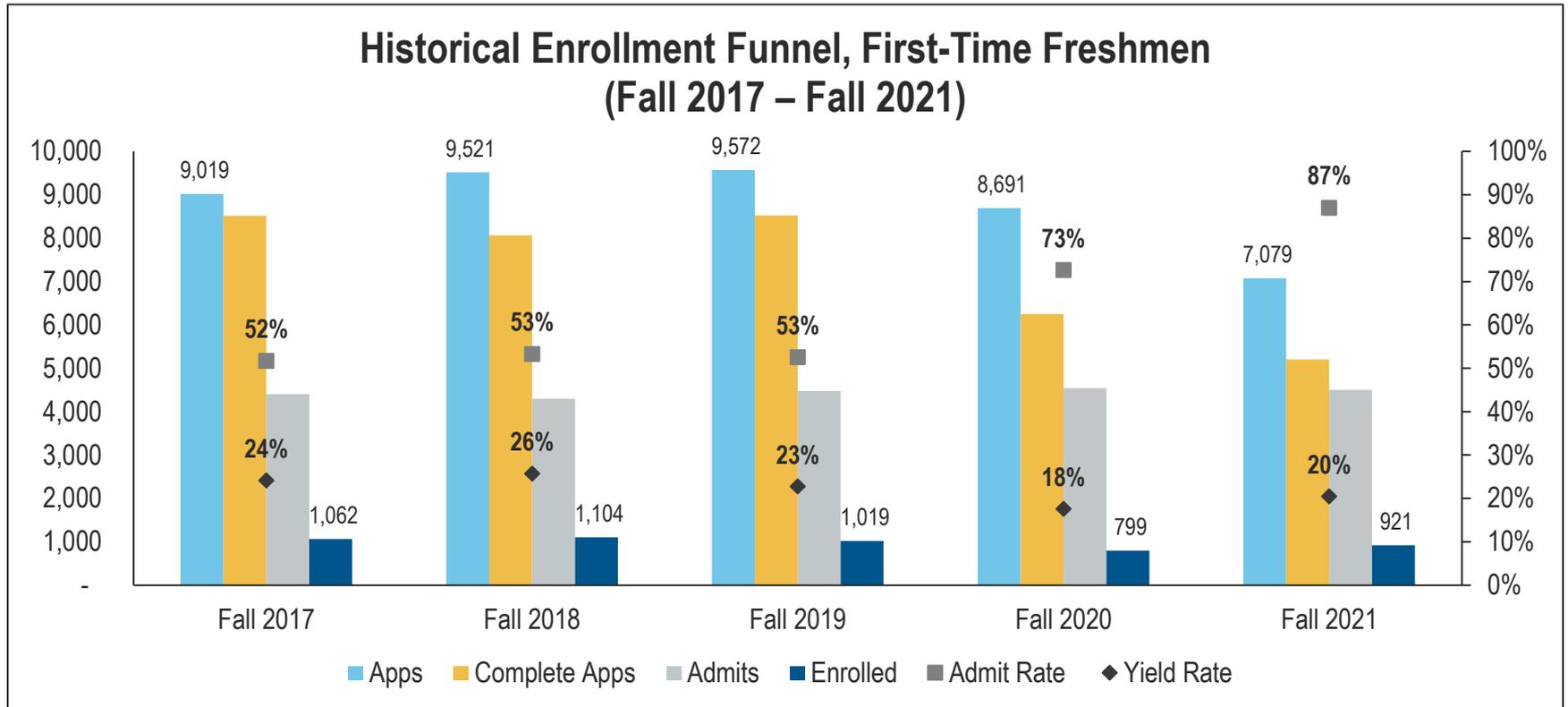
Top 12 Schools Overall (Among Freshmen Non-Matrics) ¹	Type	2016	2017	2018	% of Total Non-Matrics ²
University of North Texas	4-year	206	417	403	11%
University of Texas Arlington	4-year	164	336	328	9%
Texas A&M University - Corpus Christi	4-year	104	179	175	5%
Texas State University - San Marcos	4-year	89	183	165	5%
University of Texas at Dallas	4-year	74	131	156	4%
Prairie View A&M University	4-year	55	152	131	4%
Blinn College- Bryan Campus	2-year	56	128	128	3%
Texas Woman's University	4-year	72	106	118	3%
Texas A&M University	4-year	52	116	98	3%
University of Texas - San Antonio	4-year	38	103	103	3%
Sam Houston State University	4-year	54	97	72	2%
University of North Texas at Dallas	4-year	51	91	79	2%

Source: National Student Clearinghouse

1. Includes Freshmen applicants who enrolled at a full or part-time status at another institution.

FIRST-TIME FRESHMEN OUTCOMES OVERVIEW – ENROLLMENT FUNNEL

Although TAMUC has seen positive funnel performance over the last ten years, since Fall 2017 applications have declined by 40% resulting in a spike of admitted students (+35 pts.) to maintain incoming enrollments.

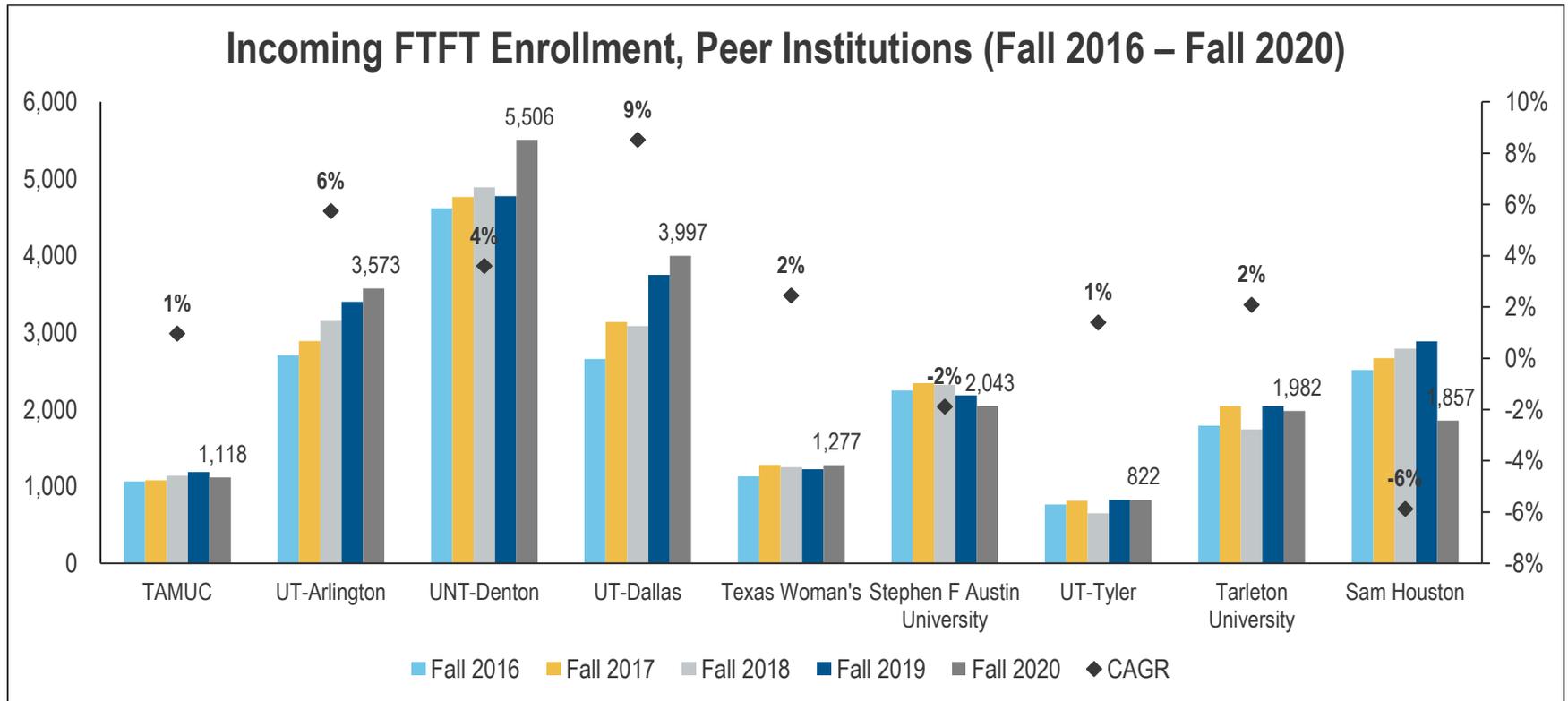


As the competitive landscape continues to heighten market pressures, TAMUC must make considerable shifts to rebuild its incoming enrollment pool.

Source: Institutionally Provided Data

FIRST-TIME FRESHMEN OUTCOMES OVERVIEW – PEER ENROLLMENT

While TAMUC’s undergraduate enrollment stayed relatively constant between Fall 2016 and Fall 2020, its local public peers saw significant growth annually – UNT (+4%), UT-Dallas (+9%), and UT-Arlington (+6%).



Although TAMUC is experiencing small growth in enrollment, a strategic recruitment plan will help the institution right-size and remain competitive amongst its peers with higher enrollment growth.

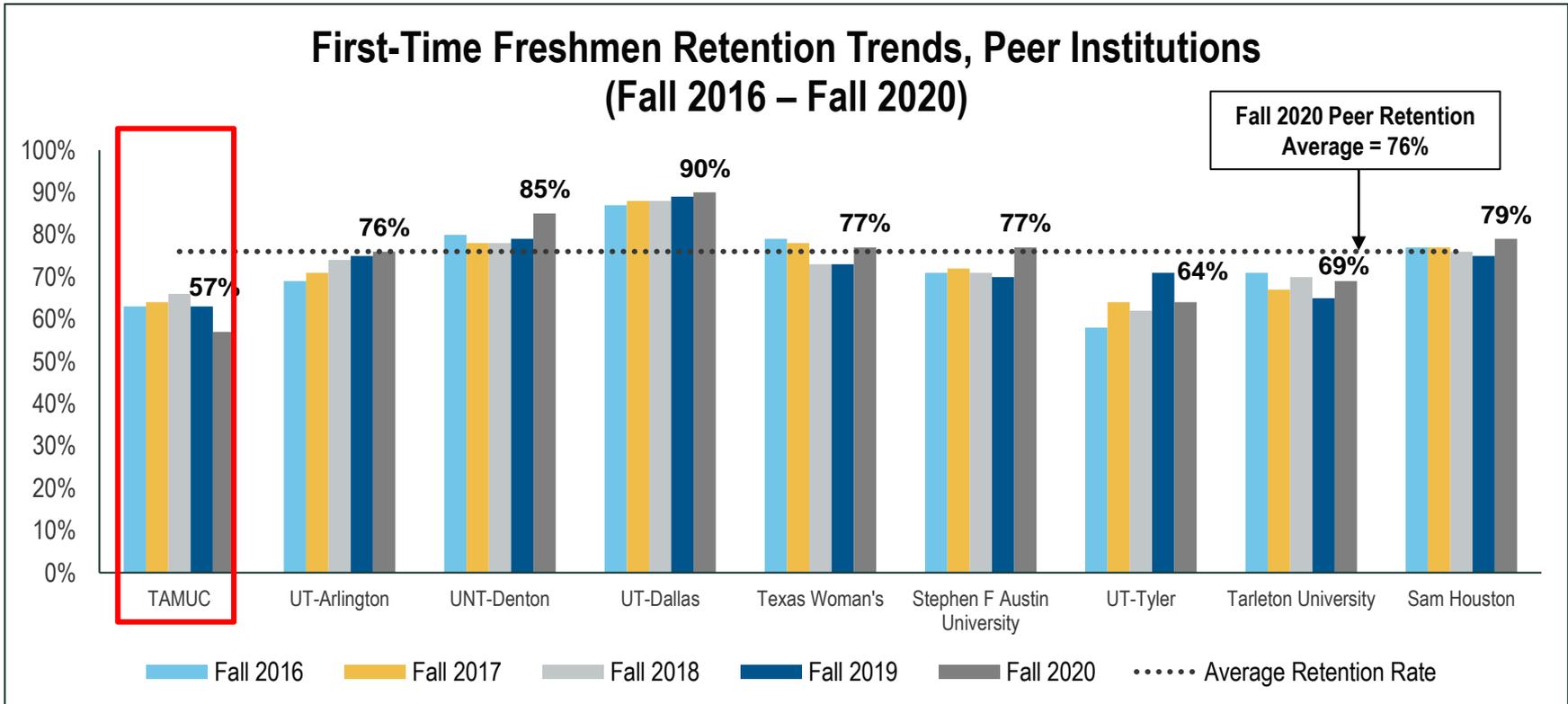
Source: IPEDS

1 The decline in the 2020 incoming class is presumably due to the impact of the COVID-19 pandemic.

2. Idaho State University omitted due to lack of information in IPEDS

FIRST-TIME FRESHMEN OUTCOMES OVERVIEW – PEER RETENTION

The incoming first-time freshmen Fall 2020 cohort for TAMUC’s peers retained at a rate of 76% - nineteen percentage points higher than TAMUC’s fall retention rate for that same year.

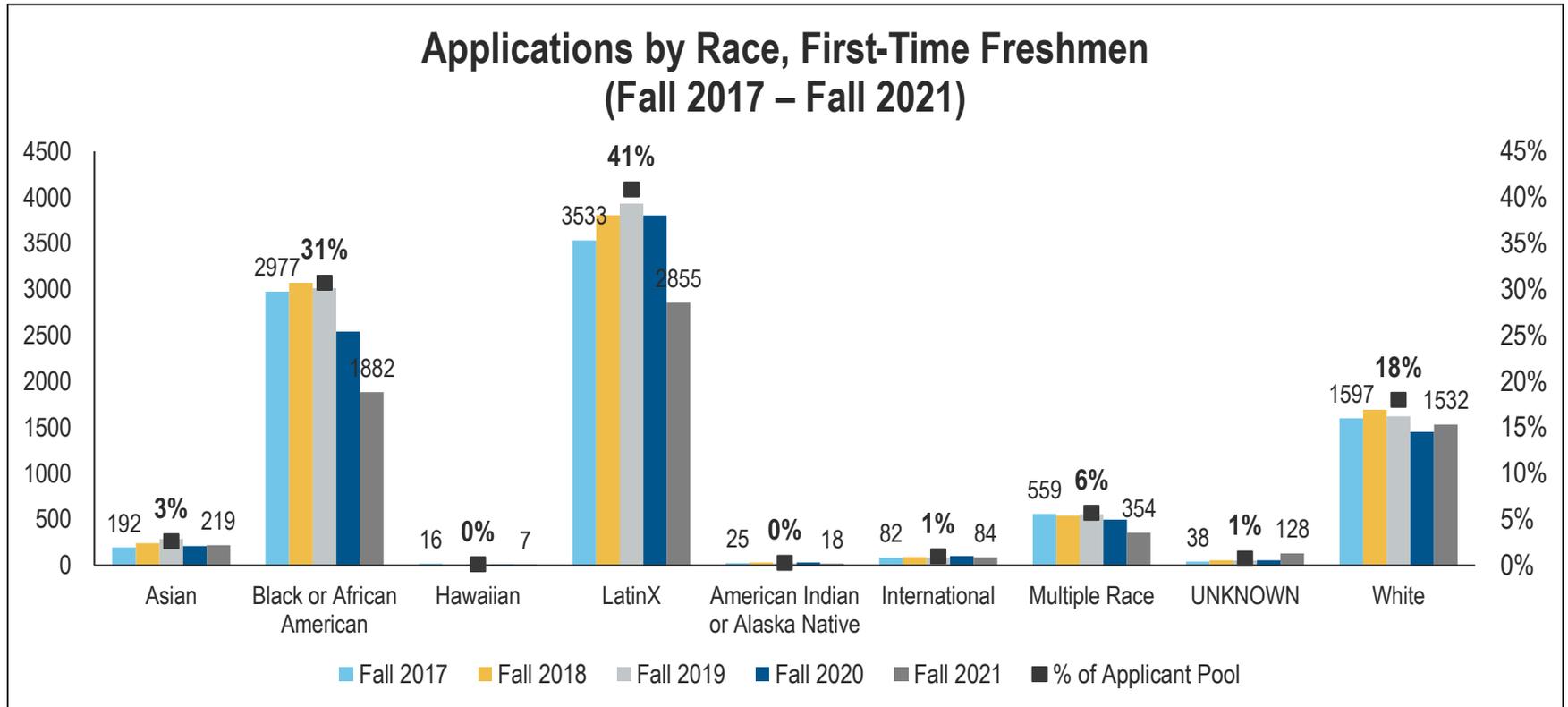


All of TAMUC’s peers have increased first-year retention since Fall 2016.

Source: IPEDS and data provided by institution
 1 The decline in the 2020 incoming class is presumably due to the impact of the COVID-19 pandemic.

FIRST-TIME FRESHMEN APPLICATIONS BY RACE

Since 2017, 72% of students who applied to TAMUC identified as Black / African American (31%) or Latinx / Hispanic (41%). Additionally, underrepresented minorities represent 82% of TAMUC’s applicant pool.

