

Concurrent Enrollment Annual Report Academic Year 2017-18 February 2019

PROGRAM HISTORY Concurrent Enrollment (CE) provides an opportunity for prepared Utah high school junior and senior students – freshmen and sophomores by exception -- to take college courses and earn both high school credit for graduation and college credit corresponding to the first year at a USHE institution. Originated in 1985 in Utah by what is today Utah Valley University, the CE program was formally established by the Utah State Legislature in 1988.

2017-18 PROGRAM EXECUTIVE SUMMARY A few notable points about the 2017-18 concurrent enrollment program:

- In the June 2017 high school graduating class, 53% of the students had taken at least one concurrent enrollment course (more information on pages 2-3).
- By taking concurrent enrollment, USHE estimates students saved over \$48 million in tuition for 2017-18.
- Of the June 2018 high school graduating class, the college-going rate for low-income students who participated in concurrent enrollment was more than twice that of low-income students who did not participate (more information on page 8).
- 74% of concurrent enrollment credits were earned in highly transferrable general education courses. 12 of the 15 concurrent enrollment courses with the highest enrollments are general education courses (more information on pages 4-5).
- Significant work has taken place to increase the number of students who take a CE math class and the impact of this work is visible. After a 50% growth in the number of CE math enrollments from 2015-16 to 2016-17, the growth continued in 2017-18 with 30% more enrollments than in 2016-17 (6,369 in 2015-16, 9,562 in 2016-17, and 12,498 in 2017-18).

ENROLLMENT CE program participation grew in 2017-18 for the fourth consecutive year (see Figure 1). 36,335 students participated in the concurrent enrollment program in 2017-18, representing 38.9% of all juniors and seniors counted in the October 1, 2017 fall enrollment for public high school students (see Figure 2).

Figure 1: Concurrent Enrollment Participation History

36,335 19,000 21,000 23,000 25,000 27,000 29,000 31,000 33,000 35,000 37,000

Figure 2: Utah Public HS Jr/Sr Student Participation in CE

100,000
90,000 80,000
77,281 78,443 80,085 81,453 83,066 85,634 88,883 91,531 93,459
70,000 60,000 50,000 40,000 30,000 28,185 26,170 26,975 27,444 26,879 28,551 29,758 32,849 36,335
20,000 2009-10 2010-11 2011-12 2012-13 2013-14 2014-15 2015-16 2016-17 2017-18
CE Students #HS Jr/Sr

28,277 27,444 28,185
26,170 26,975 27,444 26,879
28,551 29,758
32,849
2

Course Taking Patterns Consistent with recent years, 77% of students enrolled in concurrent enrollment take one to three classes, with only 26 of 36,335 students taking twelve or more classes (see Figure 3). In the June 2018 high school graduating class, 53% of the students had taken at least one concurrent enrollment course and 86% of those students enrolled in 6 or fewer classes (see Figure 4).

Figure 3: Number of Concurrent Enrollment Courses Taken by Students in 2017-18

Figure 4: Number of Concurrent Enrollment Courses Taken by 2018 High School Graduates

0% 5% 10% 15% 20% 25%
1 n ekaTs esruoCf or ebmu
Figure 4 includes June 2018 high school graduates who took concurrent enrollment courses in 2015-16, 2016-17 or 2017-18. 2345678

