

UTRGV Transforming Our World Strategic Plan

Action Planning Template for Institutional Goals

Section 1

1.1 Initiative Title:

Expanding dual credit programming to facilitate transition to postsecondary education

1.2 Short Description & Justification:

According to the Texas Higher Education Coordinating Board, more than 151,000 Texas high school students took dual credit courses in 2017 compared to 42,000 in 2000, an increase of 753 percent.

In 2018, The University of Texas System released a comprehensive dual credit study led by David Troutman, Ph.D., associate vice chancellor and study lead at the UT System's Office of Strategic Initiatives. The study indicates that students who complete just one dual credit course are more likely to stay in college and graduate, compared to students that did not participate in dual credit. Furthermore, students who have participated in dual credit are two times more likely to graduate in four years than students with no dual credit experience.

The need for strategic programming is essential to facilitate the transition to postsecondary education and degree completion. As the premier university in the region, UTRGV is positioned to impact regional postsecondary completion rates. UTRGV has created dual credit partnerships with 27 of 32 school districts in the Rio Grande Valley. Over the course of the five-year strategic plan, we will work to increase the number of school districts with whom we have agreements, and significantly increase the number of students enrolled in dual credit classes.

1.3 Initiative Lead and contact information:

Michael Aldape

Director of Special Programs – Dual Credit

michael.aldape@UTRGV.edu

(956) 882-8960

Section 2.

2.1 Identify core priority(ies) or other area(s) of focus (CPOAF):

Expanding Educational Opportunities

Primary Goal: Strategically expand educational opportunities from pre-K to post-doc to increase experiential learning, research, creative endeavors, and community-engaged scholarship for people in the Rio Grande Valley and beyond.

2.2 Identify principal CPOAF subgoals and objectives:

Sub-goal 3: Strategically increase educational opportunities and outreach programs for pre-K to 12 students to increase college preparedness.

Objective 3.1: Expand Dual Credit programming through strategic school districts partnerships that facilitate transition to postsecondary education.

2.3 Identify related CPOAF subgoals and objectives:

Becoming a B3 Institute

Sub-goal 1: Coursework Development

Objective 1.2: Support development of coursework/programs in K-12 that reflect bilingualism, biculturalism, and biliteracy

Community Engagement

Sub-goal 3: Leverage community engagement and outreach resources/assets across the institution

Objective 3.2: Promote community engagement activities taking place across the institution

Objective 3.3: Expand outreach to increase UTRGV’s visibility across the Rio Grande Valley and beyond.

Section 3

3.1 Key Metrics:

Metric	Metric Leader(s) (Contact Info)	Baseline 2017–2018	Benchmark 1 2018–2019	Benchmark 2 2019–2020	Final Target 2021–2022
1: Number of school districts with established Dual Credit Memorandums of Understanding to provide UTRGV coursework.	Michael Aldape Director -Dual Credit	27 Dual Credit MOUs with participating ISDs	27 Dual Credit MOUs with participating ISDs	28 Dual Credit MOUs with participating ISDs	29 Dual Credit MOUs with participating ISDs
2: Number of students enrolled in dual credit programs	Michael Aldape Director -Dual Credit	578 dual credit students enrolled Fall 2017	665 dual credit students enrolled Fall 2018	765 dual credit students enrolled Fall 2019	1,012 dual credit students enrolled Fall 2021
3: GPA in dual credit courses	Michael Aldape Director -Dual Credit	3.17 GPA (Fall)	3.0 GPA	3.0 GPA	3.0 GPA
4: # of UTRGV dual credit students that matriculate to institutions of higher education, and to UTRGV in particular	Michael Aldape Director -Dual Credit	90% of graduates enrolled in post-secondary education	90% of graduates will enroll in higher education	90% of graduates will enroll in higher education	90% of graduates will enroll in higher education

		65.3% enrolled at UTRGV	67% of graduates will enroll at UTRGV	69% of graduates will enroll at UTRGV	70% of graduates will enroll at UTRGV
--	--	-------------------------	---------------------------------------	---------------------------------------	---------------------------------------

3.2 Stories of transformation

UTRGV notes growth in its number of dual enrollment high school students

<https://www.themonitor.com/2018/11/26/utrgv-notes-growth-in-its-number-of-dual-enrollment-high-school-students/>