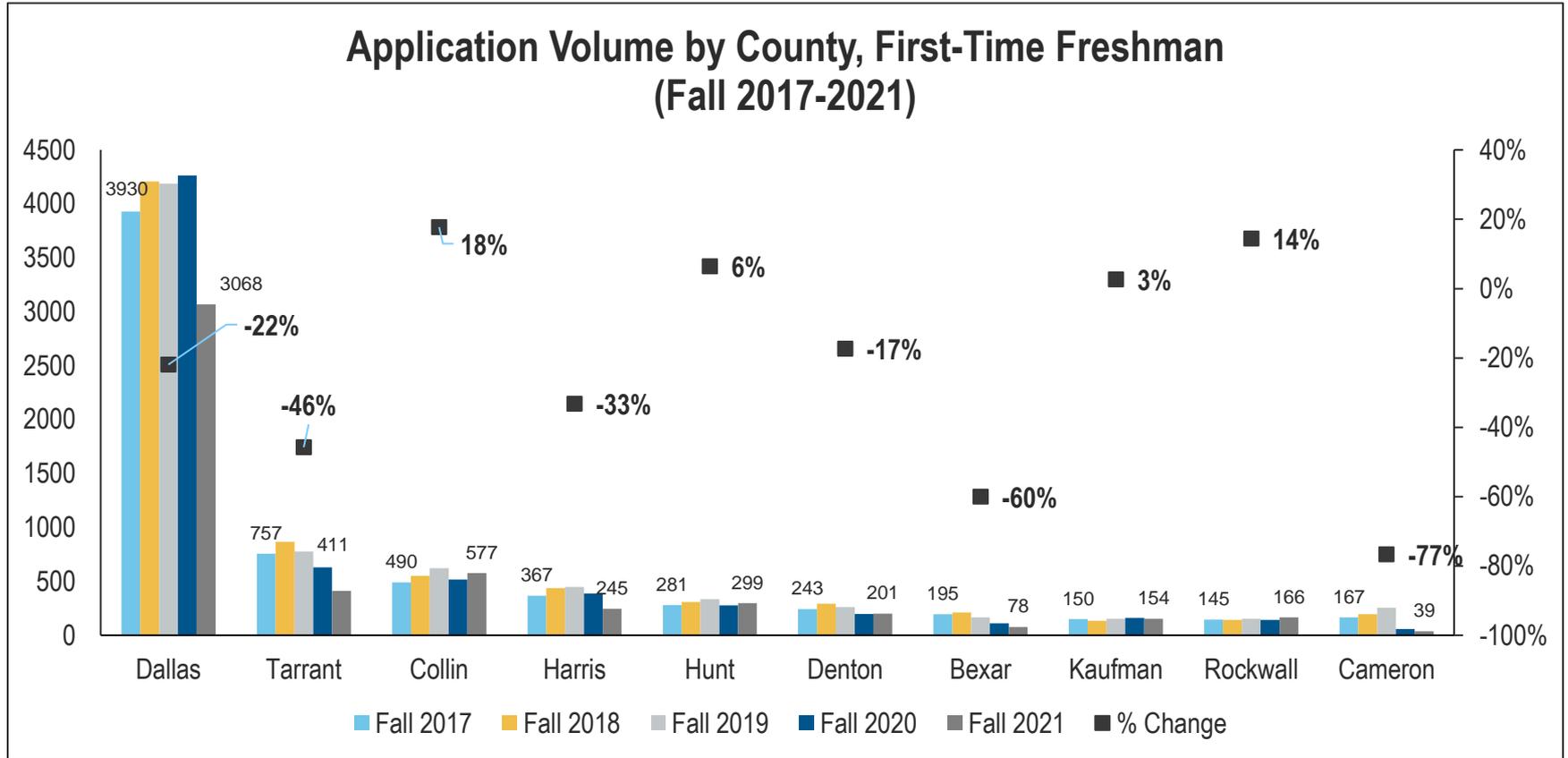


Applications from Black or African American students are declining, contrary to a relatively stable Black or African American population nationally.

Source: Institutionally provided data
 1. Flag_app used vs Flag_app_complete

FIRST-TIME FRESHMEN APPLICATION LOCATION BY COUNTY

From 2017-2021, Dallas, Tarrant, and Collin counties are the largest feeder counties for TAMUC and make up 59% of TAMUC’s applicant pool. The yields from these counties are 17% (Dallas), 15% (Tarrant), 21% (Collin).

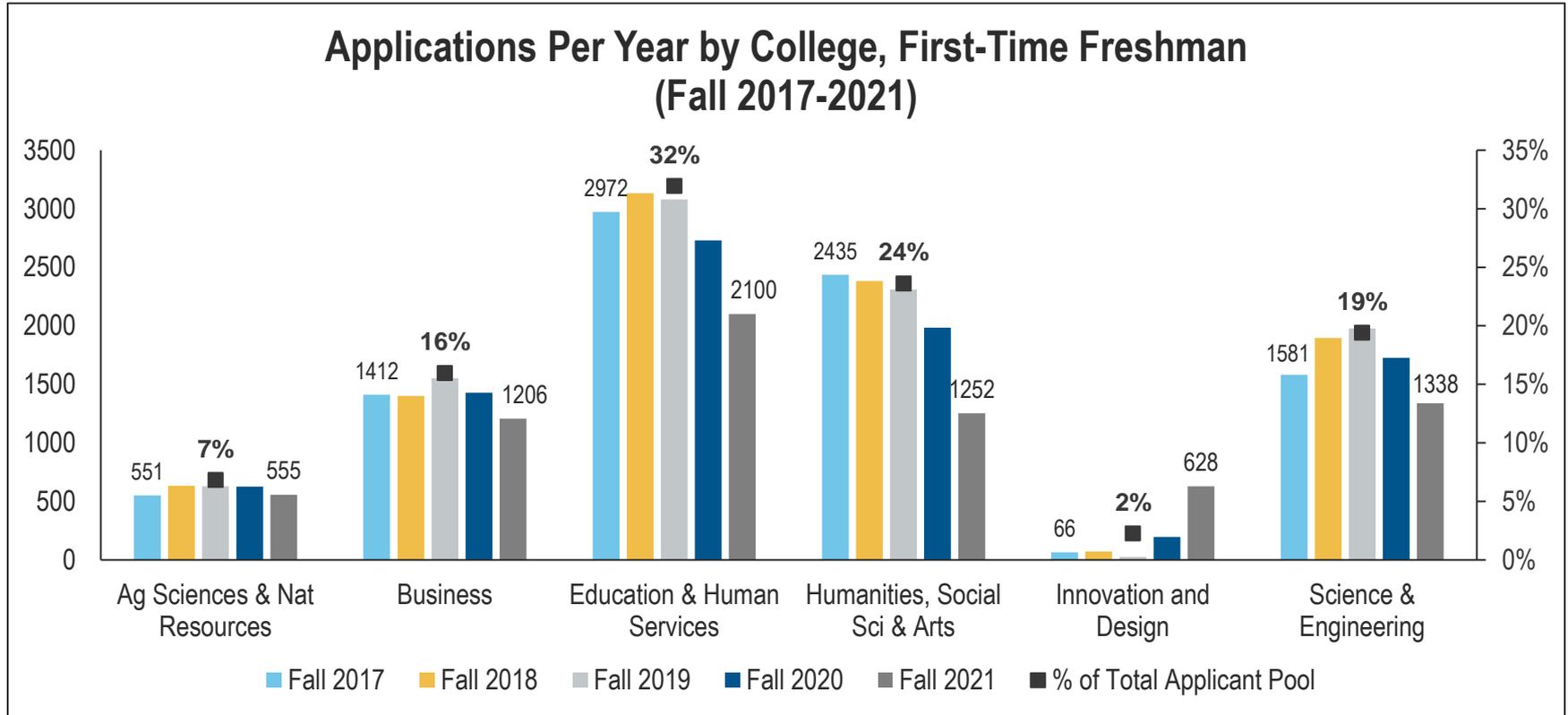


There is a strong dependency on the Dallas market and diversification of applicants is important. Since Fall 2017, applications from Dallas county have decreased by 22% and enrollment has decreased by 7%.

Source: Institutionally provided data
1. Flag_app used vs Flag_app_complete

FIRST-TIME FRESHMEN APPLICATION VOLUME BY COLLEGE

The College of Education & Human Services has the greatest demand among TAMUC applicants, representing 32% of the total applicant pool over the last five years.



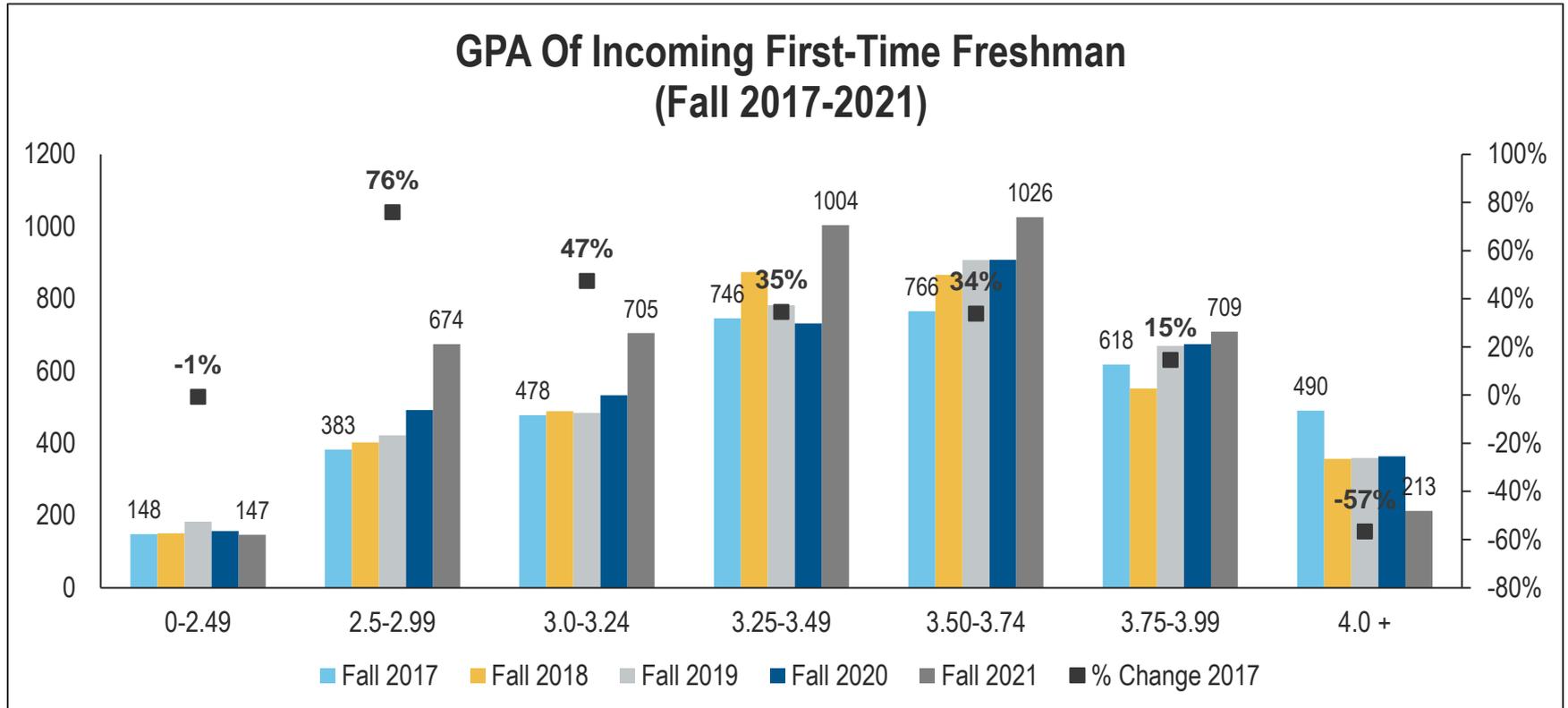
The College of Education & Human Services and the College of Humanities, Social Sciences and Arts, while making up the majority percentage of the total applicant pool, are also experiencing the steepest decline in applicants, at 29% and 49% and enrollment, at 25% and 48% respectively.

Source: Institutionally provided data
 1. Flag_app used vs Flag_app_complete

FIRST-TIME FRESHMAN

ACADEMIC QUALITY OF INCOMING STUDENTS

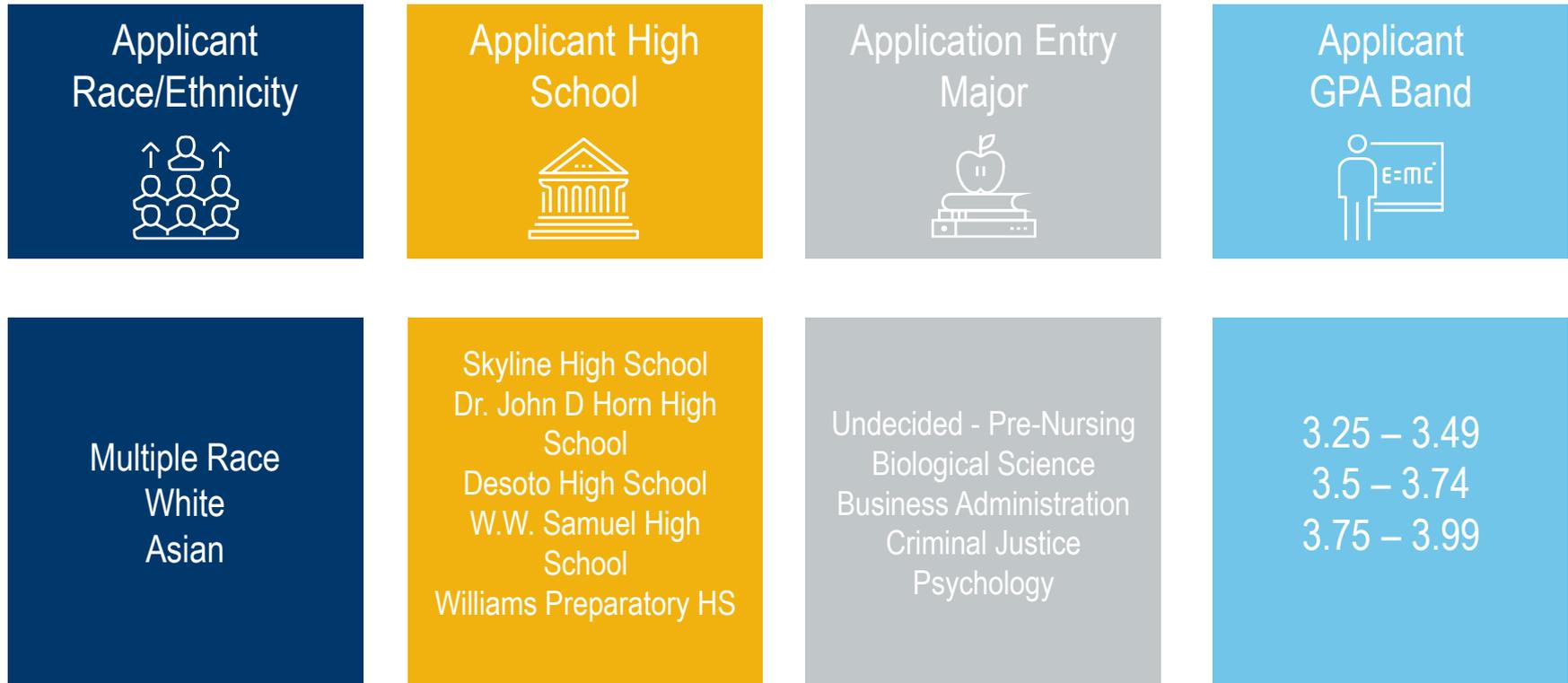
The academic quality of students is increasing. Since 2017, admitted students with an incoming GPA of 3.25-3.49 have increased by 35%, while admitted students with a GPA of 3.50-3.74 have increased by 34%.



The upward trend in academic quality provides an opportunity to connect and yield a strong academic class. Create special engagement opportunities, connect with these students on campus, connect with alumni, current students or through community visits and personalized communication to increase yield.

FIRST-TIME FRESHMEN LOST ADMITS

With an average FTF yield rate from Fall 2017-Fall 2021 of 22%, TAMUC is losing many admits to other institutions. Below are characteristics of FTF students who choose not to enroll at TAMUC.

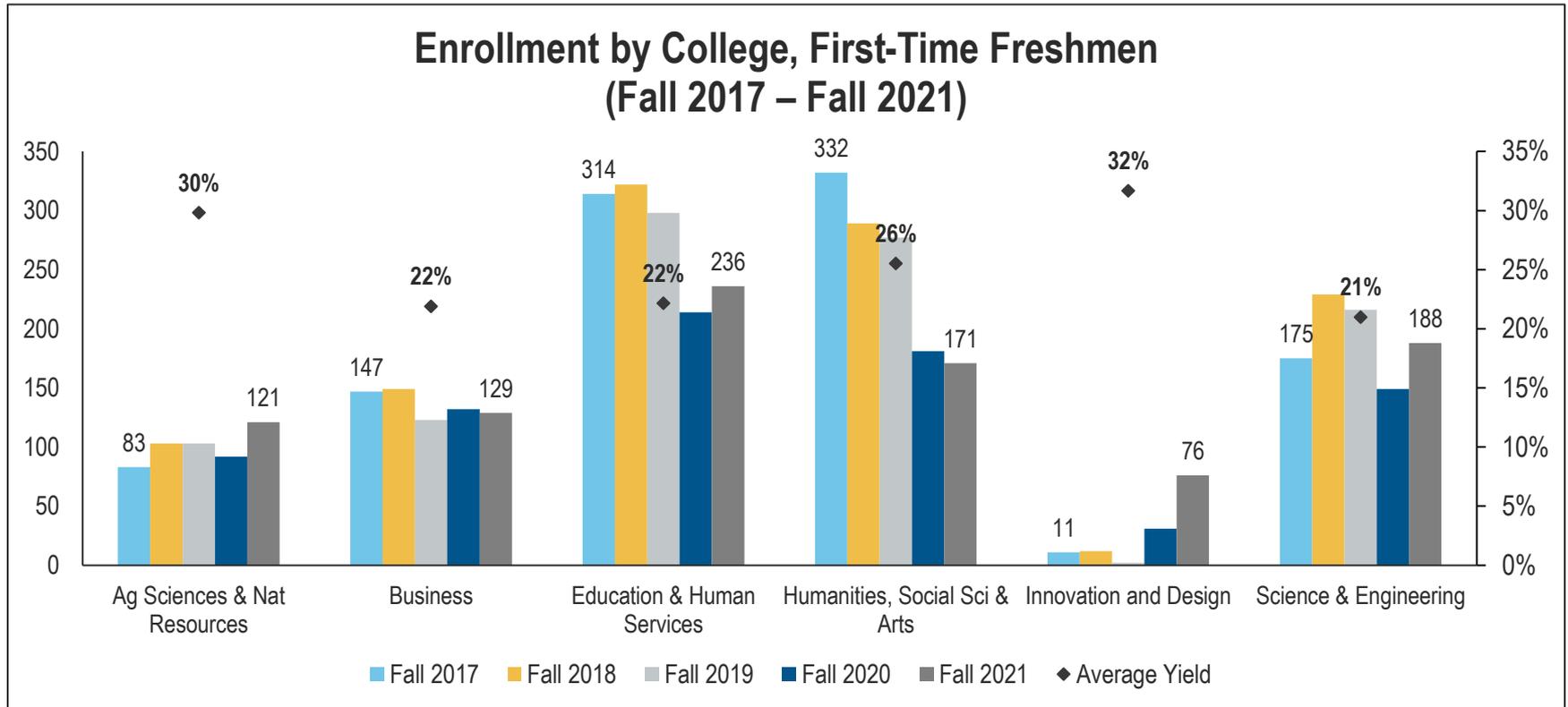


TAMUC is losing higher performing students from major feeder high schools. Increasing the academic quality at TAMUC could attract more higher performing students in the future.

