

## IMPACT REPORT: UT OnRamps (Dual Enrollment)

### PROGRAM OVERVIEW

#### Vision & Mission

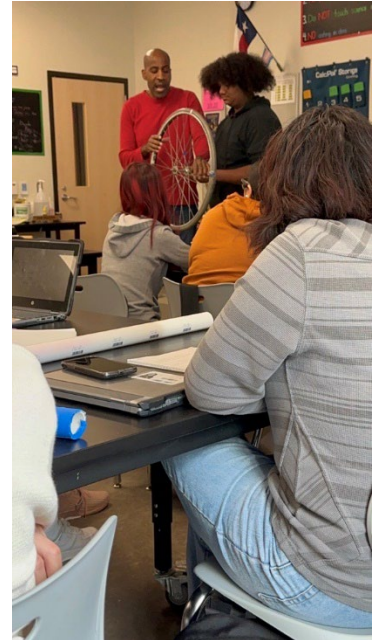
The overarching vision of the UT OnRamps program is to increase the number and diversity of students who engage in learning experiences aligned with the expectations of leading research universities.

#### Opportunity & Impact

The UT OnRamps program provides HISD students the unique opportunity to receive instruction from a traditional HISD instructor that can result in the awarding of college credit from a Tier 1 postsecondary institution (i.e., the University of Texas at Austin). The “dual grading” structure of the OnRamps course provides students flexibility to both achieve a high letter grade on their HISD transcript and decline the college credit if they are not satisfied with the final letter grade.

469 HISD students who have completed a UT OnRamps course during high school will have their accomplishments recognized at their HS graduation ceremonies with an OnRamps honor cord.

For the 2022-2023 school year, the anticipated cost savings for HISD students on track to obtain the college credit via UT OnRamps is \$2,059,298 – based on existing University of Houston-Main Campus (in-state) tuition costs. Collectively, these students are on track to complete 2,061 transferable college credit hours.



## PROGRAM SUMMARY

### Students & Staff

- 953 students across 15 campuses, 9<sup>th</sup>-12<sup>th</sup> grade
- District Staff-to-Student Ratio: 1-to-476 students
- Campus admin to Student Ratio: 1 to~63 students

<i>High School Name</i>	<i>UT Onramps Faculty</i>	<i>Student Enrollment</i>
<i>Austin HS</i>	<i>2</i>	<i>62</i>
<i>Chavez HS</i>	<i>2</i>	<i>29</i>
<i>DeBakey HS</i>	<i>1</i>	<i>19</i>
<i>Energized for STEM Academy</i>	<i>1</i>	<i>64</i>
<i>Heights HS</i>	<i>1</i>	<i>58</i>
<i>HS for Law and Justice</i>	<i>1</i>	<i>31</i>
<i>Jones Futures Academy</i>	<i>2</i>	<i>37</i>
<i>Madison HS</i>	<i>3</i>	<i>88</i>
<i>Middle College HS at HCC</i>	<i>1</i>	<i>46</i>
<i>Northside HS</i>	<i>4</i>	<i>88</i>
<i>Sharpstown HS</i>	<i>6</i>	<i>253</i>
<i>Sterling HS</i>	<i>2</i>	<i>31</i>
<i>Waltrip HS</i>	<i>2</i>	<i>32</i>
<i>Westbury HS</i>	<i>1</i>	<i>30</i>
<i>Westside HS</i>	<i>2</i>	<i>85</i>
<b>Total</b>	<b>31</b>	<b>953</b>



## PROGRAM IMPACT

HISD offered 16 UT OnRamps courses (science-based lecture and lab classes are counted separately) across 15 campuses during the 2022-2023 school year – a 150% increase in campus participation compared to the 2021-2022 school year.

During the 2022-2023 school year, 55.3% of program participants earned college credit in at least one UT OnRamps course. The overall success rate (i.e., college credit earned) in the dual enrollment classroom was 46.8% this school year compared to 49% during the 2021-2022 school year.<sup>1</sup>

The most consistent course offerings within the UT OnRamps program continue to be their natural science classes, as 76.3% of HISD students met the CCMR benchmark associated with UT OnRamps (i.e., passed a three-credit-hour college course) during the 2022-2023 school year. The overall success rate across all UT OnRamps natural science course offerings was 56.2% during this same timeframe.<sup>2</sup>

## PROGRAM HIGHLIGHTS

### (UT) OnRamps Lab Day Event

The University of Texas (UT) OnRamps Chemistry department provided its K-12 partnering instructors the opportunity to engage in hands-on lab assignments that were relevant to the second semester of their dual enrollment course. The event featured demonstrations for all Chemistry I lab activities being offered at Madison High School, Energized for STEM Academy, DeBakey High School for Health Professions, and Sharpstown High School.