9 or more
9.5%
14.9%
1
2
2.0% 0.1%
11.8%
3
4
36.8%

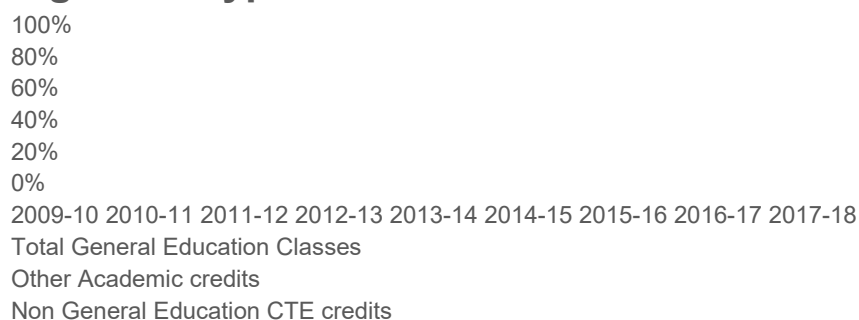
24.9%
 5-7
 8-11
 12+
 3

CREDIT AWARDED In 2017-18, students registered in 92,342 concurrent enrollment classes. Students earned 268,357 semester credit hours; 74% of earned concurrent enrollment credits were general education credits; 97% of the credit earned fell within the categories of credit described in Regent policy R165: highly transferrable general education courses and select career and technical education (CTE) courses (see Table 1 for detail; see Figure 5 for nine-year trend). Other academic credits, classes that are neither general education nor CTE, were earned in a small number of classes, primarily advanced Math including MATH 1060, advanced science classes, and classes such as EDU 1010 that serve as gateways to major pathways.

Table 1: Type of Credits Earned 2017-18

	No. of Credits Earned	% of Credits Earned
Composition	33,999	12.67%
American Institutions	17,844	6.65%
Fine Arts	18,143	6.76%
Humanities	10,428	3.89%
Social Science	30,981	11.54%
Life Science	9,187	3.42%
Physical Science	13,217	4.93%
TTL Core GenEd Credits Earned	165,331	61.61%
Labs for Science Classes	3,018	1.12%
Institution-Specific Graduation Requirements	8,585	3.20%
Foreign Language Classes	10,632	3.96%
Preparatory Math Math 1010	11,387	4.24%
TTL GenEd Credits Earned	198,953	74.14%
Credits earned that are not GenEd credits		
CTE credits	61,308	22.85%
Non-CTE	8,096	3.02%
TTL Non-GenEd Credits	75,404	25.86%
Total Credits	268,357	100.00%

Figure 5: Type of Credit Earned/Trends



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Top Enrolling Courses Of the 15 top enrolling CE classes (see Table 2), 12 are general education, 1 is a CTE course (denoted in grey), and 1 is a preparatory course for quantitative literacy courses. These 15 classes represent 56% of total CE enrollments and 56% of the earned credit.

Table 2: Top Enrollment Concurrent Enrollment Classes 2017-18

No. Institutions Offering Class	Cumulative Course Prefix	Course Number	Course Title	GenEd	Type*
					% of TTL Earned Credit
8	ENGL/WRTG 1010	Intro to Writing C	8,832 24,582	9.16%	9.16%
6	BUS/BUSN/FIN	/OSS			
					No. Enrollments
					% Earned Credit Earned Credit
1021/1050/1060/ 1210/1400/1750/ 2010/2870	Personal Finance	Varies	5,725 16,917	6.30%	15.46%
8	MATH 1050	College Algebra/Precalculus	QR 5,229 19,763	7.36%	22.83%
6		CHF/FCHD/ HFST/FHS/FCS/ PSY			
1500/1100	Human Dev Across the Lifespan	SS 4,430 12,576	4.69%	27.51%	
7	ENGL/WRTG 2010	Intermediate Writing C	3,406 9,879	3.68%	31.20%
5	MATH 1010	Intermediate Algebra	3,111 11,387	4.24%	35.44%
7	POLS 1100	U.S. Govt and Politics	AI 3,004 8,643	3.22%	38.66%
7	CHEM				
					1010/1015/1110/ 1115/1120/1210/ 1215/1225
6	Elementary Chemistry	PS 2,869 6,198	2.31%	40.97%	
					HIT/HLOC/HLT H/HTHS/MA/ NURP/NURS
1000/1008/1100/ 1101/1300	Medical Terminology		2,764 6,053	2.26%	43.23%
5	BIOL 1010	General Biology	LS 2,533 6,198	2.31%	45.53%
7	MUSC 1010	Intro to Music	FA 2,208 6,471	2.41%	47.95%
7	MATH 1030	Quantitative Reasoning	QR 2,202 6,179	2.30%	50.25%
7	HIST/USU 1700/1300	American Civ	AI 1,870 5,385	2.01%	52.26%
6	COMM/CMST 2110	Interpersonal Communication	H 1,740 5,100	1.90%	54.16%
3	AT/HLTH 2300/1200	First Aid	1,552 3,879	1.45%	55.60%

*C = composition; QR = Quantitative Reasoning; AI = American Institutions; SS = Social Science; PS = Physical Science; LS = Life Science; H = Humanities; FL = Foreign Language. Grey cells denote CTE courses.