1. Institutionally provided data

FIRST-TIME FRESHMEN ENROLLMENT BY COLLEGE

Since 2017, Education and Humanities, Social Sciences, & the Arts have experienced declines, while Ag. Sciences & Natural Resources and Science & Engineering have grown by 46% and 7%, respectively.

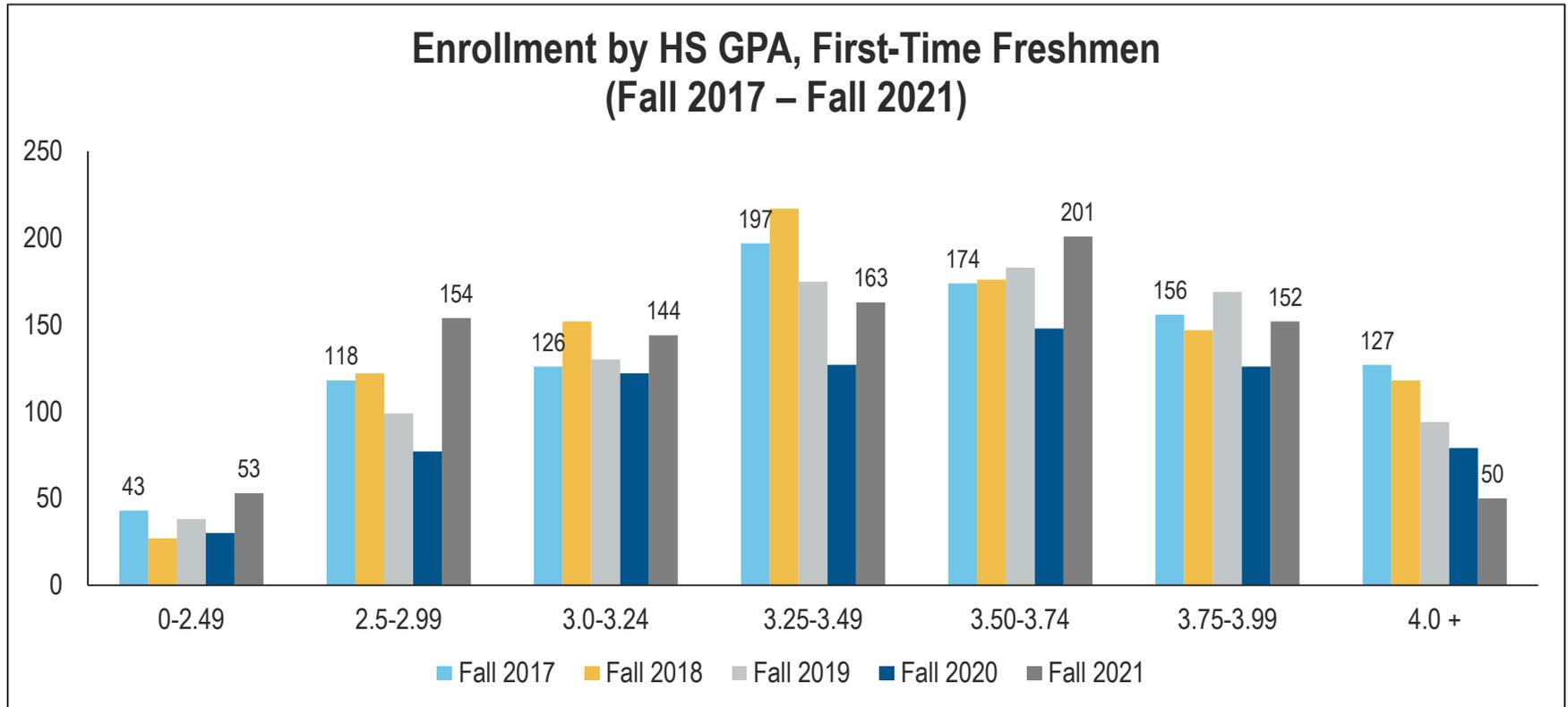


The College of Innovation’s competency-based, online, and self-paced degree options offer an accessible option for students who need a more flexible modality to obtain their degree.

1. Institutionally provided data

FIRST-TIME FRESHMEN ENROLLMENT BY HS GPA

Since Fall 2017, TAMUC has seen a decrease in enrollment of students within higher GPA bands except for the 3.50-3.74 GPA band. Enrollment of students with a 4.0 GPA or higher has dropped by nearly 61%.



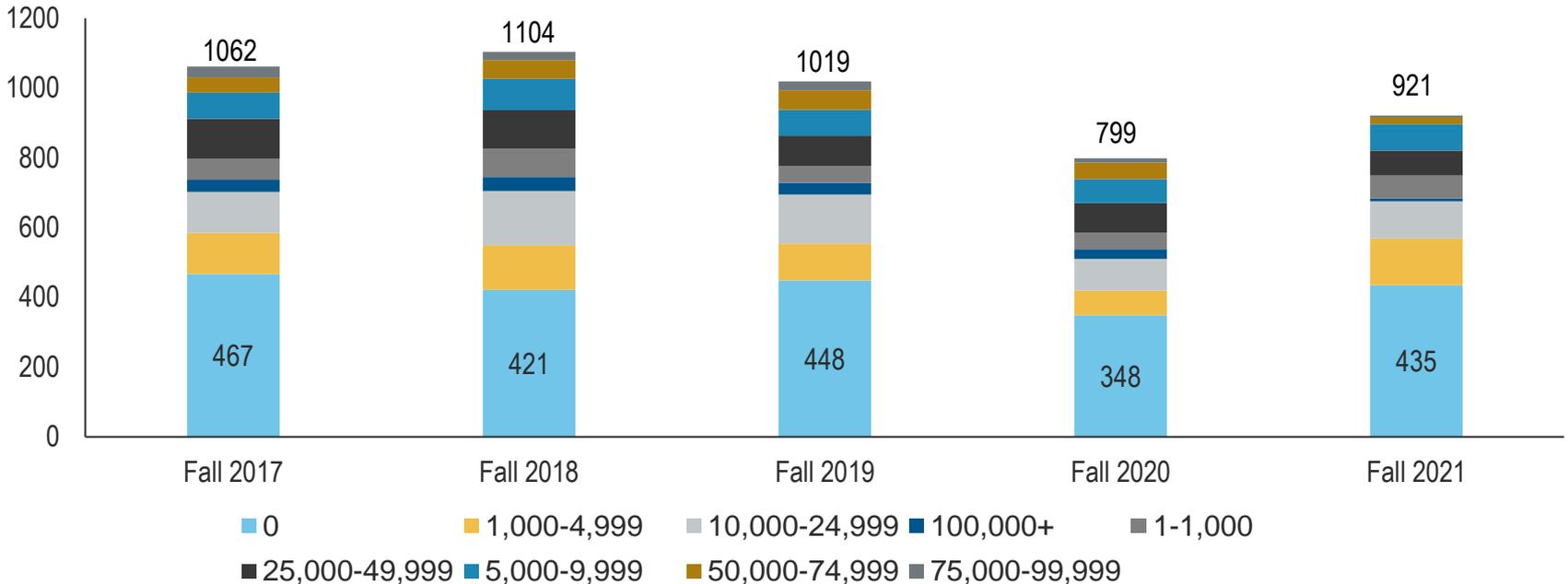
As enrollment of students with a lower GPA increases, student support services and advising will be an increasingly important safety net for retention.

Source: Institutionally provided data

FIRST-TIME FRESHMEN ENROLLMENT BY EFC BANDS

Since Fall 2017, TAMUC has seen an increase in enrollment of FTF students with an EFC of 0, accounting for, on average, 43% of the overall distribution.

Distribution of EFC Bands of Enrolled Students
Fall 2017 – Fall 2021

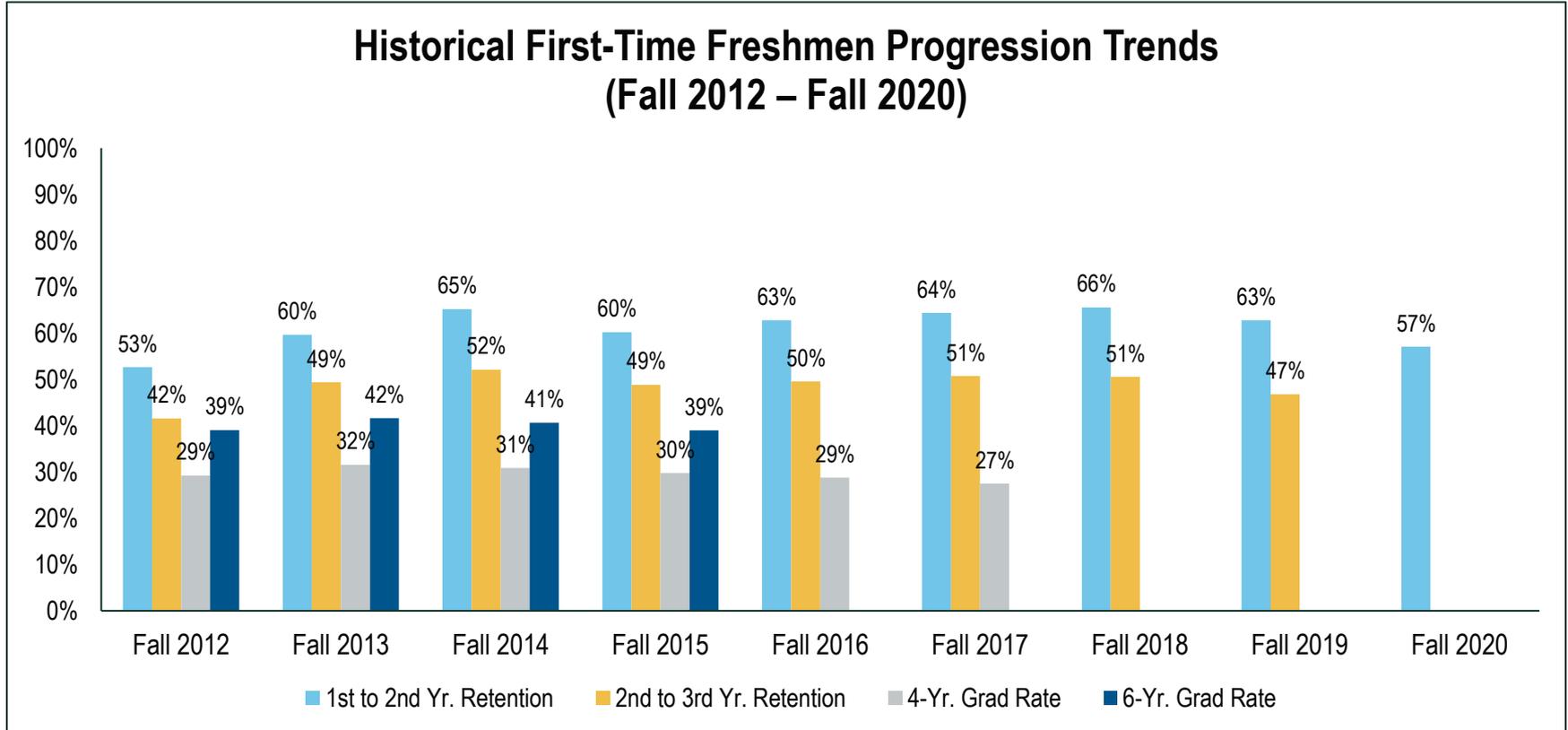


As enrollment of FTF students with a lower EFC increases, financial literacy and financial aid support will be an increasingly important safety net for retention.

Source: Institutionally provided data

FIRST-TIME FRESHMEN PROGRESSION OUTCOMES – OVERALL TRENDS

TAMUC has seen gains in first-year retention since Fall 2012 (+4 pts), but overall graduation rates (4- and 6-year) are slowly declining.

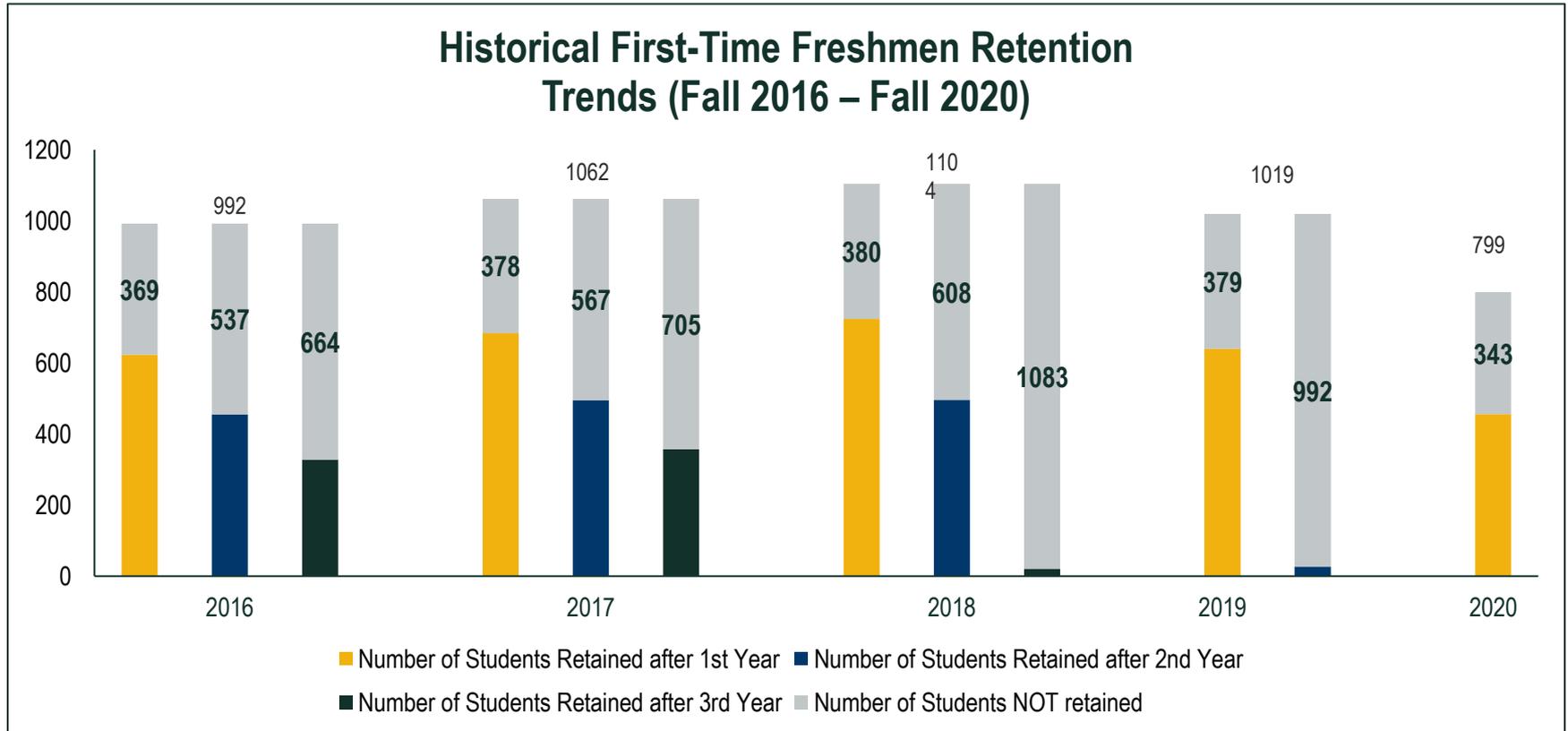


Although first-year retention rates have seen gains over time, nearly half of first-time freshman leave the institution by their third year.

Source: Institutionally provided data
 1. 3rd Year Retention calculated by using 7th term retainment

FIRST-TIME FRESHMEN RETENTION OUTCOMES – OVERALL TRENDS

As enrollment numbers were increasing over time before the pandemic, an average of 70% of students were leaving TAMUC by their third year.



While Texas will experience an increase of high school graduates to recruit, the historical retention issues pose a threat to the sustainability of a healthy enrollment.

Source: Institutionally provided data

FIRST-TIME FRESHMEN RETENTION AND GRADUATION OUTCOMES – SUCCESS METRICS

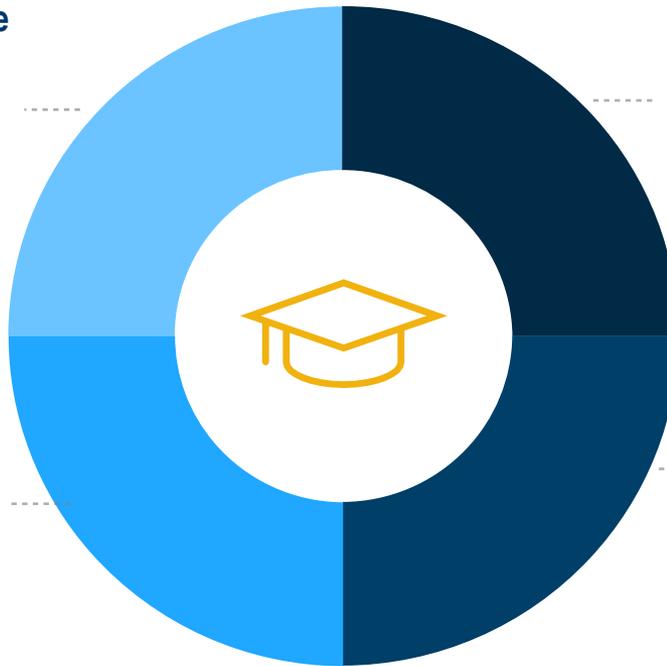
The visual below outlines the most relevant data highlights for TAMUC first-time freshmen who retain and go on to graduate in four years.

