

# **UTRGV Transforming Our World Strategic Plan**

## **Action Planning for Student Success**

### **Section 1**

#### **1.1 Initiative Title:**

Differentiated advising model for undergraduate students

#### **1.2 Short Description & Justification:**

Develop a differentiated advising model to address the needs of undergraduate student subgroups to increase progress to degree through an integrated advising model that leverages the advising center and graduation help desk and information on students' progress to degree. This will require that we delineate the student experience from point of contact to completion and/or transition to graduate or profession school.

There will be a special focus on transfer students (and students with significant dual credit), differentiating our advising model to account for college and program-specific needs, and building capacity of faculty and key staff to use EAB Navigate for analysis of sub-groups and strategic outreach. This will also require that we enhance the capacity of the graduation help desk to include early engagement with student progress checks to degree.

#### **1.3 Initiative Lead and contact information:**

Dr. Jonikka Charlton, Associate Vice President for Student Academic Success

Dr. Luzelma Canales, Sr. Associate Vice President for Student Success

### **Section 2**

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

Student Success

#### **2.2 Identify principal CPOAF subgoals and objectives:**

**Sub-goal 1:** Promote student achievement of academic goals by developing a differentiated advising model that addresses the needs of student constituencies.

**Objective 1:** Develop an advising model that is contextualized to meet college-specific needs.

**Objective 2:** Increase retention and timely progress to degree benchmarks by effectively leveraging technology platforms.

**Objective 3:** Increase the number of students who graduate in a timely manner.

## 2.3 Identify related CPOAF subgoals and objectives:

### Expand Educational Opportunities

**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.

## 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
Key indicators are persistence, retention, and graduation rates for UG students. Need a few years of comparison data for trend analysis and to develop targets.	Business Analyst Jose Guzman	See below	See below	80% retention for first-time full-time freshmen	

### First-Time Full-Time Freshmen

Cohort: 2015/FA - All Data

	% of Total Students			Still Enrolled	Students	
	Still Enrolled	Graduated	Left with no Degree		Graduated	Left with no Degree
Fall2015 Cohort	100.00%			3,778		
Spring 2016	94.87%	0.03%	5.11%	3,584	1	193
Fall 2016	80.02%	0.05%	19.93%	3,023	2	753
Spring 2017	75.52%	0.48%	24.01%	2,853	18	907
Fall 2017	67.87%	1.40%	30.73%	2,564	53	1,161
Spring 2018	62.10%	4.69%	33.22%	2,346	177	1,255
Fall 2018	58.63%	5.85%	35.52%	2,215	221	1,342

Cohort: 2016/FA - All Data

	% of Total Students			Still Enrolled	Students	
	Still Enrolled	Graduated	Left with no Degree		Graduated	Left with no Degree
Fall2016 Cohort	100.00%	3,616				
Spring 2017	94.75%		5.25%	3,426		190
Fall 2017	79.18%	0.06%	20.77%	2,863	2	751
Spring 2018	75.94%	0.58%	23.48%	2,746	21	849
Fall 2018	68.83%	1.05%	30.12%	2,489	38	1,089

Cohort: 2017/FA - All Data

	% of Total Students		Students Still Enrolled	Students Left with no Degree
	Still Enrolled	Left with no Degree		
Fall2017 Cohort	100.00%		4,197	
Spring 2018	92.59%	7.41%	3,886	311
Fall 2018	76.46%	23.54%	3,209	988

**All Students -- Transfer**

Cohort: 2015/FA - All Data							
	% of Total Student			Eligible Not Enrolled	Student		Eligible Not Enrolled
	Still Enrolled	Graduated no Degree	Left with no Degree		Still Enrolled	Graduated Left with no Degree	
Fall2015 Cohort	100.00%				965		
Spring 2016	84.66%	0.10%	15.23%		817	1	147
Fall 2016	71.61%	1.35%	27.05%		691	13	261
Spring 2017	63.52%	6.11%	30.36%		613	59	293

