Presentation Outline

• 15 minutes: Legislative Mandates
• 25 minutes: Describing the Match and Annual Reports
• 20 minutes: Participant Questions/Sharing Data Strategies
Utah CE at a Glance/18-19

• 30+ year old program
• 41,000 students/315,000 earned semester credits
• 86% CE courses taught in the HS by public educator/adjunct
  • IVC delivery popular for rural schools
  • On-campus enrollments available at several IHEs
  • Less than 2% online enrollments
Legislative Mandate/ $ with Strings

• $12.2M CE State Appropriation

• Disbursed to USHE institutions and USBE LEAs based on CE earned credit.

• Have to match student in IHE SIS and USBE SIS:
  • On first name, last name, DOB, Gender; and
  • Enrollment in a ”pre-approved” CE course.

• Started with a 50% match and lots of manual edits
• Up to 99% match
High School Data for the Match

• All Utah public education students are assigned a state student identifier (SSID)
• Utah LEA’s are required to submit data daily to the system office, USBE
• The data is used 3 times a year for various local funding, legislative, and federal reporting
• Also send transcripts to local Universities.
• The end of year data is matched with the data from Concurrent Enrollment
Lessons Learned/Student Match

• Students use legal name with an IHE, nickname with an LEA – and visa versa
• Names change mid-year and LEA updates; what a student provided the IHE Fall semester doesn’t match end-of-year
• Small number of students complete CE courses, earn grades – but do not complete admission and enrollment to receive postsecondary credit
The 99% Match

- “Delete Flag” certain non-matches
- Worked with HS registrars and district data folks to correct internal data issues
- Moving to matching students before they enroll v. end-of-year

Delete Flags

1. Drop/delete
2. Duplicate enrollment
3. Out of state
4. Course not approved for CE funding
5. Private school
6. External CE funding
7. Not approved until the next year
8. No grade from institution/high school
9. Took concurrent but not eligible (primarily summer enrollments or got CRNs they shouldn’t have)
10. Home school student; didn’t register at resident high school
11. Re-taking class, paying full-tuition
12. No resident high school identified
13. Course does not exist for regular campus enrollment
14. SSID not provided, no USBE person match
15. Lab section – enrollment already counted
What can you do with state data?

- Report earned credit to legislature, ensuring continued funding
- Conduct trend analysis that might not be possible in a single LEA (size of student pool)
- Provide state-level data for IHEs and LEAs to make comparisons
- Monitor CE course offerings to ensure educational equity across all LEAs – “fill in gaps” if identified
  - USHE GenEd Pathway ensures all LEAs offer GenEd
- Help LEAs and IHEs meet system goals
  - USHE Senior Year Math ensures all LEAs offer three QLs
Math is one of the largest barriers to college completion. USBE used state data.

- Looked at CE, IB, and AP math in each HS
- Identified HSs with low participation rates in accelerated Math
- Looked for HSs with high % of students scoring well in state-wide Math assessments
- Offered those HSs supplemental funding to increase CE Math enrollments
The Annual One-Pager

- Published jointly
- Numbers
- Meets legislative reporting needs

Utah State Board of Education and Utah System of Higher Education 2017-18 Concurrent Enrollment Summary Data 15 October 2018

During the 2017-18 year, 169 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from 41 districts and 36 charter schools earned concurrent credit. Below find finalized end of year data.

Final 2016-17 data is provided for comparison.

Student Participation 16-17 17-18
Number of Students who participated in Concurrent Enrollment (total distinct headcount) 32,849 36,335
Number of Credit Hours attempted 244,412 281,189
Number of Credit Hours earned 233,626 268,357

Type of Delivery
Credit Hour(s) delivered Face-to-Face 191,374 224,742
Credit Hours taught by USHE faculty 38,535 41,024
Credit Hours delivered via Technology 42,252 43,615
Credit Hours taught by adjunct instructors (teachers) 195,091 227,333

USHE / Credit Type Earned 16-17 17-18
No. Enrollments Earned Credits No. Enrollments Earned Credits
General Education Courses TOTAL 56,983 164,883 67,861 198,953
General Education Courses 148,472 181,038
CTE Courses that fulfill GenEd Requirements 16,411 17,915
Other CTE Courses 21,533 59,590
Other Academic Courses 3,128 9,153
Total Registrations 81,524 233,626 92,342 268,357

Program Participation by District Enrollments Credits Earned Enrollment Credits Earned
University of Utah 543 1,642 450 1,376
Utah State University/USUE 9,829 30,204 10,568 32,104
 Weber State University 22,080 61,954 25,088 73,272
 Southern Utah University 2,874 7,608 2,829 7,592
 Snow College 4,833 13,906 5,275 15,334
 Dixie State University 4,389 11,131 8,130 15,469
 Utah Valley University 20,029 57,672 24,327 69,854
 Salt Lake Community College 16,947 49,509 17,666 53,306
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Program Participation by USHE Institution Enrollment Credits Earned Enrollment Credits Earned
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*FY17/18, 36,335 students enrolled in classes and earned 268,357 semester credit hours.

$48.7 million in tuition saved by students taking concurrent enrollment classes.
The Annual CE White Paper

• Because we share data -- USBE contributes EL, income level, race/ethnicity, SPED – we can report:
  • Impact of taking a CE course on low-income students
  • Impact of taking a CE course on non-White/Asian students
Utah CE Participation by Race/Ethnicity

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

- % Non-White CE Students
- % Non-White in Service Area

Institutions: USU, WSU, SUU, SC, DSU, UVU, SLCC, State
Utah CE Participation by Income Bracket

Figure 8: 2017-18 CE Participation Among Low-Income Students by USHE Institution Compared to Service Area
Impact on Low-Income Participation in CE

- When low-income students do participate in concurrent enrollment, the likelihood that they will subsequently enroll in college increases.
Data-Driven System Activities

• Equity Labs 2019 - inform LEAs of the gaps between student groups in Advanced Course work (CE, AP and IB) and brain storm ideas to reduce gaps.
USBE Equity Labs 2019

- Look at System Race/Ethnicity Trends
USBE Equity Labs 2019

• Look at System Student Group Trends
USBE Equity Labs 2019

- Transition from state to local data:
  - Districts ranged from 10% to 72% in advanced course
  - Low income student’s percentages ranges from 6% to 61%.
  - The gap between low-income and non low-income students ranged from 5% to 37%
  - At Risk Minority Students participation ranged from 6% to 68%
  - The gap between this student group and the Asian and White student group ranged from no gap to 33%
• Engage LEAs in developing plans to move toward educational equity:
  • Develop an action plan to eliminate barriers for students.
  • Commit to one concrete strategy for immediate action

• Use:
  • system data to communicate system goals and establish benchmarks.
  • local data for LEAs to develop plans to take action on inequities at the local level.
Lessons Learned/Data Reporting

• Adequate CE funding necessitates close attention to growth
• Growth requires close attention to instructor qualifications to ensure rigor
• Student demographic data changes year-round – may frustrate a IHE-LEA match
• Withholding funding encourages good data
• System data is not as meaningful to IHEs and LEAs as local data
Share Out Data Drive Decisions

• An IHE recognizes course and/or CE instructors needed improvement; USBE offered to collaborate on professional development.

• Share out...
Questions/Comments

• This PowerPoint, Utah annual reports and white papers, and other resources can be found on UtahCE.org under Concurrent Enrollment Resources.

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