Post-Matriculation Performance

- Enrolled full-time with an approximate **course load** of 14 credits / term
- Avg. cumulative **1st year GPA** of 3.38
- Academic **college or program** have no significant correlation

Demographics

- More likely to be a **commuter**
- **White** students are graduating 8-12 ppts. higher than their minority student counterparts



Financial Factors

- Average **EFC** of \$34K, compared to overall average of \$19K
- Higher **institutional scholarship** (nearly \$4K more in aid offered at time of admission)
- Higher **loan accrual** by ~\$1K

Academic Indicators

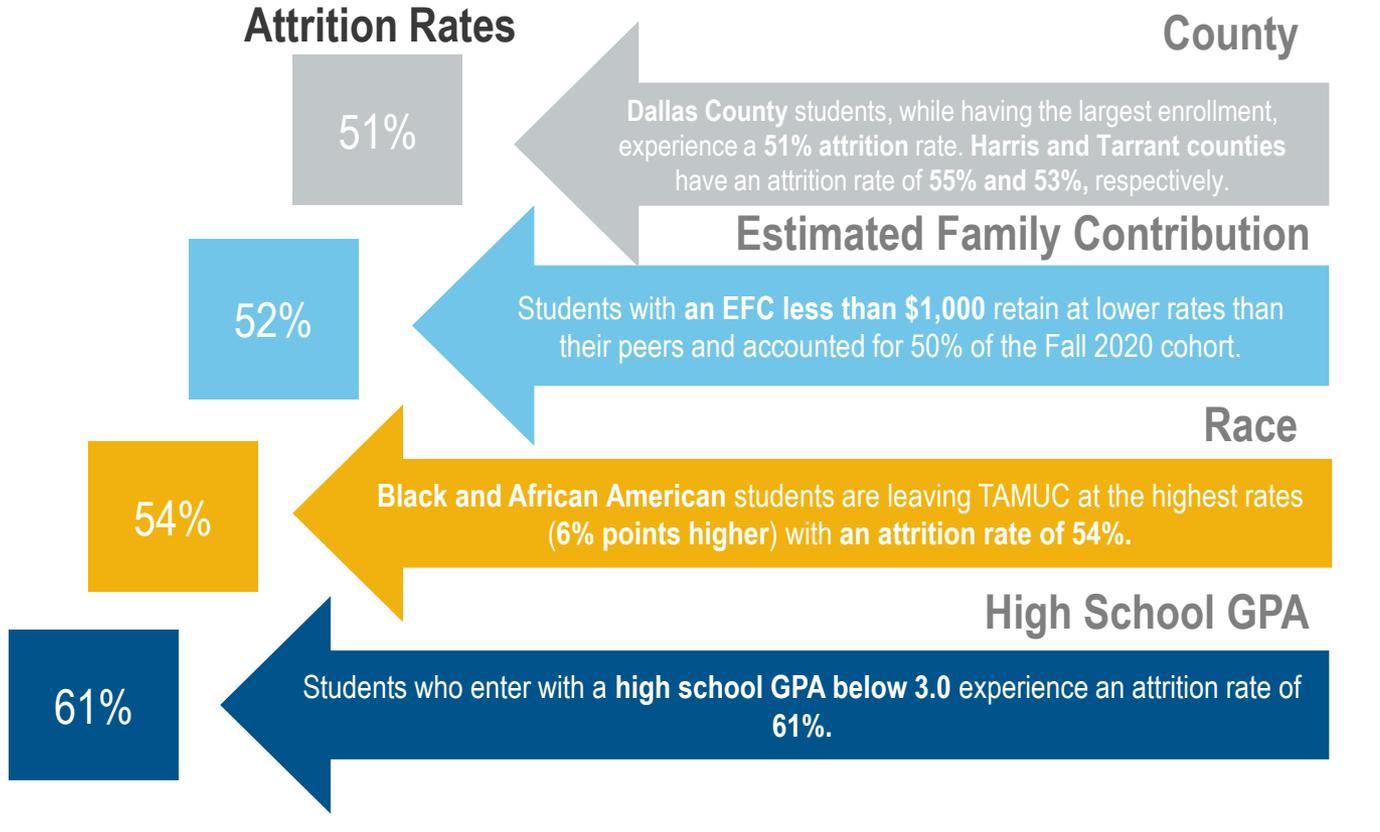
- Likely to have graduated from Sulphur Springs, Commerce, and Greenville **High Schools**, as well as to be home-schooled
- Avg. **HS GPA** of 3.65

Incoming students with higher academic preparation, socioeconomic status, and often from a high school within 20 miles of Commerce are most likely to retain and graduate “on-time.”

1. Does not include 673 students with non-standardized GPA submissions – accounting for 13.5% of incoming enrolled students.

FIRST-TIME FRESHMEN RETENTION AND GRADUATION OUTCOMES – AT-RISK

While attrition is generally a result of a combination of qualitative and quantitative factors, multivariate analyses indicate that students with certain characteristics are indicative of a higher attrition rate at TAMUC.



As lower performing and lower EFC students have the highest attrition rate, TAMUC needs to focus resources on financial aid and student support.

Source: Institutionally provided data

FIRST-TIME FRESHMEN RETENTION AND GRADUATION OUTCOMES – BY MAJOR

The top retaining and graduating programs include Music and English in the College of Humanities, Social Sciences, and Arts.

Top 12 Majors by Incoming Enrollment Volume	College	Fall 2021 Enrolled	Enrollment % Change	1 st to 2 nd Yr. Retention ¹	2 nd to 3 rd Yr. Retention ²	4-Yr. Grad Rate ³	6 Yr. Grad Rate ⁴
Undecided - Pre-Nursing ⁵	Education and Human Services	93	0%	63%	45%	26%	30%
Animal Science	Agricultural Sciences & Natural Resources	69	40%	64%	50%	35%	40%
Undeclared	--	65	-48%	60%	49%	29%	37%
Business Administration	Business	60	-23%	50%	38%	27%	30%
Kinesiology & Sports Studies	Education and Human Services	56	-12%	59%	48%	22%	32%
Biological Science	Science and Engineering	54	-10%	66%	55%	32%	41%
Criminal Justice	Humanities, Social Sciences, and Arts	48	-5%	62%	40%	32%	29%
Psychology	Education and Human Services	41	-48%	62%	49%	36%	41%
Computer Science	Science and Engineering	39	-20%	62%	51%	26%	33%
Music	Humanities, Social Sciences, and Arts	31	-14% ⁶	82%	73%	51%	59%
Electrical Engineering	Science and Engineering	26	-33% ⁷	64%	48%	-	-
English	Humanities, Social Sciences, and Arts	21	-35%	75%	55%	42%	49%
Wildlife and Conservation Science	Science and Engineering	17	17%	60%	51%	37%	40%
Marketing	Business	16	-6%	58%	39%	24%	29%
Construction Engineering	Science and Engineering	15	-50%	57%	41%	21%	32%
Overall Average		43	-18%	63%	49%	31%	37%

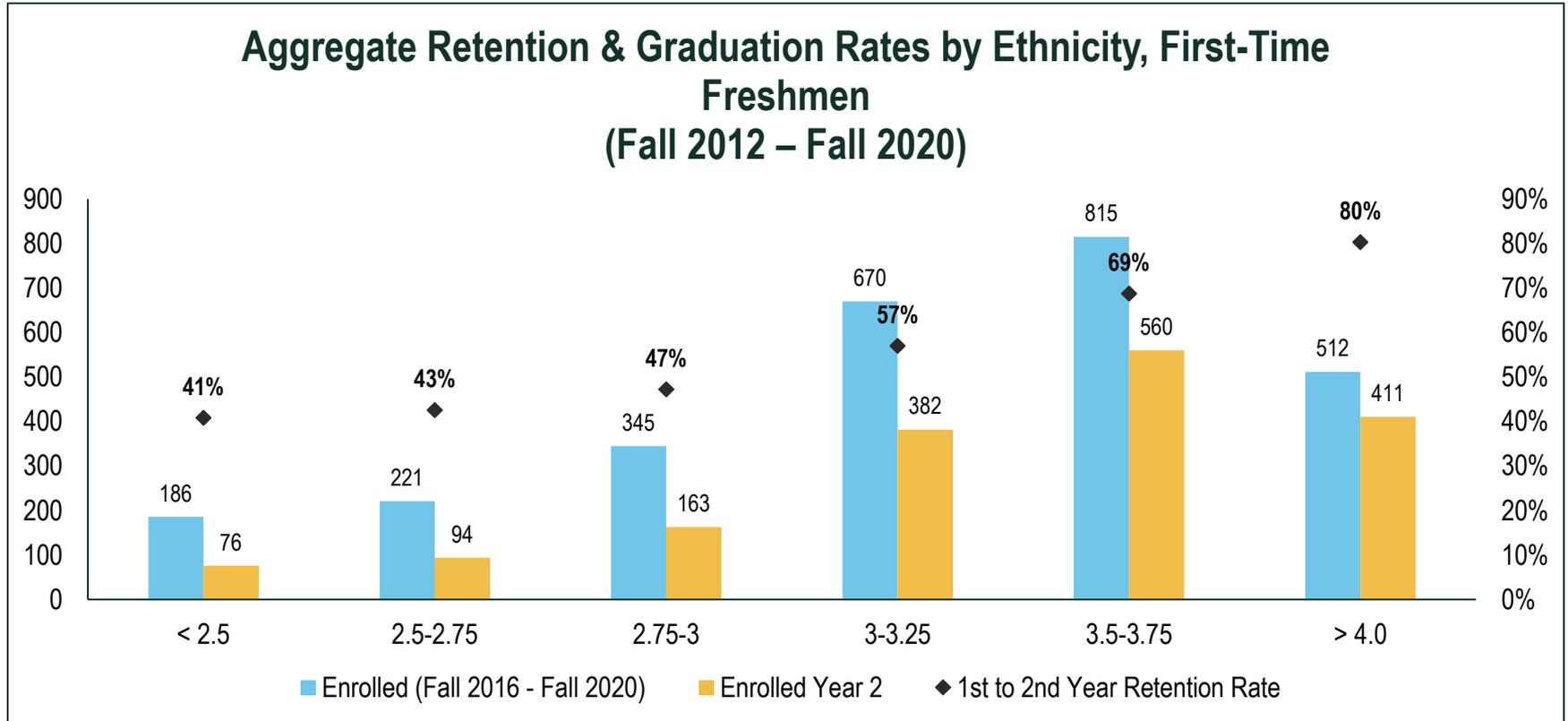


1. 1st to 2nd Yr. Retention = Fall 2016-Fall 2020 Average
 2. 2nd to 3rd Yr. Retention = Fall 2016-Fall 2019 Average
 3. 4-Yr. Grad Rate = Fall 2012-Fall 2017 Average
 4. 6-Yr. Grad Rate = Fall 2012-Fall 2015 Average

5. Also includes "Nursing" coding type from Fall 2013.
 6. Electrical Engineering averages from Fall 2018-Fall 2020
 7. Music enrollment from Fall 2017-Fall 2020 Average

FIRST-TIME FRESHMEN RETENTION AND GRADUATION OUTCOMES – HS GPA

As TAMUC’s applicant pool of students with a HS PGA > 3.0 has increased, further focus on yielding these students can help to increase the overall student retention rate.

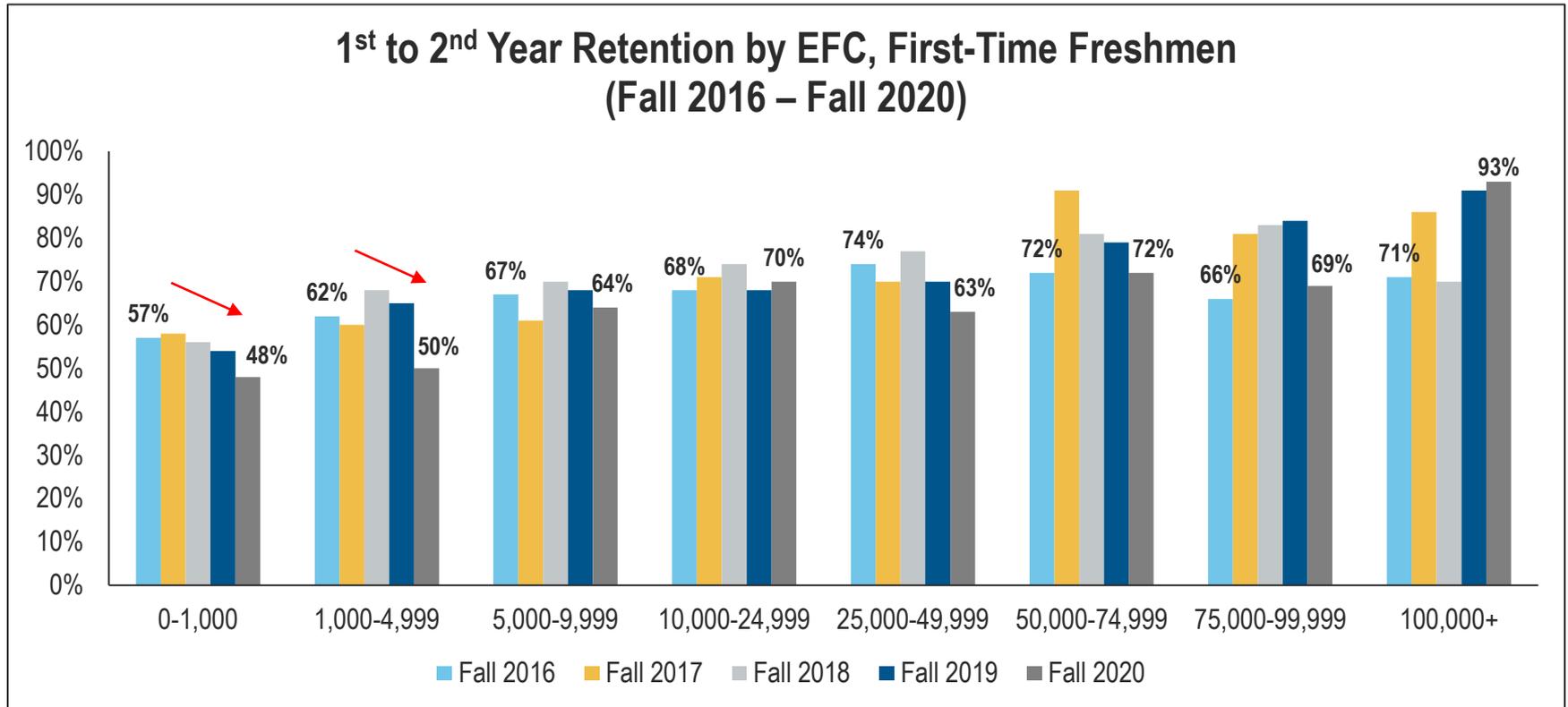


While Texas will experience an increase of high school graduates to recruit, the historical retention issues pose a threat to the sustainability of a healthy enrollment.

1. Does not include 673 students with non-standardized GPA submissions – accounting for 13.5% of incoming enrolled students.

FIRST-TIME FRESHMEN RETENTION AND GRADUATION OUTCOMES – EFC

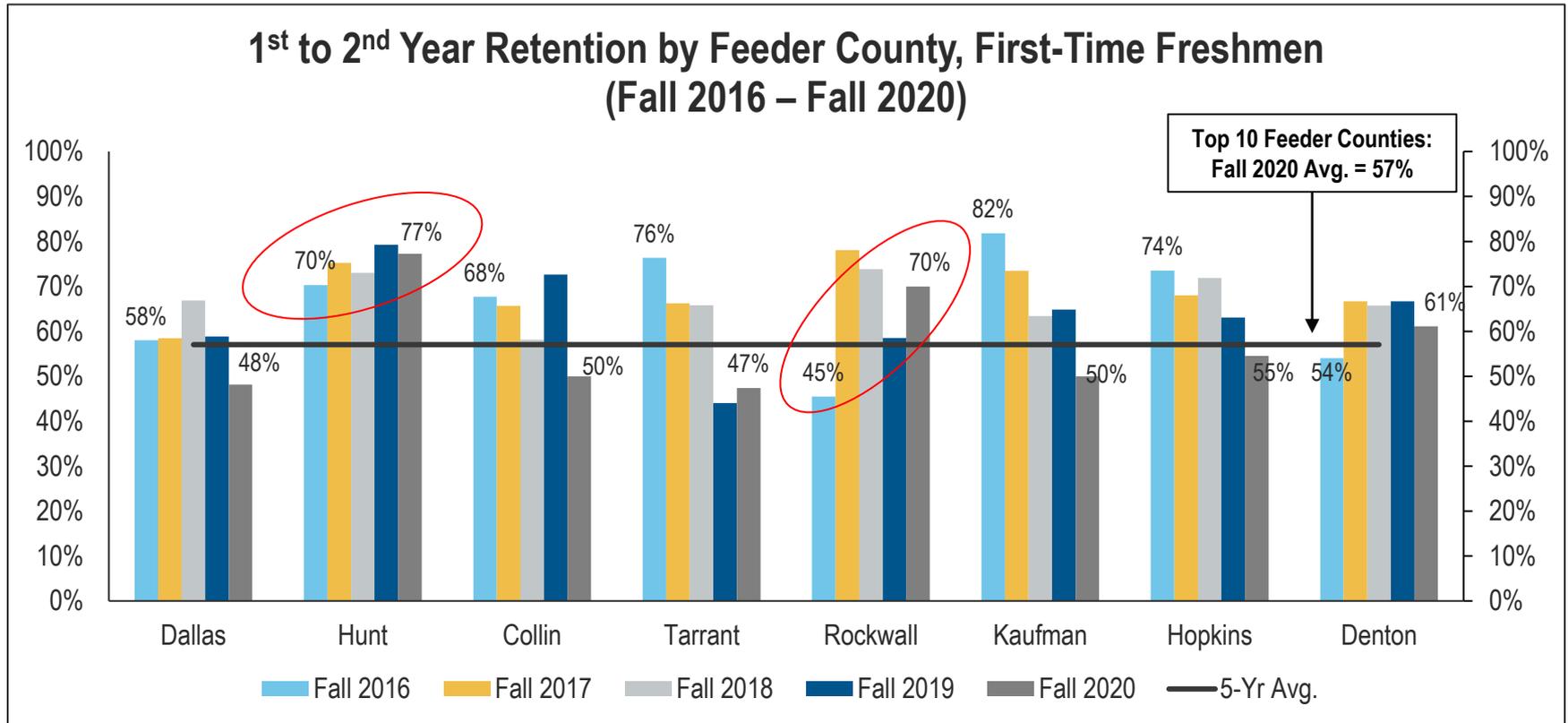
As a student’s financial contribution increases, first-year retention rates follow suite. Students with an EFC of greater or equal to \$5,000 are retaining at above average rates.