Fall 2017	42.07%	22.49%	35.44%		406	2 17	34 2	
Spring 2018	32.44%	29.95%	37.62%		313	2 89	36 3	
Fall 2018	27.36%	33.99%	38.65%		264	3 28	37 3	
Spring 2019	19.59%	40.62%	39.79%		189	3 92	38 4	
FA19 Prelim	11.50%	44.97%	39.27%	4.25%	111	4 34	37 9	41

**Cohort: 2016/FA - All Data**

	Still Enrolled	% of Total Student		Eligible Not Enrolled	Still Enrolled	Student Graduated Left with no Degree	Eligible Not Enrolled	
		Graduated no Degree	Left with					
Fall2016 Cohort	100.00%				1,324			
Spring 2017	86.48%		13.52%		1,145	179		
Fall 2017	70.77%	1.59%	27.64%		937	2 1	36 6	
Spring 2018	61.63%	7.93%	30.44%		816	1 05	40 3	
Fall 2018	55.06%	12.16%	32.78%		729	1 61	43 4	
Spring 2019	41.92%	22.13%	35.95%		555	2 93	47 6	
FA19 Prelim	25.60%	32.33%	35.12%	6.95%	339	4 28	46 5	92

**Cohort: 2017/FA - All Data**

	Still Enrolled	% of Total Student		Eligible Not Enrolled	Still Enrolled	Student Graduated Left with no Degree	Eligible Not Enrolled
		Graduated no Degree	Left with				
Fall2017 Cohort	100.00%				1,685		
Spring 2018	85.52%	0.24%	14.24%		1,441	4	24 0
Fall 2018	71.45%	0.42%	28.13%		1,204	7	47 4
Spring 2019	66.59%	2.49%	30.92%		1,122	4 2	52 1

FA19 Prelim	48.49%	7.77%	33.83 %	9.91%	817	1 31	57 0	167
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Cohort: 2018/FA - All Data								
	Still Enrolled	% of Total Student			Still Enrolled	Student Graduated		Eligible Not Enrolled
		Graduated no Degree	Left with	Eligible Not Enrolled	Enrolled	Left with no Degree	Enrolled	
Fall 2018	100.00 %				1,676			
Spring 2019	86.04%		13.96 %		1,442	23 4		
FA19 Prelim	68.85%	0.12%	11.99 %	3%	1154	2 20 1	19.0 319	

### 3.2 Stories of transformation

We will be viewed as a premier institution of higher education for student success and the exemplary institution for serving Hispanic students.

<https://www.utrgv.edu/newsroom/2019/07/12-utrgv-ranked-sixth-among-best-online-colleges-in-texas.htm>

<https://www.utrgv.edu/en-us/about-utrgv/news/press-releases/2017/august-30-utrgv-ranks-third-in-the-nation-in-awarding-bachelor-s-degrees-to-hispanic-students-top-10-in-other-rankings/index.htm>

<https://www.utrgv.edu/en-us/about-utrgv/news/press-releases/2017/august-01-utrgv-named-one-of-the-best-colleges-in-texas-by-bestcolleges-com/index.htm>

<https://www.utrgv.edu/en-us/about-utrgv/news/press-releases/2017/august-02-utrgv-named-in-forbes-rankings-for-second-year/index.htm>

## Section 4

### 4.1 Activities

Activity	Activity Status (proposed, in-progress, implemented)	Timeline for Implementation	Lead responsible (include contact info)
Identify differentiated populations based on success indicators	Completed  Differentiated populations include: first-time in college; dual-credit; transfer	Fall 2019	

