

**Title of Quality of Enhancement Plan**

New Transfer Student Success

**Name and Address of Institution**

The University of Texas at Dallas  
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Richardson, TX 75080-3021

**Contact Information Regarding Development and/or Implementation**

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**Date of Submission**

February 15, 2019

**Executive Summary**

The University of Texas at Dallas' Quality Enhancement Plan (QEP), New Transfer Student Success (NTSS), is designed to create a culture of transfer student success by implementing two high-impact practices: (1) transfer peer mentoring and (2) a first-year transfer student seminar to increase transfer students' sense of belonging. For the purpose of the QEP, The University of Texas at Dallas (UT Dallas) defines belonging as: students' sense of purpose and agency to achieve educational, personal, and professional goals as they recognize that they are respected, valued, and included in all aspects of the campus environment. The transfer student population was selected as the QEP focus after a closer inspection of available data, institutional capacity, and an ability to impact positively a segment of students who identified through surveys and interviews a desire to feel more engaged to campus. The overarching goal of NTSS is to improve transfer student success and retention by creating a campus community in which transfer students are engaged and feel a sense of belonging toward UT Dallas.

UT Dallas proposes that belonging and engagement encompass four major areas: (1) knowledge of UT Dallas resources, opportunities and supports; (2) involvement at UT Dallas; (3) relationships within UT Dallas communities; and (4) perceived connection to UT Dallas. Specifically, transfer students will perceive a connection to UT Dallas; will develop and maintain relationships with UT Dallas peers, faculty, and staff; will be actively involved with the UT Dallas community; and will identify UT Dallas resources that are used to overcome common challenges that transfer students face academically, socially, and personally. The institution will, in turn, increase its retention from year one to year two for transfer students to 85%, an increase of approximately 5% over current values for fall-to-fall retention and spring-to-spring retention. These objectives and outcomes will be measured by multiple indirect and direct measures, including reflection essays and surveys. The QEP will be administered by an Orbit Director in collaboration with existing faculty, academic deans, staff in the Office of Undergraduate Education and in the Provost's Office, as well as with existing staff within Student Affairs, specifically the Office of Student Transition Initiatives and the Office of Student Transition Programs.