In addition, students with lower-than-average EFC are experiencing YOY declines – those with an EFC of \$0 - \$1K and \$1K - \$5K have declined by 9 and 12 percentage points, respectively.

FIRST-TIME FRESHMEN RETENTION AND GRADUATION OUTCOMES – FEEDER COUNTIES

The top ten feeder counties by incoming enrollment are shown below in descending order, beginning with Dallas. Hunt County’s first year retention is the highest and has increased by 7 percentage points.

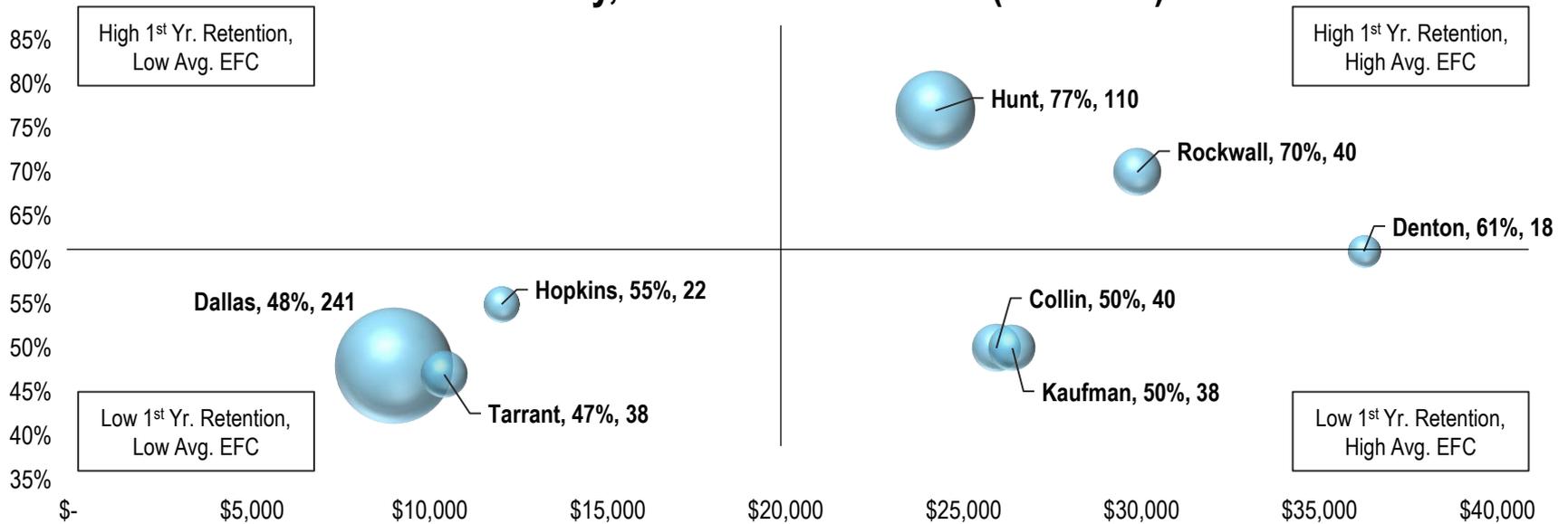


FIRST-TIME FRESHMEN RETENTION AND GRADUATION OUTCOMES – FEEDER COUNTIES

When analyzing the top ten feeder counties for incoming FTF enrollment at TAMUC, Hunt county's retention rate is the highest (20 percentage points above average) and has increased by 7 percentage points since Fall 2016.

Bubble Key:
County, 1st Yr. Retention Rate, Fall 2020 Enrollment

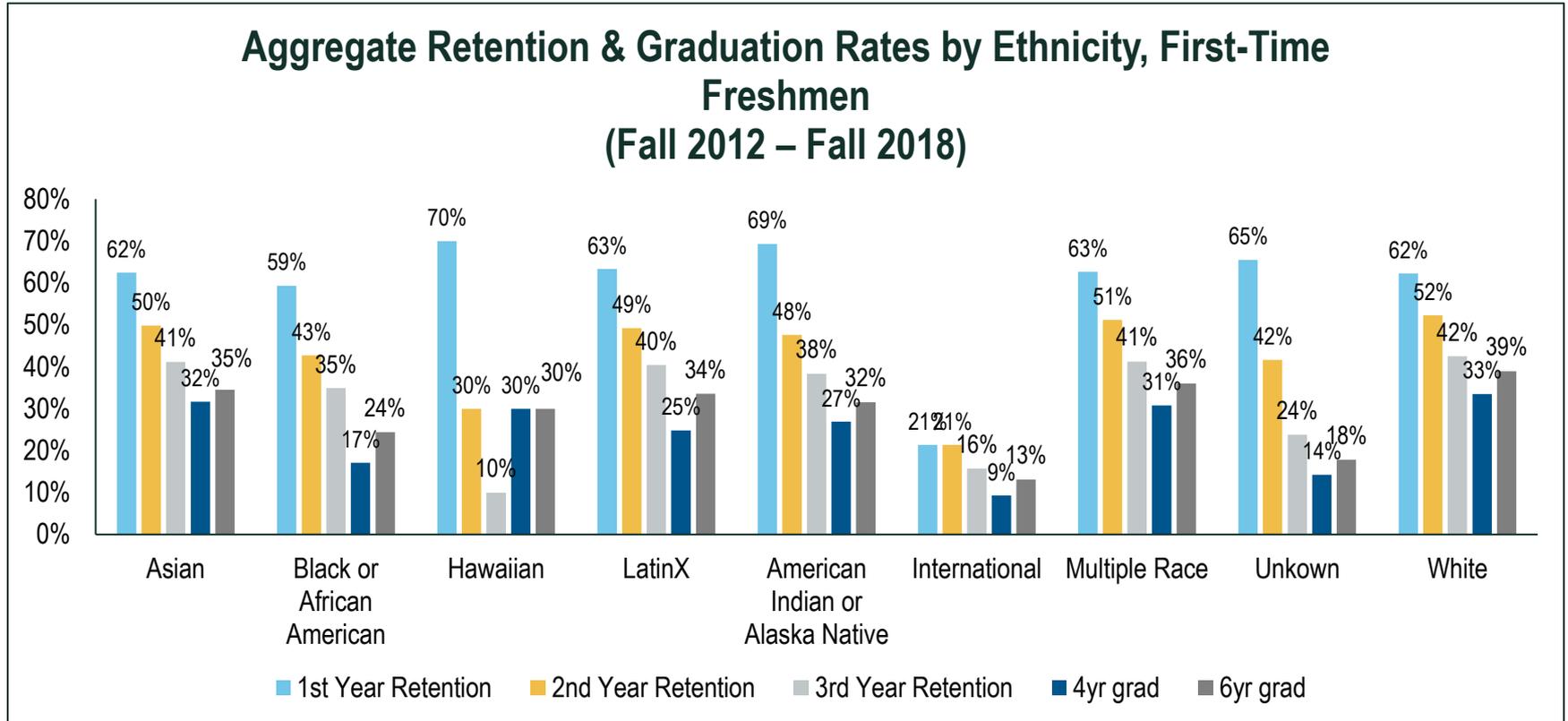
1st to 2nd Year Retention, Avg. EFC, & Incoming Enrollment Size by Feeder County, First Time Freshmen (Fall 2020)



While Dallas County continues to be the largest enrollment pipeline for TAMUC, average EFC has declined 48% since Fall 2016 – representing one of the lowest averages of top feeder counties in Fall 2021.

FIRST-TIME FRESHMEN RETENTION AND GRADUATION OUTCOMES – ETHNICITY

As enrollment numbers were increasing over time before the pandemic, an average of 70% of students were leaving TAMUC by their third year.

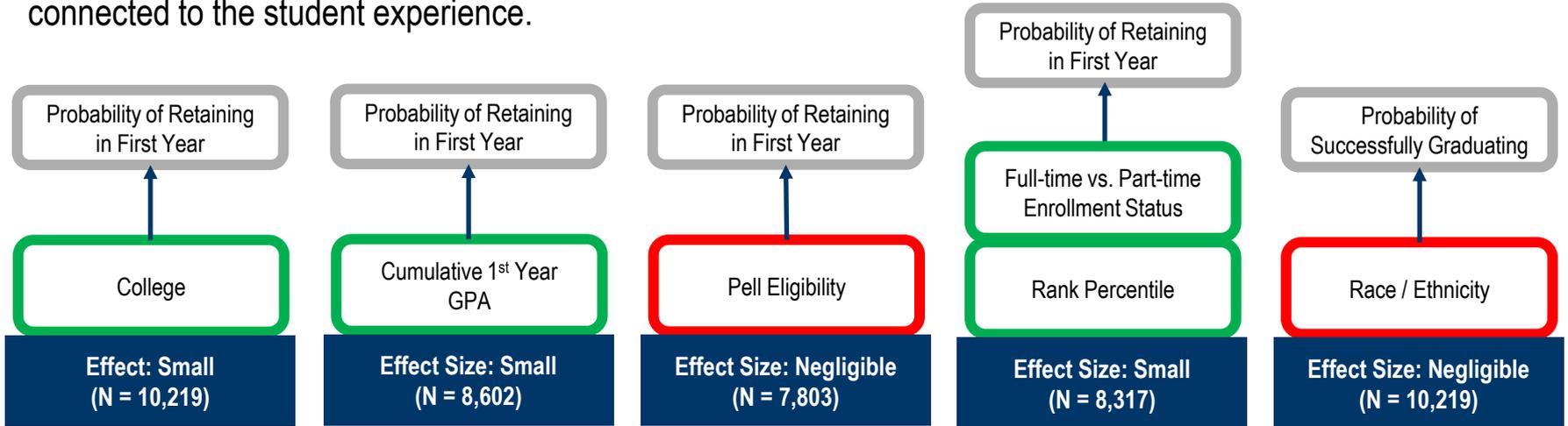


While Texas will experience an increase of high school graduates to recruit, the historical retention issues pose a threat to the sustainability of a healthy enrollment.

Source: Institutionally provided data

FIRST-TIME FRESHMEN RETENTION AND GRADUATION – DIRECTIONAL PROBABILITIES

Identifying significant variables with large effects on student retention could not be found, mainly due to the high attrition rate. This also means the most influential retention variables are likely post-enrollment and connected to the student experience.



Indicates positive/direct relationship with outcome probability

Indicates negative/inverse relationship with outcome probability

“Effect” Defined:
Negligible: A very small piece of the overall picture, no real-world effect.
Small: The effect is likely not seen via casual observation
Moderate: The effect may be seen via casual observation by those familiar with the situation and/or group(s) observed
Large: The effect likely is obvious to most observers without the need for data

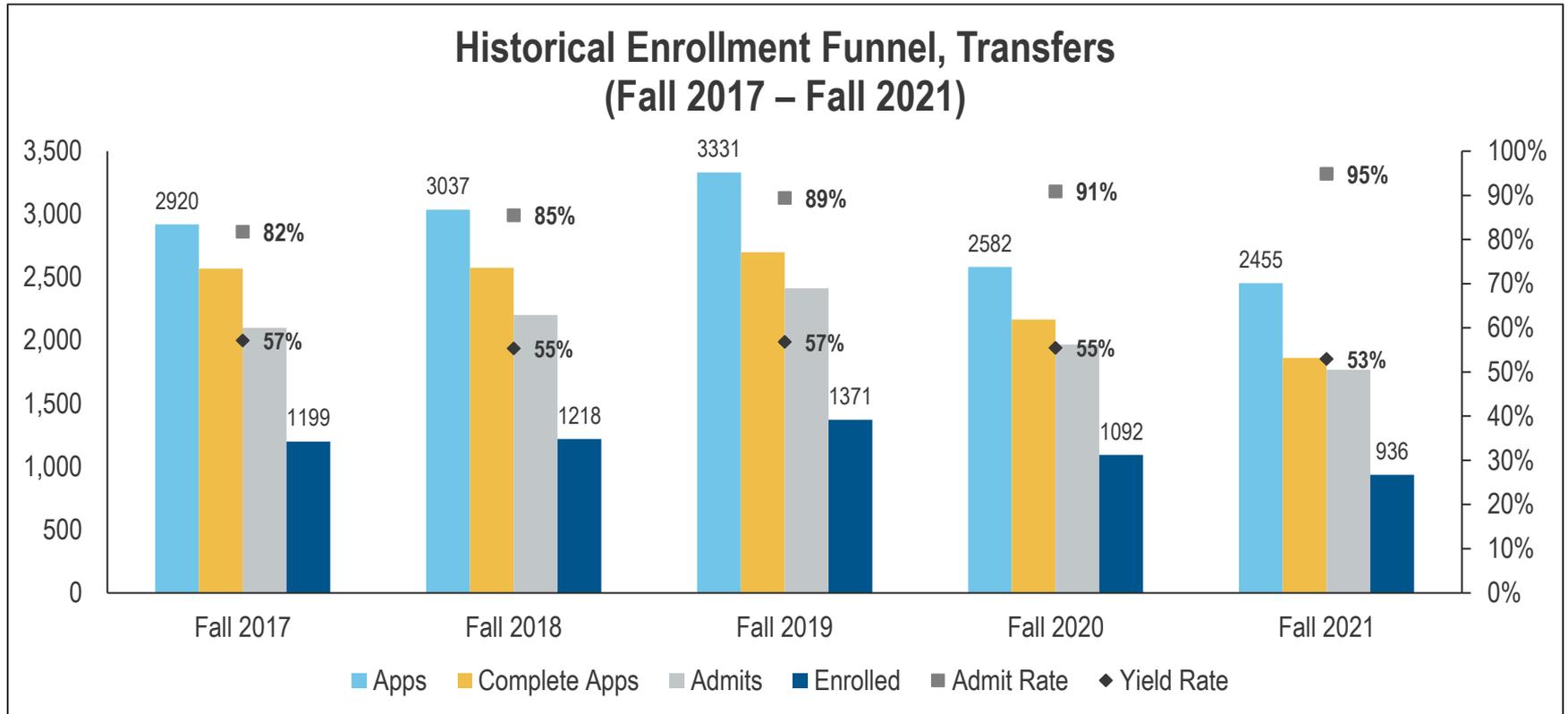
These findings highlight the need for TAMUC to build an infrastructure that supports student success – including identifying high-impact practices to improve the overall student experience.

1. Does not include 673 students with non-standardized GPA submissions – accounting for 13.5% of incoming enrolled students.

TRANSFERS

ENROLLMENT FUNNEL

Aligning with national trends, TAMUC experienced a decline in transfer application and enrollment after the 2019 spike as a result of the pandemic.



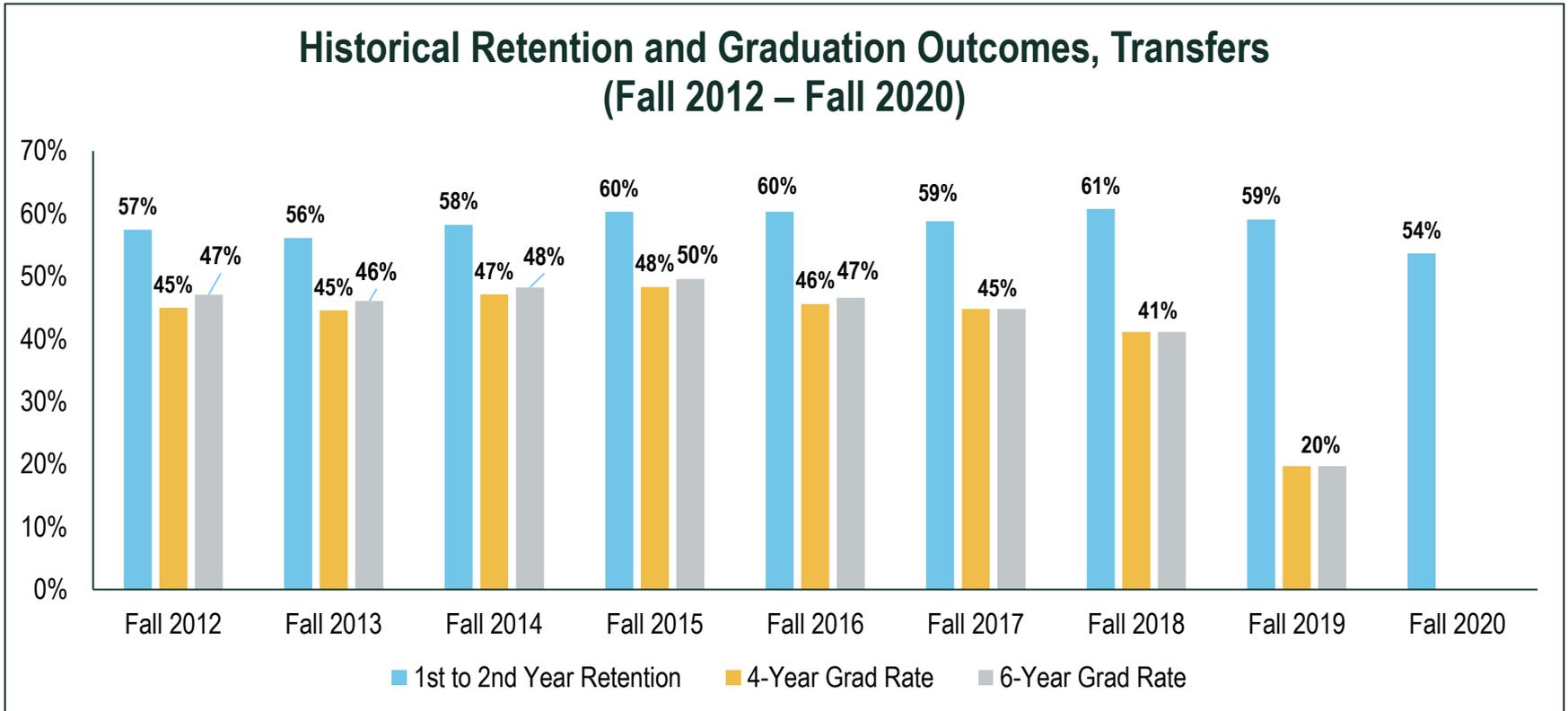
As transfer students seek affordable options that are closer to home^{1,2}, TAMUC's affordability and regional identity could be attractive value propositions for recruiting transfer students.