	students; non-traditional student.		
Understand the strengths and weaknesses of the existing advising model and structure and make recommendations for how to redesign to meet the needs of student subgroups. Currently have 550 students to 1 advisor, trying to get to 350 students to 1 advisor. Need 32 Advisor's plus three Advisor III's.	In progress	Start: Spring 2019 Complete: Fall 2019	Jonikka Charlton/Shawn Saladin
Document new model and structure and obtain feedback from AA/HA Executives	Completed	Summer 2019	Jonikka Charlton/Shawn Saladin
Build capacity of Advising by 19 FTEs in 2019-2020	In progress	Start: Fall 2019 Complete: Fall 2019	Jonikka Charlton
Pilot contextualized advisor training with Health Affairs program leadership, as well as regular monthly meetings with leadership from advising and Health Affairs to look at student success data and plan targeted advising campaigns and outreach based on collaboratively developed strategic priorities.	In progress	Start: Spring 2019 Complete: end of Fall 2019	Jonikka Charlton/Shawn Saladin
Understand what works in Health Affairs pilot and scale for other colleges.	Proposed	Start: Fall 2019 Complete: Spring 2020	Jonikka Charlton
Work with STC and TSC to understand our students' transfer issues, as well as impact of fields of study and possible changes in the core curriculum.	In progress	Start: Spring 2019 Complete: Fall 2019	Luzelma Canales
Work with STC and TSC to create greater understanding of dual credit course taking behaviors and impact on university progress to degree and implications for financial aid	In progress	Start: Spring 2019 Complete: Fall 2019	Luzelma Canales

Create a process for advising transfer, adult, and students with significant dual credit and implication for future staffing needs	In progress	Start: Summer 2019 Complete: Fall 2019	Jonikka Charlton/Shawn Saladin
Review and identify platforms/tools which help transfer students (and those with significant dual credit) to track course progress to degree	In progress	Start: Summer 2019 Complete: Fall 2019	Dara Newton/Jonikka Charlton
Develop training and communication plan for rollout of advising model and structure to university to strengthen network of Academic Advising Center-Career Center-Faculty-Graduation Center.	In progress	Start: Summer 2019 Complete: Fall 2019	Luzelma Canales/Emilia Trevino
Develop and offer training for advising staff and faculty advisors, program coordinators, etc. on use of EAB Navigate for strategic success interventions. Graduation Help Center case manages students' roadblocks, analyzes data, coordination graduation outreach workshops.	Implemented	Start: Fall 2018 Complete: Spring 2020	Peter James/Jonikka Charlton
Develop a process for data collection and assessment by term	In progress	Start: Summer 2019 Complete: Fall 2019	Jose Guzman
Conduct annual assessment and report	In progress	Start: Fall 2019 Annual reports thereafter	Jose Guzman
Build capacity of Advising by 19 FTEs in 2020-2021	Proposed	Start: Fall 2020 Complete: Fall 2020	Jonikka Charlton
Institutionalize 6 Advisor II positions paid by Quantum Leap Grant in 2020-2021	Proposed	Start: Fall 2020 Complete: Fall 2020	Jonikka Charlton

## Section 5

### 5.1 Key institutional actors

Unit/department	Justification	Key contact or position
Student Academic Success	Academic Advising is a key component within Student Academic Success	Dr. Jonikka Charlton, AVP for Student Academic Success <a href="mailto:Jonikka.charlton@utrgv.edu">Jonikka.charlton@utrgv.edu</a>
University College - First Year Experience	Students first year of college is critical for learning about campus resources and engaging students in academic planning.	Dr. Jonikka Charlton, AVP for Student Academic Success <a href="mailto:Jonikka.charlton@utrgv.edu">Jonikka.charlton@utrgv.edu</a>  Cynthia Saldivar First Year Experience Coordinator <a href="mailto:Cynthia.saldivar@utrgv.edu">Cynthia.saldivar@utrgv.edu</a>
College of Health Professions	Largest enrollment by college with academic programs requiring admission to upper level coursework. Academic Advising can play a critical role in course selection and career planning.	Dr. Shawn Saladin <a href="mailto:Shawn.saladin@utrgv.edu">Shawn.saladin@utrgv.edu</a>
Academic Advising	Centralized advising unit for undergraduate students	Dr. Leslie Jones Interim Director Academic Advising <a href="mailto:Leslie.jones@utrgv.edu">Leslie.jones@utrgv.edu</a>  Dr. Jonikka Charlton, AVP for Student Academic Success <a href="mailto:Jonikka.charlton@utrgv.edu">Jonikka.charlton@utrgv.edu</a>
Strategic Enrollment	Oversees admissions, outreach, and orientation.	Dara Newton Associate Vice President for Strategic Enrollment <a href="mailto:Dara.newton@utrgv.edu">Dara.newton@utrgv.edu</a>