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INSTITUTION/DISTRICT PARTICIPATION During the 2017-18 year, 169 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from all USBE districts earned concurrent credit. Student enrollments for each USHE institution are shown in Table 3. NOTE: The University of Utah offers concurrent enrollment courses in partnership with one early college high school, the Academy of Math Engineering and Science.

TABLE 3: 2017-18 CE Student Enrollments by USHE Institution

16-17* 17-18* Net Change

University of Utah 157 108 -49
Utah State University/USU Eastern 3,886 4,127 241
Weber State University 10,180 11,070 890
Southern Utah University 849 793 -56
Snow College 1,802 2,003 201
Dixie State University 1,654 2,124 470
Utah Valley University 8,706 10,419 1,713
Salt Lake Community College 8,020 8,142 122

Total 35,254 38,786 3,532

Total Distinct 32,849 36,335 7,113

*Distinct headcount by institution; students who took classes from multiple institutions are listed under each institution.

Delivery Method In 2017-18, 85% of concurrent enrollment earned credits were taught by adjunct high school teachers and most of these courses were taught face-to-face in a high

school during the regular school day. 15% of CE earned credits were taught by USHE faculty and the majority of these courses were taught through IVC/EDNET. In 2017-18, 1.3% of the credits earned were delivered exclusively online. Details can be found below in Table 4.

Table 4: 2017-18 Delivery Method of Earned CE Credits

Delivery Method	% Taught by	
USHE	% Taught by High School	
Face to Face	4.5%	79.2%
EDNET/IVC	9.8%	0.5%
Online	1.0%	0.3%
Hybrid	0.0%	1.5%
Tech Enhanced	0.0%	3.2%
Other	0.0%	0.0%
TOTAL	15.3%	84.7%

USHE institution participation varies in terms of delivery method used. Weber State University, Utah Valley University, Dixie State University, Southern Utah University, and Salt Lake Community College’s programs are predominantly face-to-face instruction in the high school. Over 40% of the credits earned through Snow College, and more than 30% of Utah State University’s earned credits are faculty-taught over Interactive Video Conferencing (IVC/EDNET). *Instructors* Most CE instruction is provided by high school teachers who meet adjunct instructor qualifications within an institutional academic department. After five years at 75% adjunct-led instruction, there has been an increase from 77% in 2012-13 to 84.7% in 2017-18 (percent of earned credits taught by adjunct instructors).

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STUDENT DEMOGRAPHICS

Race/Ethnicity The ethnic makeup of concurrent enrollment students suggests improvements can be made by engaging Hispanic and ethnic minority populations in the CE program (see Table 5).

TABLE 5: 2017-18 CE Student Race/Ethnicity

Race/Ethnicity	2016-17	2017-18	Net Change	USBE Total population
Asian	1.80%	1.93%	0.13%	1.67%
Black	0.65%	0.73%	0.08%	1.42%
Hispanic	9.49%	9.77%	0.28%	17.02%
American Indian/Native Alaskan	0.61%	0.60%	-0.01%	1.04%
Pacific Islander/Hawaiian	0.77%	0.71%	-0.06%	1.57%
White	84.46%	83.98%	-0.48%	74.60%
Two or more races	2.23%	2.27%	0.04%	2.69%

Figure 6 below shows the percentage of non-white concurrent enrollment students in 2017-18 at each institution compared to the institution’s service area.

Figure 6: 2017-18 Non-White Student Participation in CE by USHE Institution Compared to Service Area

40.0%
35.0%
30.0%
25.0%
20.0%

15.0%
10.0%
5.0%
0.0%

USU WSU SUU SC DSU UVU SLCC State

Service area data in table 5 and figure 6 represents K-12 as of October 1, 2017 as published by USBE.

www.schools.utah.gov/superintendentannualreport

Gender In 2017-18, 54% of participating students were female, 46%, male. This is a consistent statistic.