1. Source: WICHE *Knocking at the College Door*, 10th Edition

2. Source: Transfer Student Focus Group, conducted on December 7, 2021

TRANSFER RETENTION AND GRADUATION OUTCOMES

While transfer outcomes are similar when compared to first-time freshmen, TAMUC is only graduating nearly 50% of incoming students.



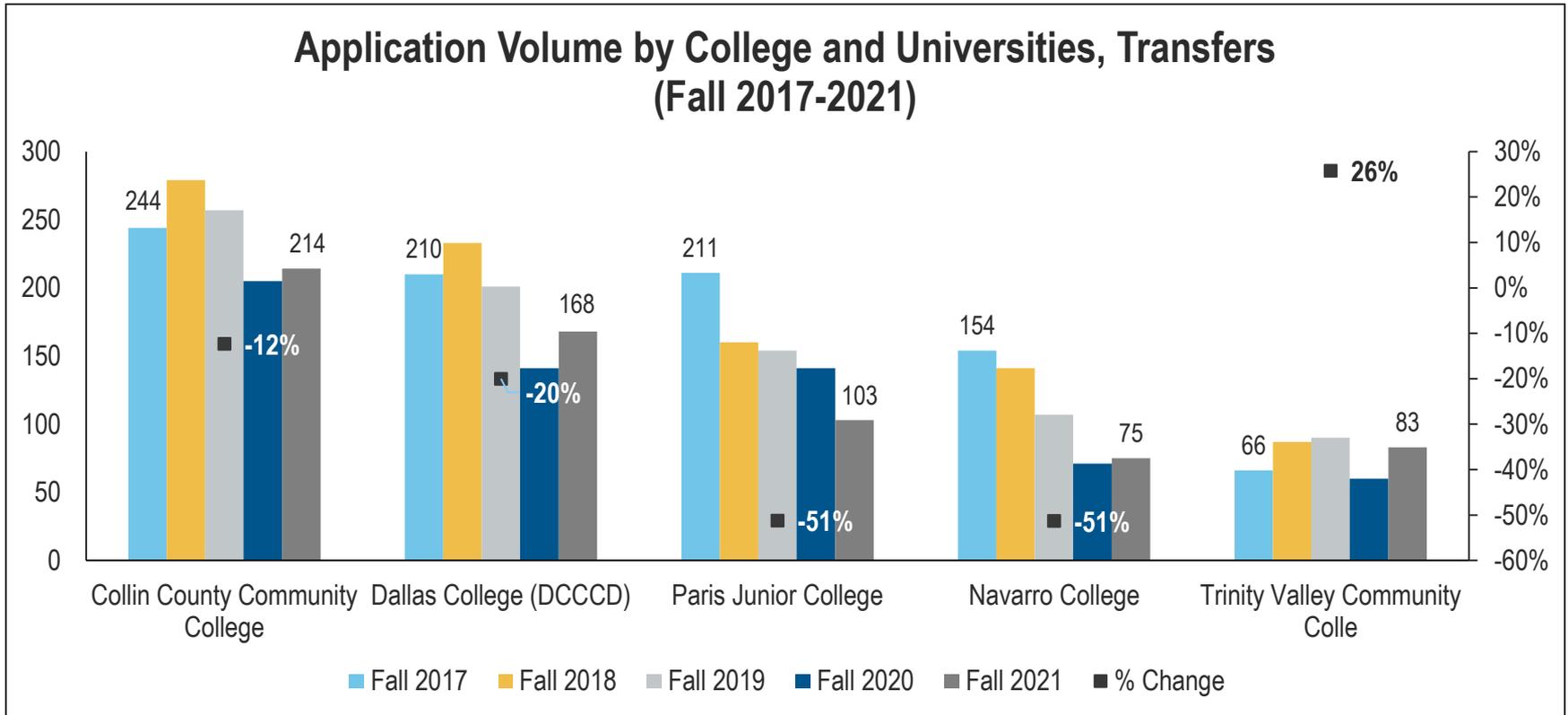
As we continue to see declining community college enrollment, TAMUC's transfer pipeline will become more uncertain – heightening the need to focus on progression outcomes.

1. Average calculated using data from 2012-2018
 2. For purposes of this analysis, 52 international students and 29 Unknown students were omitted.

TRANSFERS

APPLICATION VOLUME- COLLEGES AND UNIVERSITIES

Five colleges account for over 25% of TAMUC’s transfer applicant pool. Since 2017, there has been an average 22% decline in overall application volume from these 5 colleges.



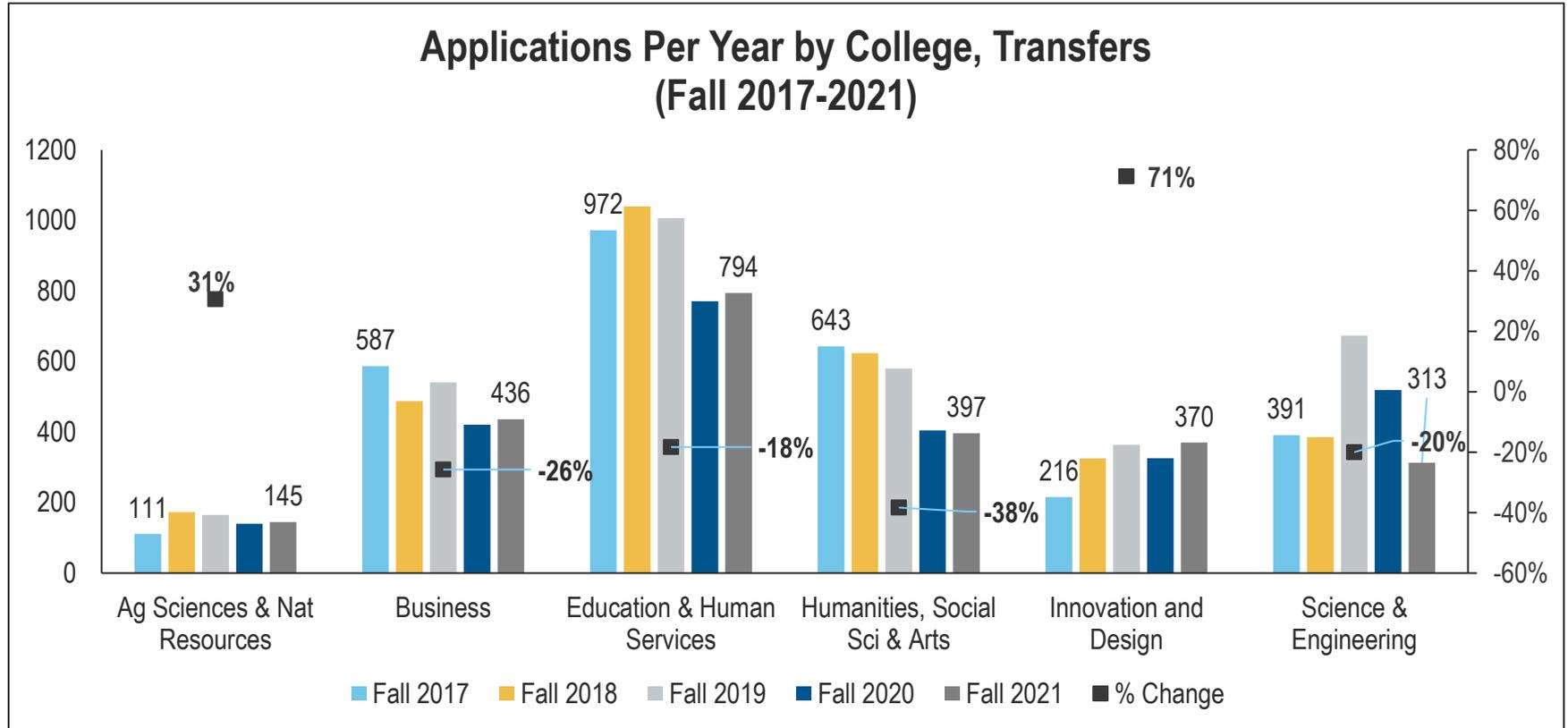
It is important to simultaneously diversify the applicant pool with students from other Colleges while also strengthening the relationships with these Colleges – including enhancing articulation agreements to ease course transitions and increase recruitment efforts in key markets.

Source: Institutionally provided data

TRANSFERS

APPLICATION VOLUME BY COLLEGE- DECREASE

Since 2017, the College of Business and the College of Humanities, Social Sciences & Arts have seen the largest decrease in applications while the College of Innovation and Design increased by 71%.



The flexible modality of innovation and design majors is a value proposition to transfer students. As the College of Business transitions to Dallas, the flexibility of business majors will be an important consideration of prospective Dallas county students.

Source: Institutionally provided data

TRANSFERS

LOST ADMITS- TRANSFER

Though TAMUC’s average transfer yield rate from Fall 2017-Fall 2021 is 55%, the institution is still losing many admits to other institutions. Below are characteristics of students who choose not to enroll at TAMUC.

Applicant Race/Ethnicity



Transfer Institution



Application Entry Major



Applicant GPA Band



International
Asian
Black

Dallas College
Collin County Community College
Paris Junior College
Northlake College
Navarro College

Pre-Nursing
Business Administration
Computer Science
Organizational Leadership
Interdisciplinary Studies

3.25 – 3.49
3.5 – 3.74
3.75 – 3.99

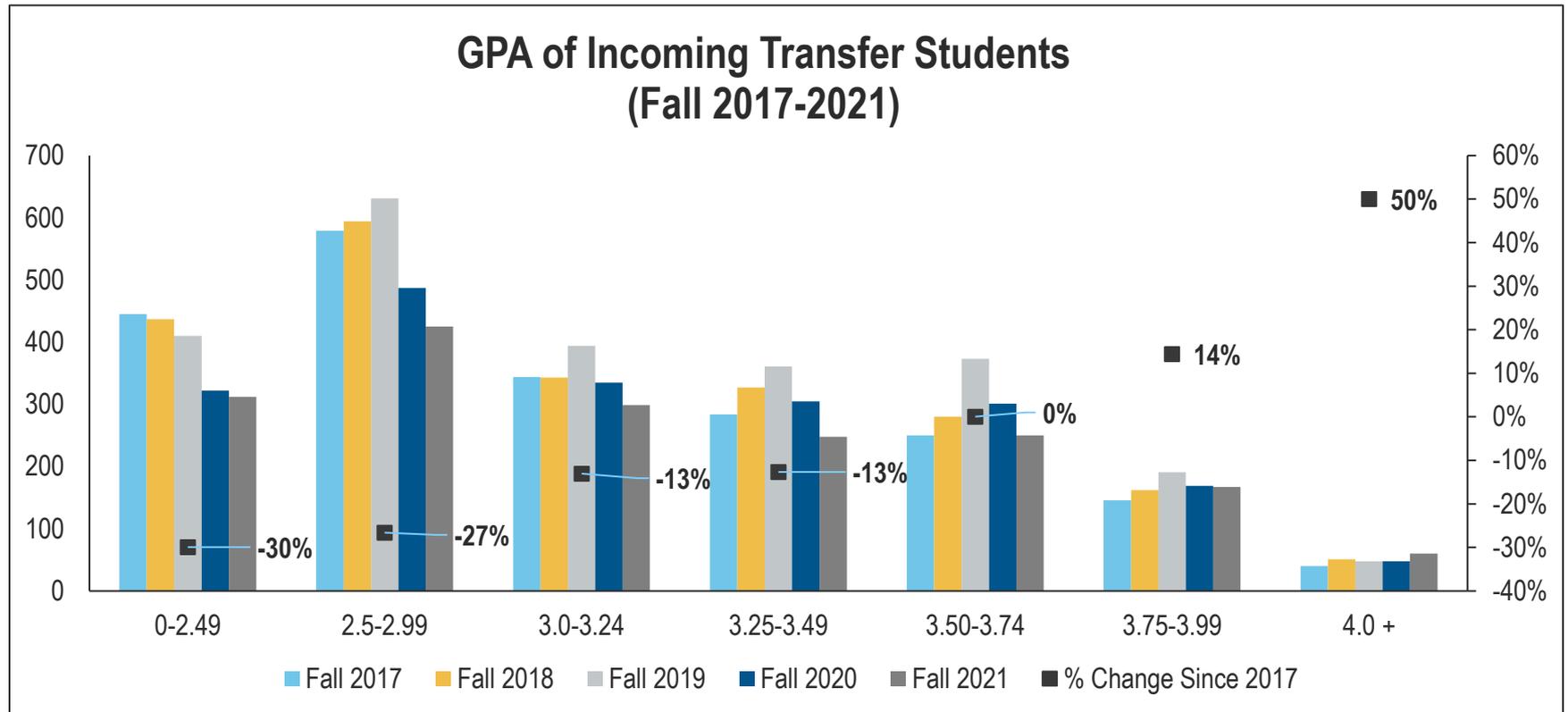
As transfer enrollment decreases on a national scale, TAMUC’s yield strategy will need to focus on cultivating stronger relationships with feeder community colleges.

1. Institutionally provided data

TRANSFERS

ACADEMIC QUALITY OF INCOMING TRANSFER STUDENTS

The academic quality of transfer students is increasing. Since 2017, admitted students with an incoming GPA of 2.50-2.99 have decreased by 27%, while admitted students with a GPA of 3.75- 3.99 have increased by 14%.



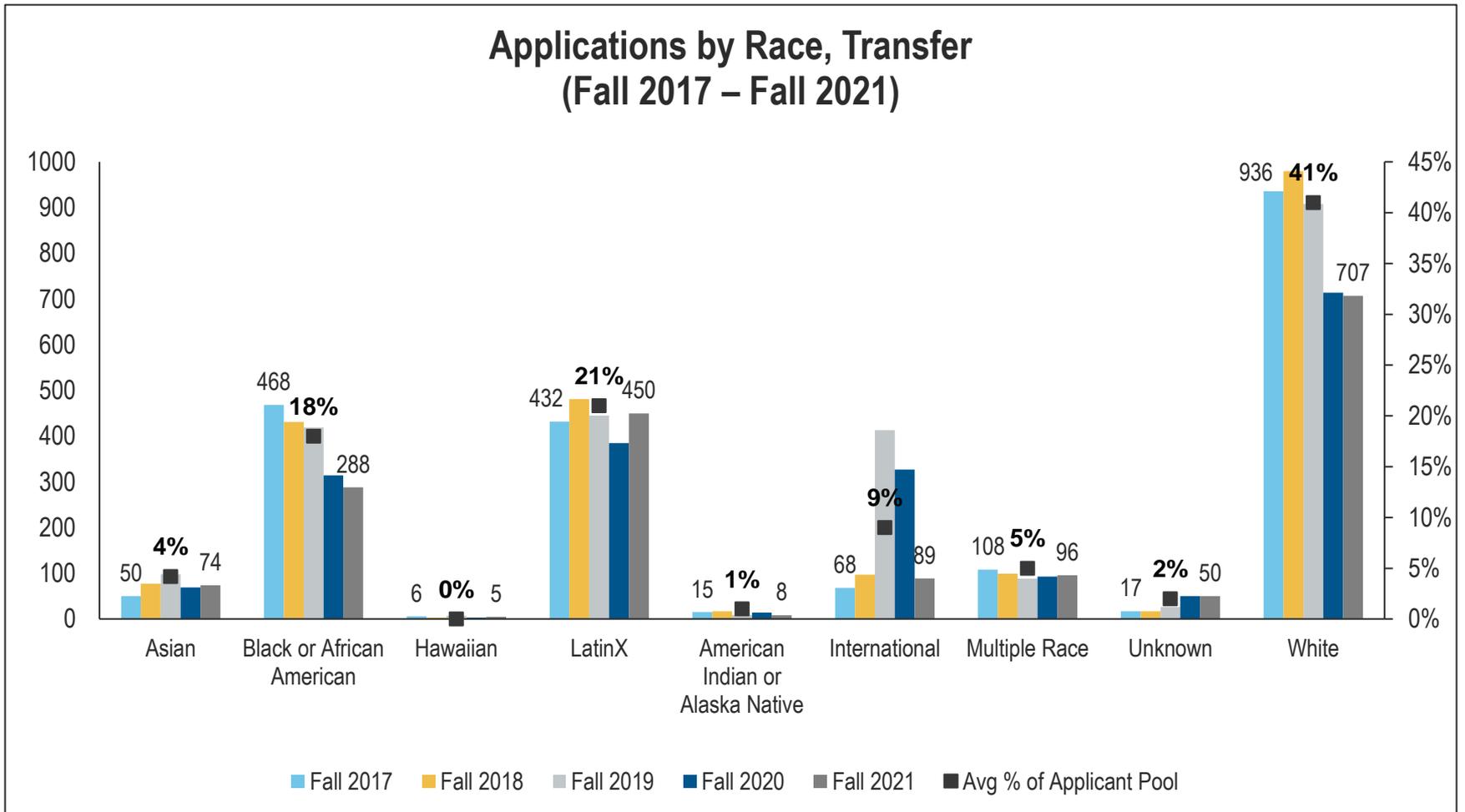
The upward trend in academic quality provides an opportunity to highlight the academic strength of the transfer applicant pool. Continue to target strong academic students with special engagement opportunities on campus or in their community, personalized communication, etc.

Source: Institutionally provided data

TRANSFERS

APPLICATIONS BY RACE

Since 2017, over 60% of transfer student applications are from students of color.