## 5.2 Other supportive institutional actors

Unit/department	Justification	Key contact or position
College Based Student Success Teams	Cross divisional representatives support student success, identify potential obstacles and opportunities for improvement, enrollment patterns, and success markers	
Strategic Enrollment	Oversees Registrar's; Financial Aid; Admissions; recruitment, scholarships and strategies for enrollment and re-enrollment	Dr. Magdalena Hinojosa Vice President for Enrollment Management
Graduation Help Desk	Works closely with departments, advisors, and students to support student progress at an individual level and for all UTRGV undergraduate students.	Peter James Ehimika Coordinator

## 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.

Action Plan/Strategy Title:

	Projected	Actual	Projected	Actual	Projected
	<u>2018-19</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2019-20</u>	<u>2020-21</u>
<b>REVENUE:</b>					
Expected Number of Total Incremental Students:			50	0	235
Average Net Revenue per Student:			\$6,267		\$6,267
EAB Milestone Guidance (Quantum Leap Funding)			\$68,820		\$0
EAB Milestone Guidance (Student Fees Funding)			\$55,500		\$55,500
Total Revenue			\$ 437,670	\$ -	\$ 1,526,678

<b>OPERATING EXPENSE:</b>					
Cost per incremental student					
Extended cost per incremental student		\$ -		\$ -	
Anticipated savings due to cost reductions					
Salaries:		\$689,904		\$1,291,188	
Benefits @ 35%:		\$241,466	\$0	\$451,916	
Adjunct Faculty/Part Time Staff:					
Financial Aid*:					
Office Expense:		\$32,724		\$32,724	
Travel/Conferences/Conventions:		\$19,000		\$19,000	
Printing/postage for collateral materials:					
Hospitality Expenses:					
EAB Navigate Tools		\$357,182		\$342,497	
Miscellaneous:					
<b>Total Operating Expense:</b>	\$ -	\$ -	\$ 1,340,276	\$ -	\$ 2,137,325
<b>CAPITAL EXPENSE:</b>					
Equipment:			\$37,050		\$37,050
Other:					
<b>Total Capital Expense:</b>	\$ -	\$ -	\$ 37,050	\$ -	\$ 37,050
<b>Total Expense:</b>	\$ -	\$ -	\$1,377,326	\$0	\$2,174,375

Net Income	\$	\$	(\$939,656)	\$0	(\$647,697)
(loss):	-	-			
Cumulative Net Revenue (loss)	\$	\$	\$(939,656)	\$	(\$1,587,353)
	-	-		-	

## 6.2 Projected Outcomes

### 6.2a Short-term (by September 2018)

We project that analyzing enrollment and persistence rates of undergraduate students will demonstrate higher levels of retention and overall academic performance for those students who participate in academic advising.

We expect to be able to look at re-enrollment and retention patterns to identify constituency groups at higher levels of risk and need for targeted and differentiated advising.

### 6.2b Mid-range (by September 2020)

First year students who attended advising during 2017-2018 had an 80% retention rate from fall to fall as compared to 39% for students who do not participate. Each term in 2017-2018, staff in the Academic Advising Center saw between 8,800 and 9,800 students. 1st year retention ranged from 80% to 76.5% for the 2015 to 2017 cohorts. The goal is to increase 1st year retention to 80% for future cohorts. The The Fall 2018 cohort included 4,565 freshmen, of which 4,234 were full-time (92.7%). We are using a 92% full-time rate to project number of new students required to be retained. Fall 2019 projections include 4,702 freshmen (92% - 4,325). 80% of 4,325 equals 3,460 retained. 76.5% of 4325 is 3,308. The difference of 152 more students to be retained is what will get us to an 80% 1st year retention rate. We are also assuming that we can increase by 50 new transfer students by year if we have better advising for students as they are transitioning to UTRGV.

## 6.2c Five-year impact (by September 2022)

### Additional Advisors Needed to Increase Impact on Retention