### HISD Professional Learning Community (PLC) UT OnRamps

The Postsecondary Programming team partnered with UT OnRamps administrators to conduct the first in-person dual enrollment PLCs during the 2022-2023 school year. Jennifer Garrigan, the Senior Partnerships Coordinator for UT OnRamps, provided 28 HISD instructors the opportunity to better understand and apply “Best Practices” for students to obtain transferable college credit. This also included a presentation from two UT OnRamps faculty titled “Learner-Focused Design”, which addressed best practices related to the inquiry-based model deployed in the dual enrollment classroom.

<sup>1</sup> See Appendix A for full list of course enrollment by campus and see Appendix C for full course summaries

<sup>2</sup> See Appendix B for the 2022-2023 HISD enrollment in UT OnRamps Natural Science Courses

## STUDENT STORY HIGHLIGHTS

**Katherine Cordova, Northside HS** A graduating senior from Northside High School who will be relocating to College Station, Texas to attend Texas A&M University for the 2023-2024 academic school year. Ms. Cordova is graduating in the top 5 percent of her class and will be the first in her family to attend college. Ms. Cordova believes the UT OnRamps experience has provided her a better understanding of the expectations associated with college-level coursework, thus positioning her for success in her future academic endeavors.



*“I enjoy the OnRamps courses that I am taking at Northside (High School) because I feel like it prepares me for what I can expect when I get to college. The courses are hard, but I feel like UT understands that we are high schoolers taking college courses and we have a lot of support from our teachers and UT faculty.”*

## CHALLENGES & NEXT STEPS

### Challenges

#### Program Expansion Expenses

The UT OnRamps program has expanded from six high schools to 15 HISD campuses over this past year, with upwards to 15 additional high schools indicating they will be implementing the program for 2023-2024. The primary costs associated with this growth include:

- Student Tuition Expenses (\$99 or \$149 per course – depends on a student’s free/reduced lunch status)
- Mandatory Professional Development (\$850 for new faculty, \$550 for returning faculty)

#### Maintaining Faculty Support

The abovementioned expansion will understandably require more district-level support for students and teachers. Currently, two district-level positions (i.e., Director and Academic Program Manager) support 31 UT OnRamps faculty and staff. The number of HISD teachers projected to teach at least one UT OnRamps course during the 2023-2024 school year is at least 60 individuals.

#### Monitoring Student Performance

The Postsecondary Program team is having ongoing conversations with UT leadership to develop systems and practices that can allow our district office to better understand each student’s progress through their college coursework so that we can provide timely interventions/responses to students requiring the most support. Currently, performance data is available on a limited basis (i.e., semesterly or when we hear directly from a UT content specialist supporting HISD faculty).

## Next Steps

**Initiatives:** UT OnRamps team will be expanding its teacher and student recognition efforts during the 2023-2024 school year by distributing various annual awards (e.g., “Teacher of the Year”, “Newcomer of the Year”, etc.) to recognize faculty for their efforts in the classroom and lapel pins to scholars who successfully pass the college portion of their UT OnRamps course.

**Collaboration:** UT OnRamps courses are scheduled to be delivered in strategic fashion across upwards to four Early College High School (ECHS) campuses during the 2023-2024 to increase the overall number of students obtaining the necessary college credits to earn an Associate degree.

**Research:** The Postsecondary Programming team will work with UT OnRamps to complete a comparison of students’ postsecondary trajectories based on UT OnRamps college credit eligible/earned status as well as a comparison across different course offerings. We also will be surveying dual enrollment students to better understand their experience in the UT OnRamps course and its impact on their belief that they can be successful in the college classroom.

## GOAL ALIGNMENT

### Board Goal Progress

The percentage of students who by the end of 11th grade have demonstrated college readiness via Advanced Placement/International Baccalaureate (AP/IB) examinations, dual-credit coursework, or dual-enrollment credit eligibility will increase eight percentage points from 26% in 2019 to 34% in 2024.

### Office of CCMR Department Goals

Increase the number of schools achieving A-C in domain 1 of the state accountability system.

#### Short-term Goals/Outcomes:

- Achieve at least 85 percent attendance by faculty during in-person UT OnRamps PLCs, establish “just in time” support for faculty requiring additional support.
- Evaluate systems and quantitative and qualitative student performance data to maximize college credit opportunities.

#### Mid-term Goals/Outcomes:

- Ensure 100% of dual enrollment faculty have completed mandatory UT OnRamps summer training along with the fall/spring virtual PLIs.
- Establish high school master schedules with HISD students identified prior to summer trainings.

#### Long-term Goals/Outcomes:

- Increase by 3% the number of students enrolled in at least one UT OnRamps course.
- Increase by 3% annually the number of students achieving CCMR via UT OnRamps.