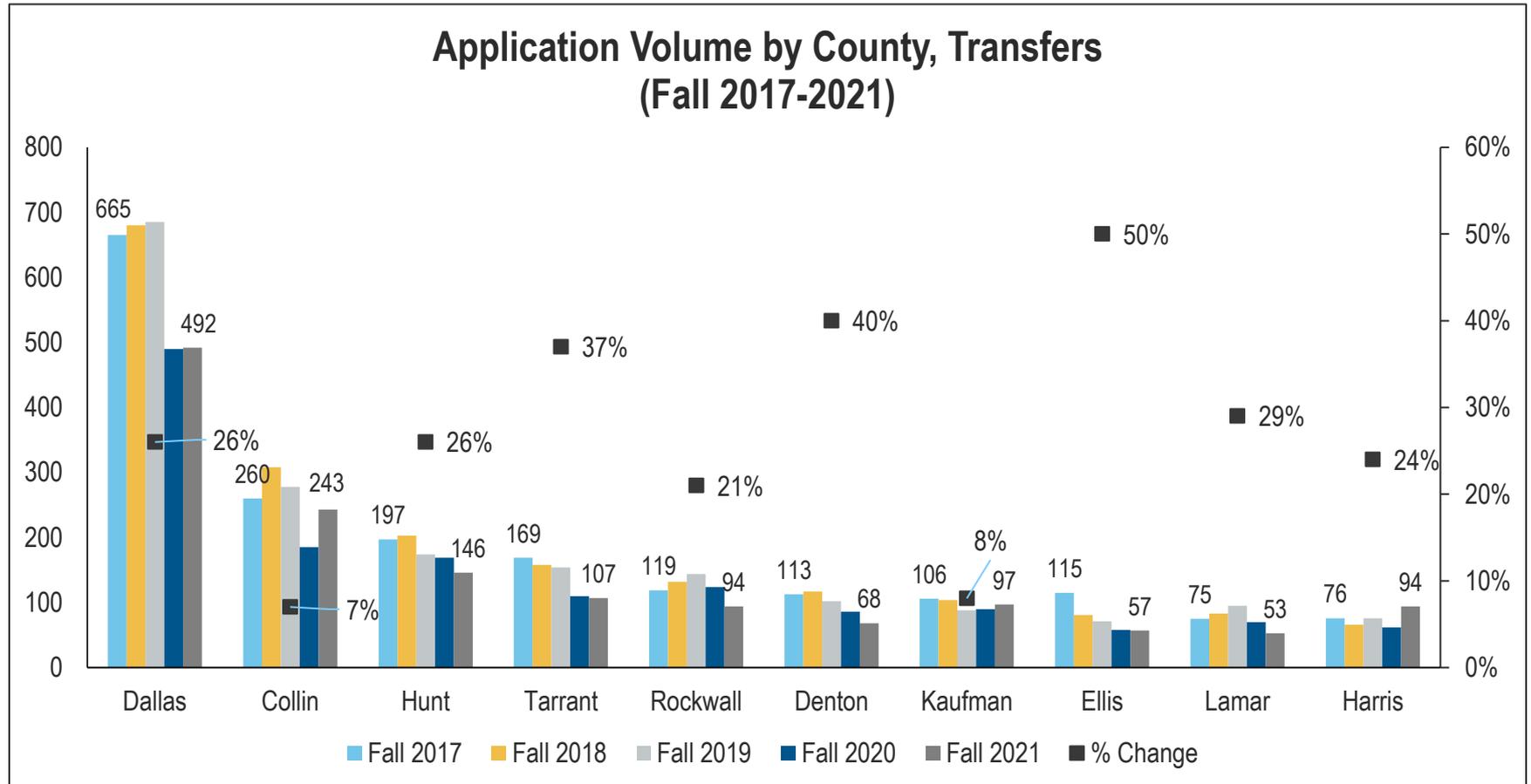


Source: Institutionally provided data

TRANSFERS

APPLICATION LOCATION- COUNTY

From 2017-2021, Dallas, Collin, Hunt and Tarrant counties were the largest feeder counties for TAMUC transfer students and make up 41% of TAMUC’s transfer applicant pool. Since 2017, TAMUC has also seen a decline in applications from these counties.

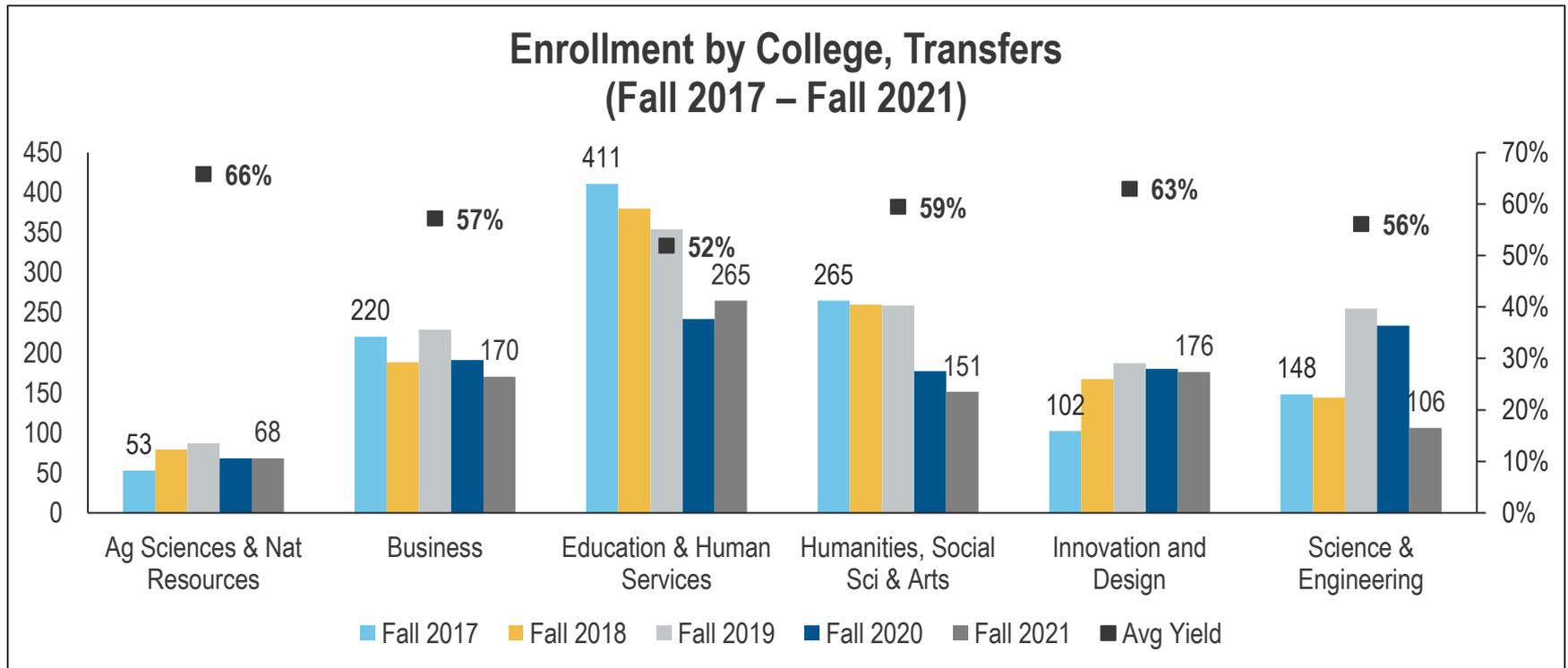


Source: Institutionally provided data

TRANSFERS

ENROLLMENT BY COLLEGE

While most program enrollment experienced significant drops during the pandemic, the College of Innovation and Design experienced a drastic growth, nearly 74%, in enrollment while the College of Science and Engineering and the College of Education & Human Services contracted by 45% and 42%, respectively.



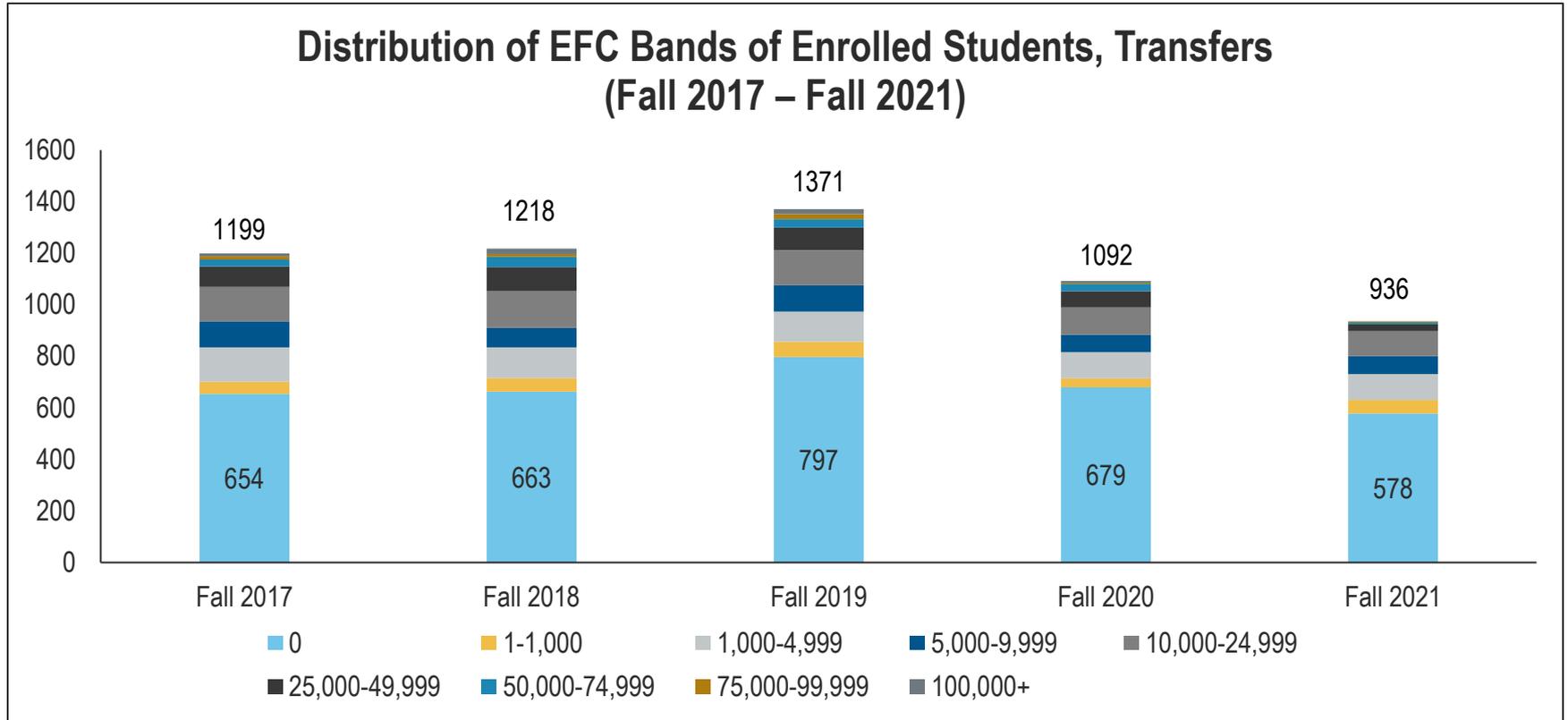
The College of Innovation’s competency-based, online, and self-paced degree options offer an accessible option for students who need a more flexible modality to obtain their degree.

Source: Institutionally provided data

TRANSFERS

ENROLLMENT BY EFC BANDS

Since Fall 2017, TAMUC has seen an increase in enrollment of transfer students with an EFC of 0, accounting for, on average, 58% of the overall distribution.



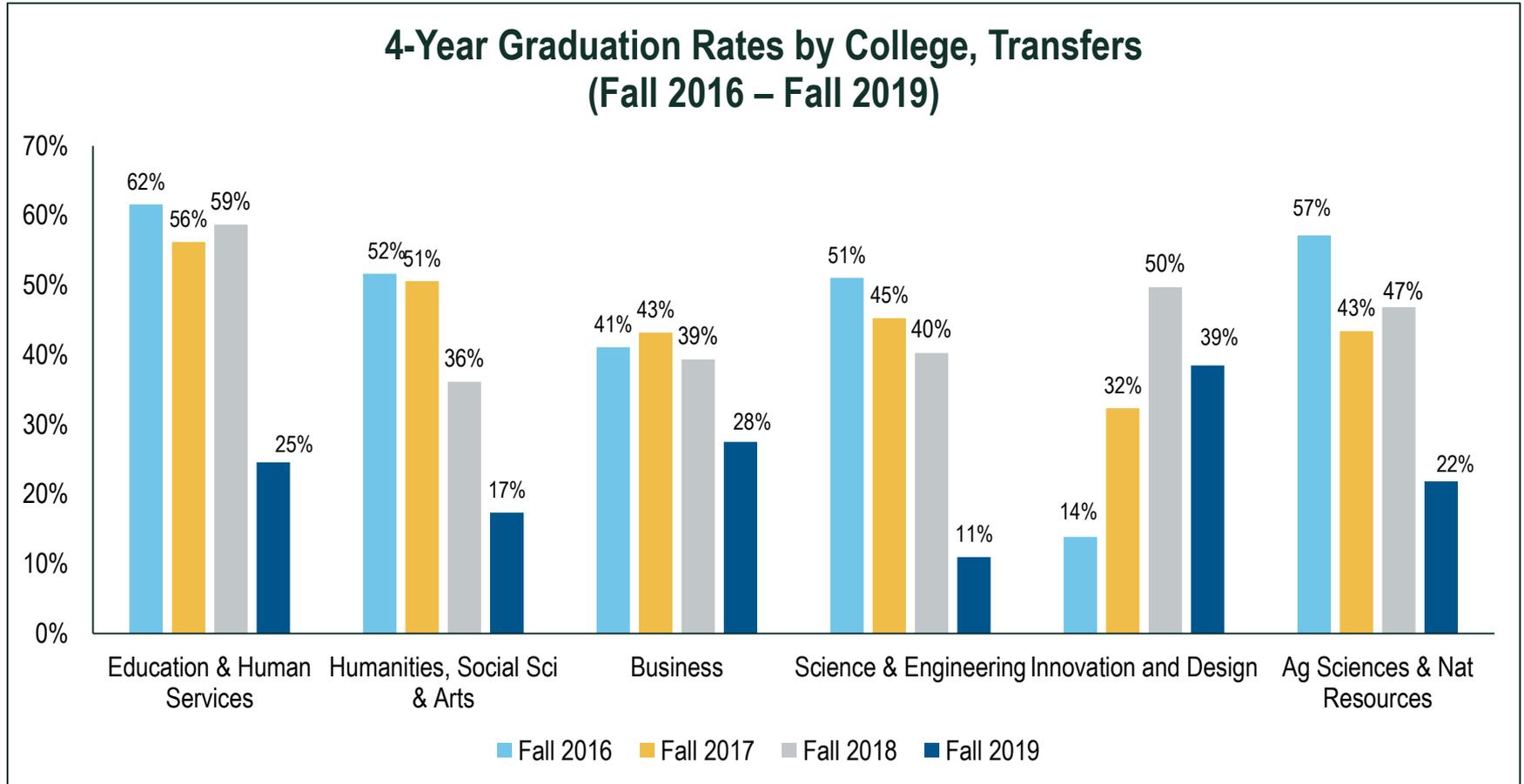
As enrollment of transfer students with a lower EFC increases, financial literacy and financial aid support will be an increasingly important safety net for retention.

Source: Institutionally provided data

TRANSFERS

RETENTION AND GRADUATION OUTCOMES – BY COLLEGE

Transfer students in the College of Education & Human Services are graduating at significantly higher rates, while Business student outcomes are over 20 percentage points lower.



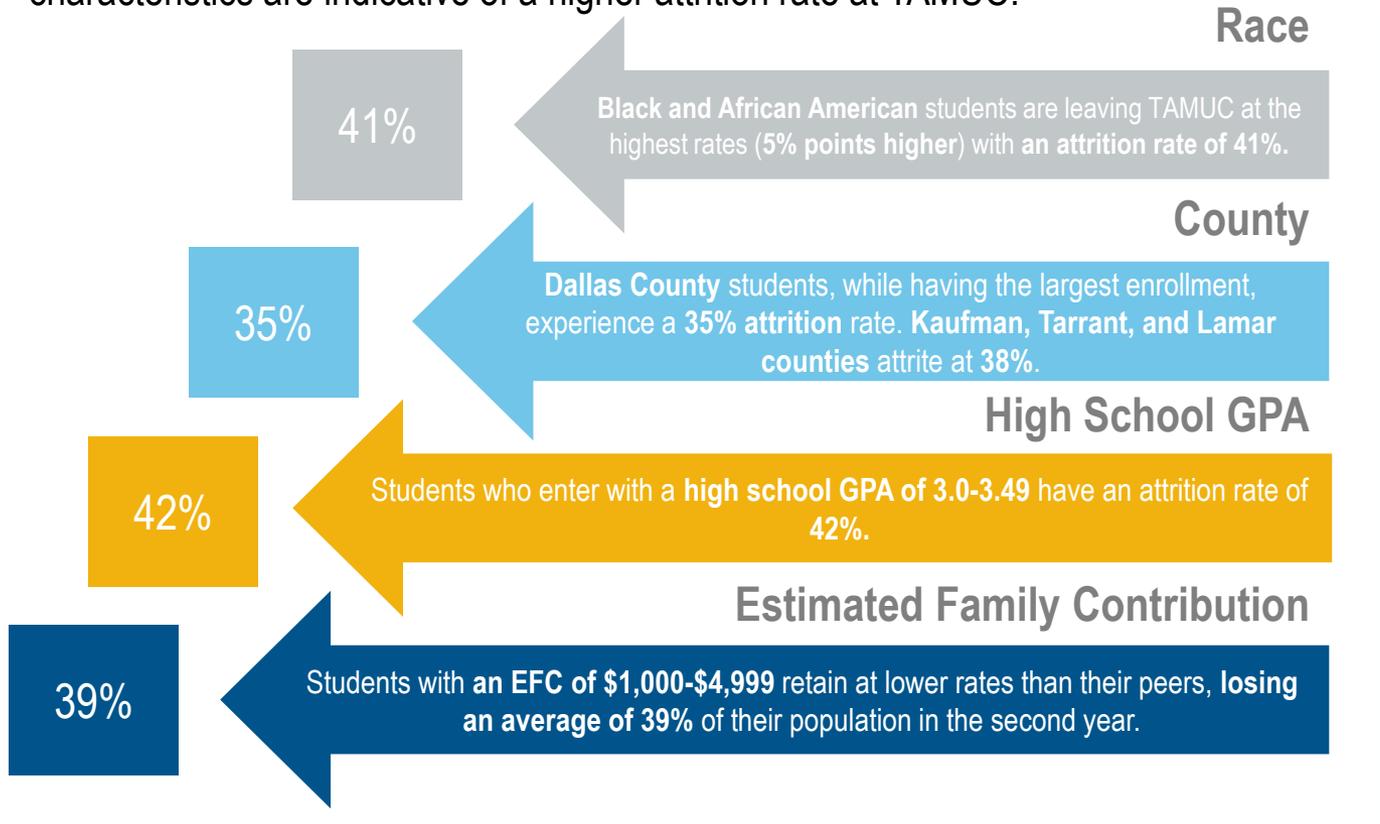
Source: Institutionally provided data

1. For purposes of this analysis, 52 international students and 29 Unknown students were omitted.

TRANSFERS

RETENTION AND GRADUATION OUTCOMES – AT-RISK

While retention is not a precise science, multivariate analyses indicate that students with certain characteristics are indicative of a higher attrition rate at TAMUC.