% Non-White CE Students

% Non-White in Service Area

8

LOW-INCOME STUDENT PARTICIPATION Low-income students are defined as students participating in the free or reduced lunch program. Generally, students self-select to take a CE course. Low-income students may need to be recruited to participate in concurrent enrollment. In the June 2018 high school graduating class, while over 59% of non-low income students participated in concurrent enrollment, only 36% of low-income students participated.

In the June 2018 high school graduating class, non-low-income students enrolled in college at a 12% higher rate than low-income students. Of low-income students, those who participated in concurrent enrollment enrolled in college at a rate of 50% compared to a rate of 23% for those who did not participate in concurrent enrollment.

Figure 7 below shows the 2017-2018 percentage of low-income students who participated in concurrent enrollment at each institution compared to the percentage of low-income students in the institution's service area.

Figure 7: 2017-18 CE Participation Among Low-Income Students by USHE Institution Compared to Service Area

60.0
%
50.0
%
40.0
%
30.0
%
20.0
%

10.0
%

0.0
%

USU WSU SUU SC DSU UVU SLCC State

Service area data represents K-12 as of October 1, 2017 as published by USBE. www.schools.utah.gov/superintendentannualreport

College enrollment data was gathered from the National Student Clearinghouse. Students are counted as “enrolled in college” if they attended in the fall semester directly following high school graduation (08/01/2018-12/31/2018).

% Low-Income CE
Students

% Low-Income in Service
Area

PROGRAM QUALITY

Advising/Gen Ed Pathway More than 70% of the concurrent enrollment earned credit is general education credit due to individual USHE institution advising and high school counseling efforts, the USHE and USBE system offices and the USHE General Education Pathway document (see Attachment A), which illustrates how concurrent enrollment meets USHE general education graduation requirements. With exceptions noted, the courses on the grid transfer as earned credit and are counted as the same type of general education credit across the USHE. Students are advised to take one class from each of the eight general education “categories” to ensure all credit will transfer and count toward the post-secondary program. Several course options are provided in each breadth category to ensure state-wide access. 86% of 2018 high school graduates took six or fewer concurrent enrollment classes, the guidelines, if followed, reduce the risk of redundant credit or unstructured accumulation of credit.

Table 6 shows by district, the number of general education categories out of eight possible where students earned credit during 2017-18. Thirty-eight of 41 districts had enrollments in at least six classes from the pathway grid. Red indicates a decrease in categories of general education offered in 2017-18 compared to 2016-17; green indicates an increase.

TABLE 6: General Education Pathway Offerings by District 2017-18

1617 No. Districts

No. GE Categories

0 2
 0 3
 2 4
 0 Daggett 5
 4 Logan, Ogden 6
 3 Garfield, Morgan, Murray, North Sanpete, Tintic 7
 32

1617 No. Districts District Names

Alpine, Beaver, Box Elder, Cache, Canyons, Carbon, Davis, Duchesne, Emery, Grand, Granite, Iron, Jordan, Juab, Kane, Millard, Nebo, Park City, Piute, Provo, Rich, Salt Lake, San Juan, Sevier, South Sanpete, South Summit, Tooele, Uintah, Wasatch, Washington, Wayne

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Advising/Letter of Completion in General Studies Pathway A letter or certificate of completion in general studies is a reasonable goal for CE students. This pathway requires students to take five CE courses junior year and five more senior year. In a few instances, institutions are short one class, such as Healthy Lifestyles, which may not be available for concurrent enrollment. Students will have to enroll in these classes on their own.