HCISD and UTRGV sign Dual Credit MOU

<https://hcisdnews.org/hcisid-and-utrgv-sign-dual-credit-mou/>

Breaking Ground: UTRGV and HCISD partner to build new campus on property provided by City of Harlingen

<https://hcisdnews.org/hcisid-utrgv/>

Section 4

4.1 Activities

Activity	Activity Status (proposed, in-progress, implemented)	Timeline for Implementation	Lead responsible (include contact info)
Host Counselor Dual Credit workshops	Implemented	Completed Annually	Michael Aldape, michael.aldape@UTRGV.edu
Launch Harlingen Early College High School (ECHS)	Implemented	Completed Fall 2018	Michael Aldape, michael.aldape@UTRGV.edu
Launch Pharr-San Juan-Alamo school district Pilot Program	In-progress	Fall 2019	Michael Aldape, michael.aldape@UTRGV.edu
Review of Dual Credit Admissions guidelines	Proposed	Fall 2019	Michael Aldape, michael.aldape@UTRGV.edu
Develop specialized pathways for Harlingen/Brownsville ECHSs	Proposed	Fall 2020	Michael Aldape, michael.aldape@UTRGV.edu
Dual Credit Framework	Proposed	Fall 2019 – The framework is in development and proposal will be put forth for review of senior leadership.	Michael Aldape, michael.aldape@UTRGV.edu
Opening of New Harlingen ECHS Facility	In-progress	Site should be completed by 2021	Michael Aldape, michael.aldape@UTRGV.edu

Section 5

5.1 Key institutional actors

Unit/department	Justification	Key contact or position
Strategic Analysis and Institutional Reporting	Assists in collecting institutional and National Clearinghouse Data	Dr. SJ Sethi, Deputy Assistant Vice President sj.sethi@utrgv.edu
Office of Student Success	Provides leadership and support of Dual Credit Initiatives	Dr. Luzelma Canales, Senior Associate Vice President luzelma.canales@utrgv.edu
Office of Student Educational Outreach	Provides leadership and support of Dual Credit Initiatives	Cindy Valdez, Associate Vice President cynthia.valdez@utrgv.edu
Strategic Enrollment	Collaborates on recruitment, enrollment processes, and school district partnerships	Dara Newton, Associate Vice President dara.newton@utrgv.edu

5.2 Other supportive institutional actors

Unit/department	Justification	Key contact or position
Deans/Chairs	Instrumental in being responsive to school district programming needs courses/sections/faculty	Deans/Chairs
Dual Credit Coordinators	Provide outreach to dual credit partnership districts and support Dual Credit Director in all department functions	Kashia Rodriguez and Rose Pulido, Program Coordinators kashia.rodriguez01@utrgv.edu rose.pulido01@utrgv.edu
Office of Academic and Institutional Excellence	Provides thought partnership on specialized dual credit requests from school district partners.	Dr. Laura Saenz, Associate Vice President laura.saenz@utrgv.edu
Institutional Accreditation	Provides guidance on dual credit programming with emphasis on accreditation standards	Dr. Christine Shupala, Associate Vice President christine.shupala@utrgv.edu
Office of Faculty Success & Diversity	To provide faculty training and support as related to dual credit instruction	Dr. Selina Mireles, Senior Associate Vice President selina.mireles@utrgv.edu
Advising Center	To provide guidance on dual credit student transition issues	Advising Center

Section 6

6.1 Fiscal impacts: Estimated costs and/or investments required for initiative implementation (net increase from current activity) and estimated net revenue gain or loss.

Development of a Dual Credit Framework is currently in progress; one aspect of this framework is a recommended organizational structure to support dual credit expansion. This will result in the need to fund approximately 3 new coordinators, institutionalize and expand responsibilities of 2 current coordinators, and expand scope of director function and duties.

6.2 Projected Outcomes

6.2a Short-term (by September 2018)

Increases in dual credit enrollment; successful Harlingen Early College High School partnership launch, maintain dual credit partnerships with creative thought on expansion to remaining regional school districts.

6.2b Mid-range (by September 2020)

Increases in dual credit enrollment, dual credit MOUs, and dual credit student enrollment at UTRGV after high school graduation.

Established Dual Credit framework involving key institutional stakeholders and necessary staff support for regional efforts.

6.2c Five-year impact (by September 2022)

UTRGV will be the institution of choice for dual credit students upon graduation.

Dual credit students will enter UTRGV with a substantial number of credit hours that apply to a degree plan and increase the 4-year graduation rate.