Ensuring Dual Credit and ECHS Success at the 4-year Institution

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Greater Texas Foundation (GTF) Scholars

• GTF Scholars was established to increase the number of Texas ECHS graduates who successfully transition to a four-year institution of higher education and complete a baccalaureate degree.

• UNT was one of four recipients of the original grant.
  • Beginning next year, there will be 8 institutions.

• GTF Scholars are provided with financial, academic, and social support.

• UNT is currently finalizing our 7th cohort of GTF Scholars.
GTF Scholars

• Ensures a cohort of 25 students receives aid up to the Cost of Attendance for 3 years.
  • UNT only offers loans as part of the financial package in the 3rd year to incentivize graduation.

• Students must maintain a 2.5 UNT GPA

• Students must complete 30 semester credit hours

• Students must retain good disciplinary status with the university.
GTF Scholars

• Students must participate in the following engagement activities:
  • Pre-Orientation meeting at New Student Orientation (Summer months)
  • GTF Scholars Program Kickoff and Orientation (August)
  • Weekly meetings (First semester only)
  • Monthly appointment with the GTF Scholars Staff (After first semester)
  • Monthly attendance to at least one academic or social event at UNT
    • Monthly workshops offered by GTF Program staff is encouraged.
  • Representation at GTF sponsored events, as needed
  • Participation in 10 service hours each academic year.

• Activities highlighted in green are open to all ECHS graduates.
ECHS Graduates at UNT

• Enrollment is increasing
  - By March 1, 2018, 267 ECHS graduates had applied and been accepted to UNT (and were considered for the GTF Scholars program).
    - 144 met our benchmark criteria so we had to increase criteria

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>1-year change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>386</td>
<td>395</td>
<td>657</td>
<td>+66%</td>
</tr>
<tr>
<td>Admitted</td>
<td>270</td>
<td>222</td>
<td>437</td>
<td>+97%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>122</td>
<td>101</td>
<td>170</td>
<td>+68%</td>
</tr>
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</table>

• Caliber is increasing
Strengths of ECHS Graduates

• Academic success is increasing.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
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<tbody>
<tr>
<td>Average GPA</td>
<td>2.82</td>
<td>2.55</td>
<td>3.03</td>
</tr>
<tr>
<td># not in Good Academic Standing</td>
<td>5/25</td>
<td>5/25</td>
<td>2/32</td>
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</tbody>
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• Remediation is rare.
• GTF Scholars persistence rates are higher (91% vs 76%)*
• GTF Scholars have a higher 3-year graduation rate (38% vs 28%)*

• Greater sense of responsibility for their academics.
• Most graduate with intentions of pursuing graduate school.
  • 90% either go straight to graduate school or have plans to enroll in the near future.*

*Statistics based on GTF scholars across all participating institutions.
Challenges for ECHS Graduates

• Time Management

• Unclear about major, but believe this is lessening
  • 25% of GTF Scholars changed their major in the first year.*
  • Multiple majors/minors

• Applicability of credits to degree
  • On average, 69% of incoming credits applied to degree programs*
    • Completed Core, Fit with Degree Plan
    • Students have noted wanting more and earlier advising about the benefits and consequences of their choices; this advising was viewed as essential to expediting completion.*
  • Interdisciplinary degrees

*Statistics based on GTF scholars across all participating institutions.
Key Lessons Learned

• Non-financial support is as important, if not more important, for success.

• Students need more than 2 years to graduate with the baccalaureate degree.

• Early career/major exploration is important.

• Targeted programming for ECHS graduates is needed on 4-year campuses.
  • 4-year representatives need to take the baton from ECHS counselors.
Partnering with ECHSs

• Data we hope to gather and share:
  • What credits are not applying to degree (is there a commonality)?
  • Does this differ by curriculum structure at ECHS (fixed vs flexible curriculum)?

• What is the best way to partner?
  • Early career advising
Questions

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