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OUTCOMES

USHE College Going Rate for Concurrent Enrollment Students College going rate refers to students who go to college in the fall semester directly following high school graduation. Even when taking into consideration ACT score, gender, race/ethnicity, status, students participating in concurrent enrollment are nearly three times more likely to attend college within one year than students who do not participate. Of the June 2018 high school graduates who participated in concurrent enrollment, 54.4% enrolled in higher education in fall 2018 compared to 27.7% of those who did not participate in concurrent enrollment. Table 7 cross references the institution attended in the fall semester after high school graduation and the institution from which the student took concurrent enrollment courses. The highlighted cells show students who subsequently attended the same institution from which they took concurrent enrollment courses. Note this represents a duplicate headcount as students may have enrolled in more than one institution in the fall semester after graduation (fall 2018).

n oitaudarGr etfAl laFd ednettAn oitutitsn, **Table 7: College Going Rate of June 2018 High School Graduates**

Graduates who took Concurrent Enrollment

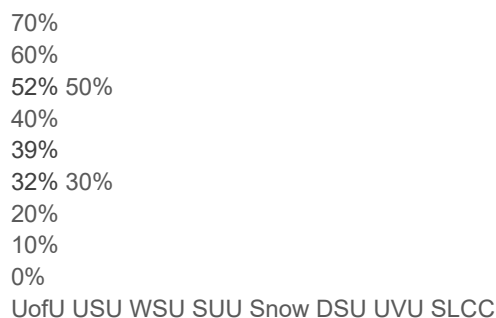
UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Total	UofU	23	72	274	5	18	47	275	671	1,385	USU	632	418	7	1,752	WSU	1	71	1312	19	8	41	88	1,540	SUU	115	129	167	89	87	209	163	959	Snow	104	99	12	224	14	191	97	104	18	37	346	122	149	878	UVU	66	134	8	40	48	1172	311	1,779	SLCC	7	49	137	1	24	6	89	1063	1,376	BYU	1	367	176	735	LDSBC	1	7	5	6	19	Westminster	6	8	23	3	2	23	82	147	Davis Technical	1	279	2	282	In State Public	2	Private	2	4	2	2	8	4	22	BYU Idaho	26	45	2	3	2	71	46	195	Out of State Private	6	15	46	1	2	6	44	55	175	Out of State	106	2	24	24	101	114	430	Total Found	46	1,359	3,218	255	521	660	3,031	3,348	12,438	Unknown	36	1,290	2,331	1,574	1,735	8,077	Total	82	2,649	5,556	378	1,049	1,113	4,605	5,083	20,515
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Includes students who graduated from high school in June 2018 and who took concurrent enrollment courses in 2015-16, 2016-17, or 2017-18. Concurrent Enrollment Institution is the institution from which the student last took concurrent enrollment courses. The institution attended after graduation is reported per the National Student Clearinghouse and includes students who were enrolled between 08/01/2018 and 12/31/2018.

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 Table 7 Explanation: Snow College provided concurrent enrollment instruction to 1,049 seniors in 2017-2018. In fall 2018, Snow College enrolled 224 of these students.

On average, 40% of students who took concurrent enrollment courses and enrolled in fall 2018, enrolled at the institution which they took concurrent enrollment courses. In 2017-18, this ranged from 32% at SLCC to 65% at SUU (see Figure 8).

Figure 8: CE Students Retained as Freshmen by Institution that Provided Instruction - 3 Year History

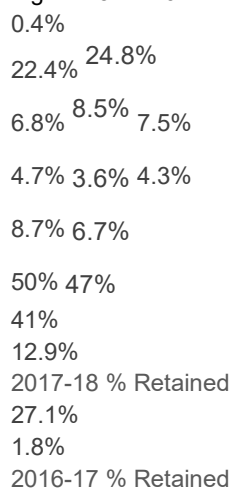


USHE institutions benefit differently in fall enrollments from providing concurrent enrollment courses. The chart (Figure 9) shows the percentage of June 2018 high school graduates who took concurrent enrollment at each institution and the percentage of those students who enrolled at that USHE institution the following fall (students who enrolled at non-USHE institutions or whose college enrollment status is unknown are included on the right side of the chart).

Figure 9: June 2018 High School Graduates by CE Institution Taught and Going Institution



Figures 8 and 9 based on data in Table 7 above



Taught
 5.1% 5.4%
 65%
 43%
 Enrolled
 2015-16 % Retained
 9.9%

13

Tuition Savings to USHE Students USHE estimates Utah secondary students would have paid over \$48 million for the 268,357 concurrent enrollment credit hours awarded FY 2017-18 (see Table 8). This figure was derived using state tuition tables and does not include fees.