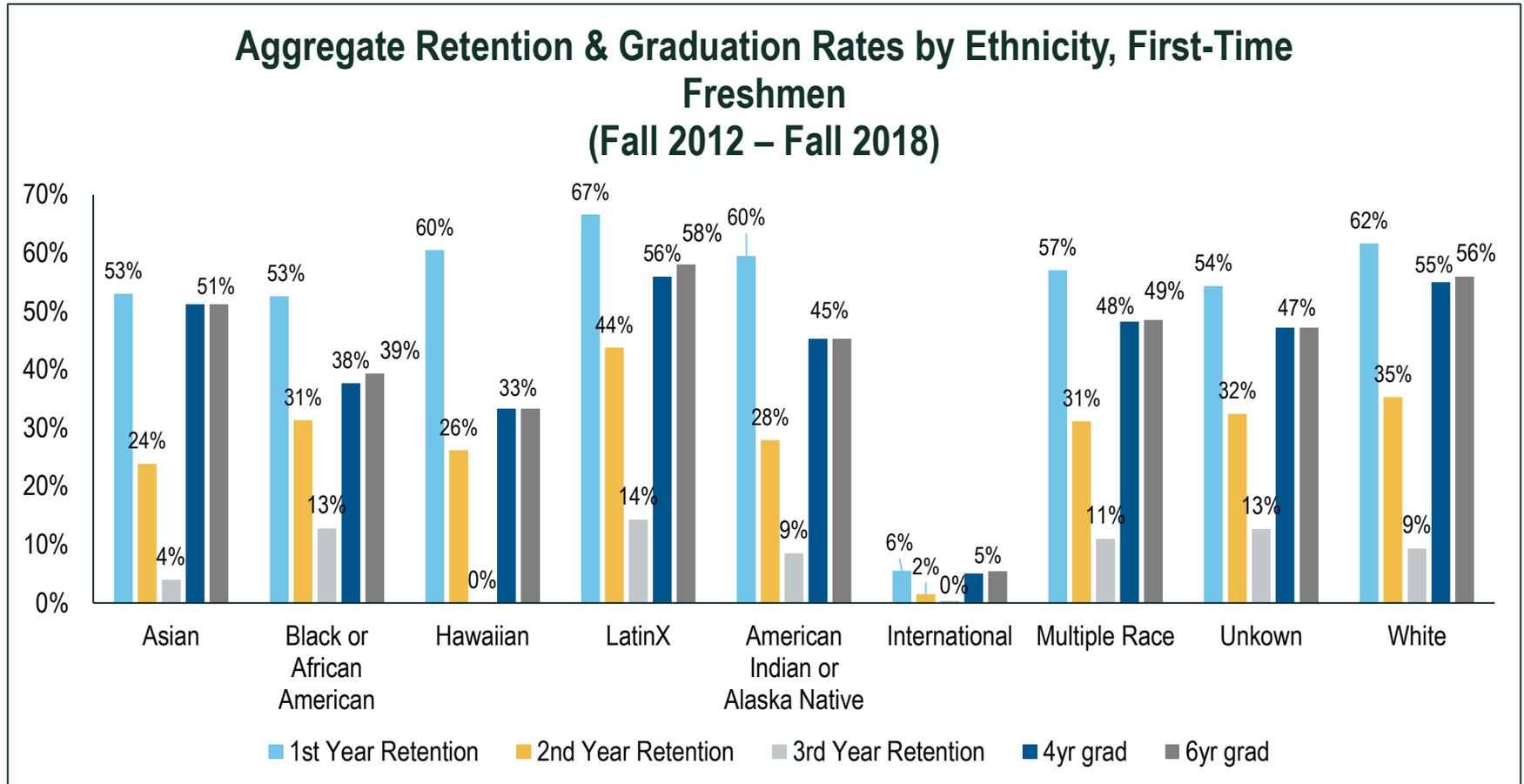
As the incoming classes become more diverse, it is imperative to support underrepresented minority students through academic and financial aid advising in their first semester.

Source: Institutionally provided data

TRANSFERS

RETENTION AND GRADUATION OUTCOMES – ETHNICITY

On average, LatinX Students have the highest first-year retention rate for transfer students and continue to persist at strong rates. However, Black student outcomes declined significantly between Fall 2019 & Fall 2020.

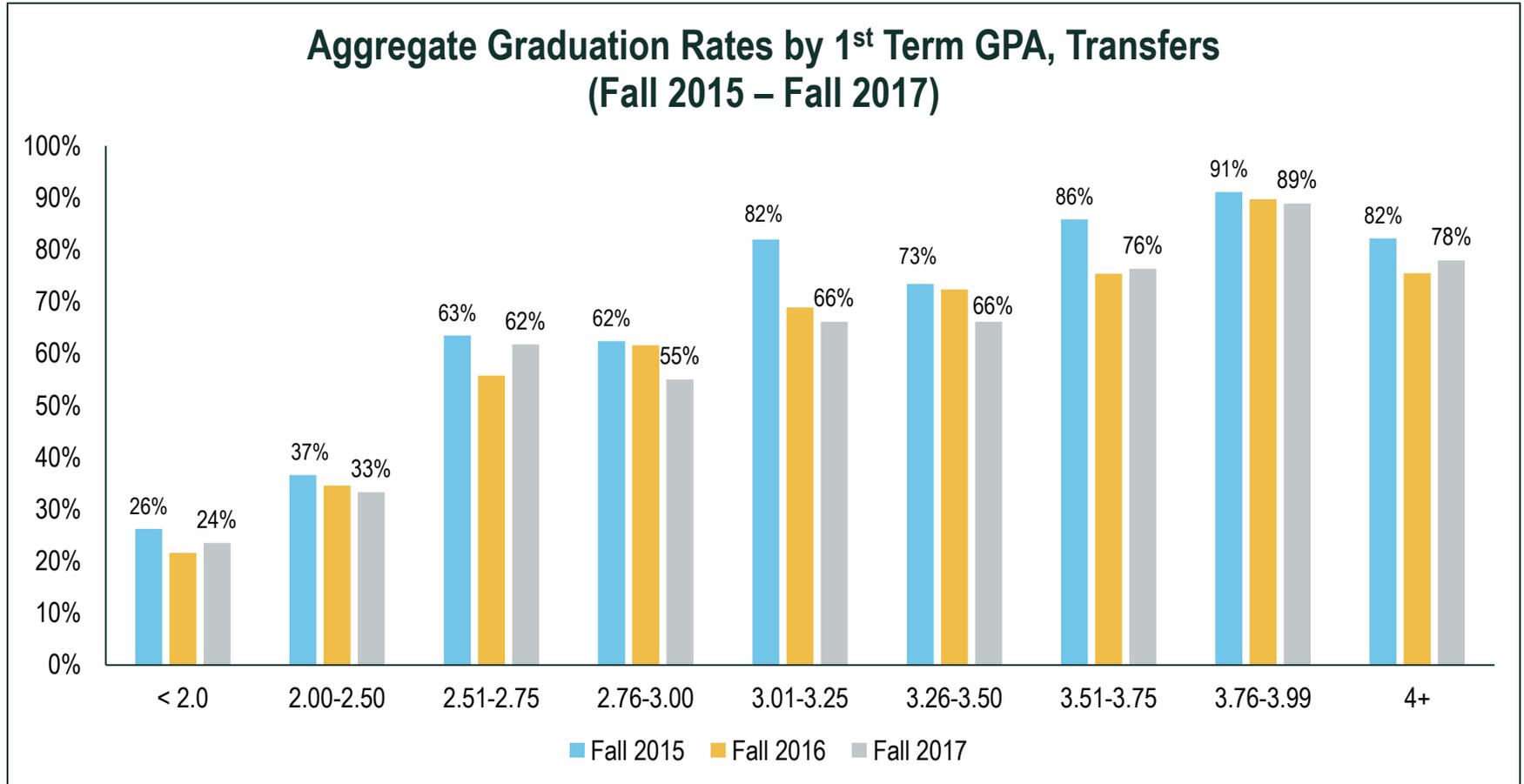


Source: Institutionally Provided data

TRANSFERS

RETENTION AND GRADUATION OUTCOMES – BY 1st TERM GPA

There is a significant drop-off in graduation rates for students who achieve a 3.0 or less in their first term. This is a strong “at-risk” identifier for transfer students.



Source: Institutionally provided data

TRANSFERS

RETENTION AND GRADUATION OUTCOMES – SUCCESS METRICS

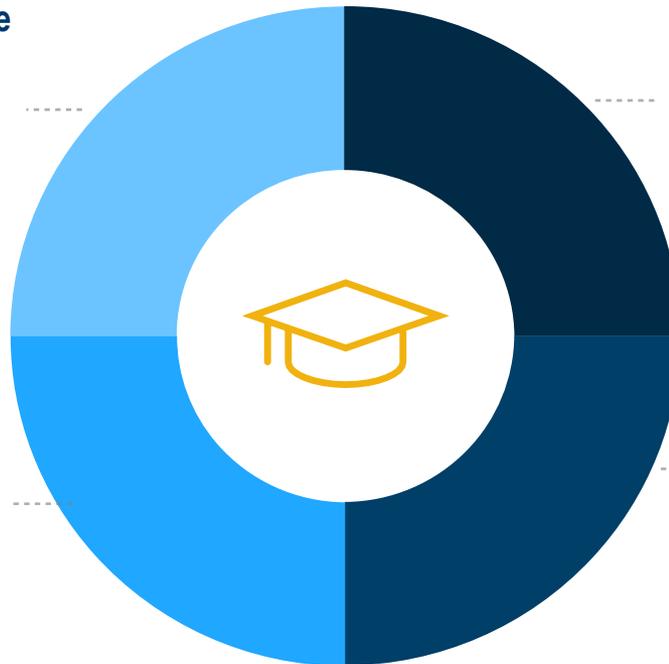
The visual below outlines the most relevant data highlights for TAMUC Transfers who retain and go on to graduate in four years.

Post-Matriculation Performance

- Enrolled **full-time** with an approximate **course load** of 12 credits / term
- Avg. cumulative **1st term / year GPA** of 3.4, compared to the overall avg. of 2.9

Academic Indicators

- Likely to have transferred from a **community college** in Dallas (35%) and Collin (24%) Counties.
- Nearly 40% of transfer grads pursued a degree in the **College of Education & Human Services**



Demographics

- **Hispanic and White** students are graduating at the highest rates, 61% and 56%, respectively.
- **First generation** students graduate at a rate of 3-5 ppts. higher than non-first generation.

Financial Factors

- Average **EFC** of \$12K, compared to overall average of \$9K
- Higher **loan accrual** by ~\$2K

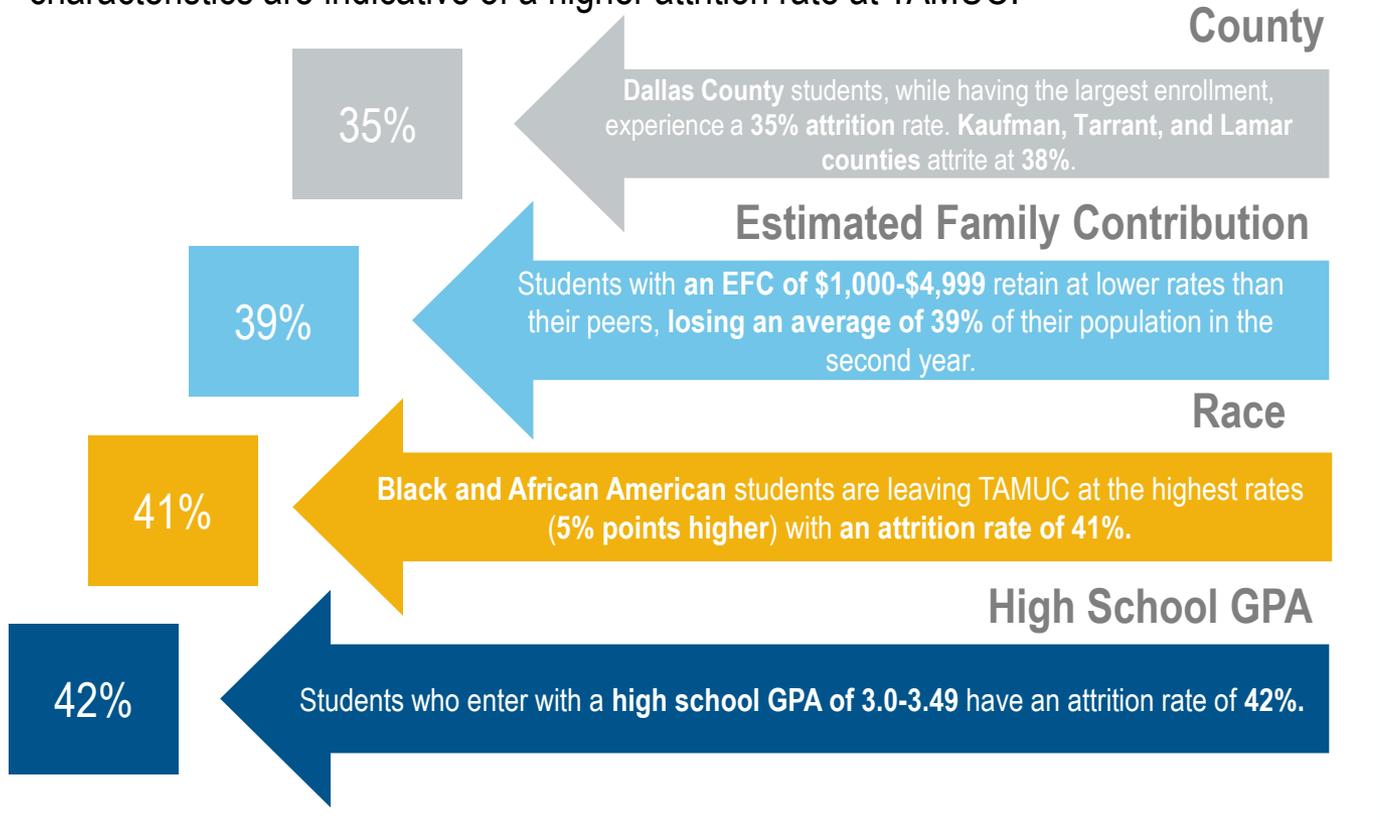
The first academic team is a strong indicator of student success for Transfer students – students who achieve a first term GPA > 3.0 are significantly more likely to go on to graduate (+20 ppts).

1. Does not include 673 students with non-standardized GPA submissions – accounting for 13.5% of incoming enrolled students.

TRANSFERS

RETENTION AND GRADUATION OUTCOMES – AT-RISK

While retention is not a precise science, multivariate analyses indicate that students with certain characteristics are indicative of a higher attrition rate at TAMUC.



As the incoming classes become more diverse, It is imperative to support underrepresented minority students through academic and financial aid advising in their first semester.

Source: Institutionally provided data

TRANSFERS

RETENTION AND GRADUATION OUTCOMES – BY MAJOR

The top performing programs include Social Work (College of Humanities, Social Sciences, and Arts), Interdisciplinary Studies (College of Education and Human Services), and Accounting (College of Business).

Top 15 Majors by Incoming Enrollment Volume	College	Fall 2021 Enrolled	Enrollment % Change	1 st to 2 nd Yr. Retention ¹	2 nd to 3 rd Yr. Retention ²	4-Yr. Grad Rate ³	6 Yr. Grad Rate ⁴
Criminal Justice	Education and Human Services	116	-26%	59%	432%	44%	44%
Education	Education and Human Services	100	No historical data available				
Business Administration	Business	66	-26%	57%	33%	40%	49%
Organizational Leadership ⁵	Education and Human Services	64	-52%	43%	12%	50%	50%
Kinesiology & Sports Studies	Education and Human Services	39	-44%	55%	33%	39%	42%
Psychology	Education and Human Services	36	14%	68%	36%	53%	54%
Undecided – Pre-Nursing ⁶	Science and Engineering	36	-24%	53%	25%	35%	35%
Accounting	Business	31	216%	64%	41%	51%	52%
Computer Science	Science and Engineering	31	-52%	44%	25%	38%	39%
Social Work	Education and Human Services	26	269%	71%	31%	71%	72%
Computer Information Systems	Science and Engineering	20	-23%	36%	15%	32%	32%
Agribusiness	Agricultural Sciences and Natural Resource	19	-40%	48%	20%	52%	52%
English	Humanities, Social Sciences, and Arts	19	-64%	69%	45%	64%	66%
Applied Arts & Sciences	Humanities, Social Sciences, and Arts	18	-52%	59%	20%	55%	56%
Interdisciplinary Studies	Education and Human Services	17	283%	77%	47%	71%	72%
Overall Average			9%	57%	30%	50%	51%



> 5 pts. Below Average



+/- 5 pts. of Average



> 5 pts. Above Average

1. 1st to 2nd Yr. Retention = Fall 2016-Fall 2020 Average
 2. 2nd to 3rd Yr. Retention = Fall 2016-Fall 2019 Average
 3. 4-Yr. Grad Rate = Fall 2012-Fall 2017 Average
 4. 6-Yr. Grad Rate = Fall 2012-Fall 2015 Average
 5. Organizational Leadership grad rates averaged from Fall 2014-Fall 2017
 6. Also includes "Nursing" coding type from Fall 2013.