**APPENDIX**

**Appendix A: Student Enrollment and Change from Previous Year**

2022-2023				
List of High Schools	Number of Sections (lecture & lab are combined)	Students Enrolled (unduplicated)	Change from previous year	Number of students eligible to receive credit (unduplicated)
Austin HS	3	62	+42	16
Chavez HS	2	29	+29	8
DeBakey HS	1	19	+19	19
Energized for STEM Academy HS	4	64	+64	56
Heights HS	2	58	-37	43
HS for Law and Justice	1	31	+31	6
Jones Futures Academy	2	37	+37	15
Madison HS	4	88	+88	56
Middle College HS at HCC Gulf	2	46	+46	1
Northside HS	8	88	+43	76
Sharpstown HS	24	253	+53	171
Sterling HS	2	31	+31	2
Waltrip HS	3	32	+32	17
Westbury HS	1	30	+6	21
Westside HS	3	85	+40	64

**Appendix B: Student enrollment in Natural Science UT OnRamps Courses**

List of UT-Onramps (Dual-Enrollment) Courses	Number of Sections	Students Enrolled (does not include withdrawals)	Number of students eligible as of Feb. 24th to receive credit (unduplicated)	Percentage of students eligible to receive credit (unduplicated)	Number of students who earned credit	Percentage of students who earned credit
<b>Natural Science UT OnRamps Courses</b>						
BIO 311C	1	23	23	100%	23	100%
BIO 106M	1	23	22	95.7%	22	95.7%
PHY 302L	1	29	26	90%	25	86%
CH 104M	7	206	128	62.1%	114	55.3%
CH 301	7	206	154	74.8%	136	66%
PHY 302K	14	273	203	74.6%	156	57.1%

GEO 302E	1	29	21	72.4%	19	65.5%
PHY 102M	14	276	132	47.8%	103	37.3%
<b>All Other UT OnRamps Courses</b>						
HIS 315K	5	101	46	45.5%	46	45.5%
CS 302	3	59	26	44.1%	25	42.4%
RHE 306	4	101	40	39.6%	40	39.6%
M 301	11	287	109	38%	100	34.8%
M 305G	4	106	35	33%	14	13.2%
AET 304	2	20	4	20%	2	10%
HIS 315L	5	96	37	38.5%	37	38.5%
RHE 309K	4	97	42	43.3%	42	43.3%

### Appendix C: UT OnRamps Course Summary

**AET 304 - Arts & Entertainment Technology:** This course provides first-hand experiences with digital media technology, software, and applications for use in entertainment and artistic endeavors.

**BIO 311C & BIO 106M – Biology I & Lab:** Molecular and cellular biology is the focus of this introductory biology course. This year-long course explores three big ideas of biology: the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells.

**CH 301 & CH 104M – Principles of Chemistry I & Introduction to Chemical Practices I:** This course addresses the nature of matter, energy, chemical reactions, and chemical thermodynamics. Students will learn about descriptive chemistry of matter in the natural world, as well as compositional and reaction stoichiometry of chemical compounds.

**CS 302 – Thriving in Our Digital World:** This CTE-aligned course teaches the fundamentals of computer science and its far-reaching impact today. The dual enrollment course is designed to be accessible and inclusive, welcoming students of all levels of understanding.

**GEO 302E – Earth, Wind, and Fire: An Introduction to Geoscience:** Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems—the lithosphere, atmosphere, hydrosphere, and biosphere—interact to form the complex world in which we live. Geoscience is the study of the Earth.

**HIS 315K & HIS 315L – The United States, 1492-1865 & The United States Since 1865:** In these two sequential courses, students explore the scope and depth of the American experience. History 315K surveys America from the colonial beginnings through the Civil War, and History 315L explores the post-Civil War era through the end of the 20th century.

**M 301 – College Algebra:** In this course, students will deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic.

**M 305G – Discovery Precalculus:** Students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course.

**PHY 302K & PHY 102M – Mechanics, Heat, and Sound & General Physics Laboratory I:** This course introduces big ideas in physics, such as Newtonian mechanics (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat. The course’s lab component—engages students in both guided and open inquiry investigations of physical principles.

**PHY 302L – Electromagnetism, Optics, and Nuclear Physics:** This course serves as an introduction to electricity, magnetism, optics, waves, and quantum and nuclear physics. Students will explore these topics as they obtain practical experience with electrical circuits and optical devices.

**RHE 306 & RHE 309K – Introduction to Rhetoric: Reading, Writing, and Research & Reading and Writing the Rhetoric of the American Identities:** This two-semester, six-credit writing intensive sequence features a fall semester course in argumentation, specifically “Research and Writing,” which is essential to leadership communications skills. It is followed by a spring semester topics course, “Rhetoric of American Identity,” which features a series of case studies analyzing texts about American identity.