TABLE 8: 2017-18 Estimated Tuition Cost Savings from Concurrent Enrollment*

Institution Earned Credits

Incremental Tuition Cost between 1-2 credit hours

Estimated Cost Savings	UU 1,376	\$216	\$297,519	USU 32,154	\$228	\$7,328,540	WSU 73,272	\$196	\$14,337,8		
	\$278	\$2,110,576	SNOW 15,334	\$74	\$1,134,716	DSU 15,469	\$180	\$2,776,686	UVU 69,854	\$191	\$13,342,114
										\$139	\$7,409,534
										TOTAL	268,357

*Calculated from resident tuition schedules using credit hours from distribution formula. 52A-17A-120.5 Section 5(b) requires this data be reported annually. The calculation of the incremental difference in tuition between one and two credits removes campus student fees embedded in tuition.

Time to Completion Time to Completion refers to the number of semesters a student takes to successfully complete a certificate or degree. A November 2013 USHE analysis of the impact of college credits earned through concurrent enrollment, advanced placement (AP), International Baccalaureate (IB), or CLEP exams found that college credit hours earned by Utah secondary students result in a statistically significant difference in the number of semesters needed to graduate from college when compared to a student who did not earn any college credits while in high school. The impact in reducing the number of semesters needed to complete an associate degree is more significant than the semesters needed to complete a bachelor's degree. Students who take advantage of college work while still enrolled in high school have the ability to save thousands of dollars in tuition and fees over their college career.

CE Math and Performance in Subsequent Classes An analysis of concurrent enrollment students taking Math 1010 or Math 1050 showed that, on average, a higher grade was achieved in the next course taken on a college campus when compared to regular college students where math courses were all taken on a college campus.

This analysis matched students who took either Math 1010 or Math 1050 during the 2015 academic year to their subsequent enrollments during the 2016 academic year. Based on the findings of this study, there is evidence that concurrent enrollment students perform better than students who take the traditional math course on a college campus. Additional information on concurrent enrollment math course performance can be found in Issue Brief No. 2017-1 from July 2017 available on the Utah System of Higher Education website at higheredutah.org/reports.

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FUNDING HISTORY The state-wide concurrent enrollment program has been supported by legislative appropriation since 1995-96. Table 9 lists the annual appropriation, including one-time and supplemental funds.

TABLE 9: Annual Legislative Appropriation for Concurrent Enrollment Year Ongoing One-Time Supplemental TOTAL

1995-96	\$2,044,856	\$400,000	\$2,444,856
1996-97	\$2,554,591	\$207,000	\$2,761,591
1997-98	\$3,494,241	\$1,450,800	\$4,945,041
1998-99	\$4,610,898	\$4,610,898	
1999-00	\$4,701,173	\$4,701,173	

2000-01 \$4,960,838 \$650,000 \$5,610,838

2001-02 \$6,149,390 \$6,149,390

2002-03 \$5,310,029 \$5,310,029

2003-04 \$5,354,633 \$5,354,633

2004-05 \$5,354,633 \$5,354,633

2005-06 \$5,541,959 \$5,541,959

2006-07 \$8,292,311 \$8,292,311

2007-08 \$9,215,497 \$9,215,497

2008-09 \$8,705,286 \$8,705,286

2009-10 \$8,531,186 \$8,531,186

2010-11 \$8,531,186 \$8,531,186

2011-12 \$8,531,186 \$8,531,186

2012-13 \$8,893,300 \$8,893,300

2013-14 \$9,270,600 \$9,270,600

2014-15 \$9,766,700 \$9,766,700

2015-16 \$10,209,200 \$10,209,200

2016-17 \$10,784,300 \$527,012 \$11,311,312

2017-18 \$11,184,400 \$750,000 \$11,934,400 FY17 appropriation is supplemented with \$527,012 SB 196 funds and FY18 appropriation is supplemented with \$750,000 SB 196 funds in support of unusually high increase in CE Math earned credit.

