

**Concurrent Enrollment Annual Report
Academic Year 2017-18
March 2019**



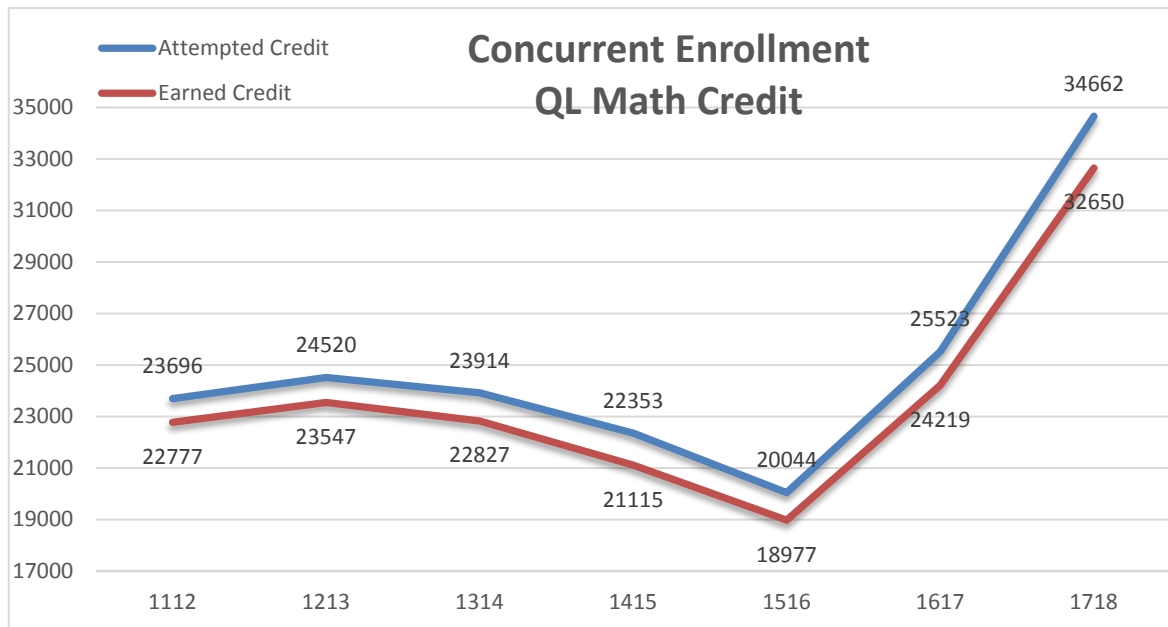
PROGRAM HISTORY

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

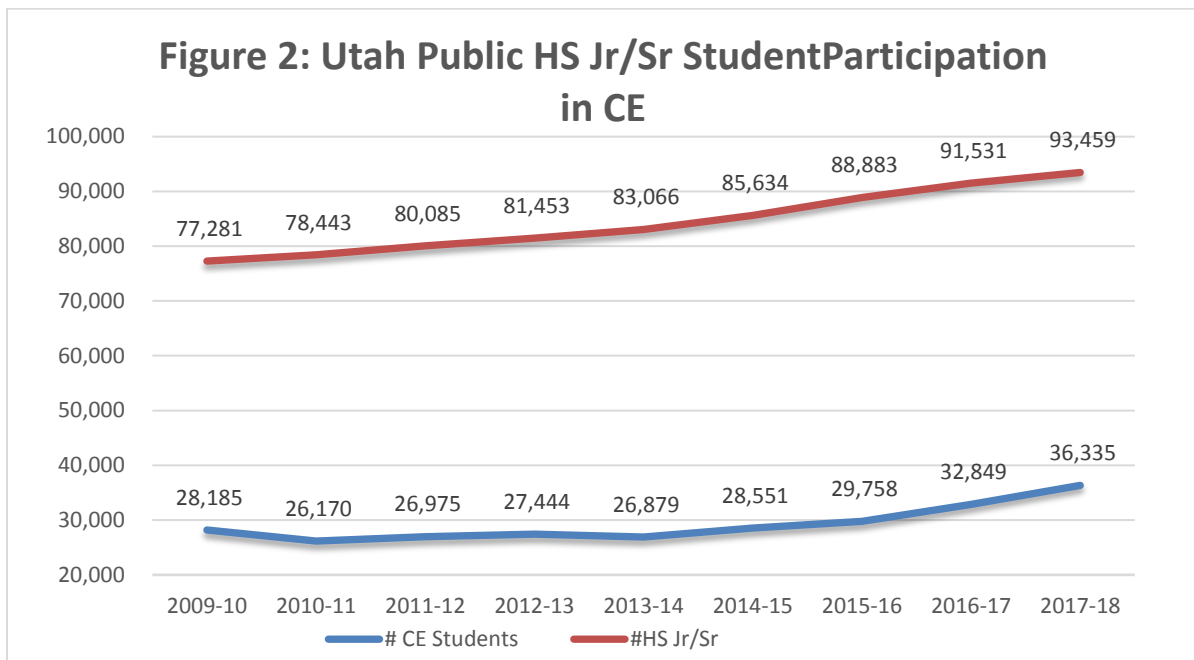
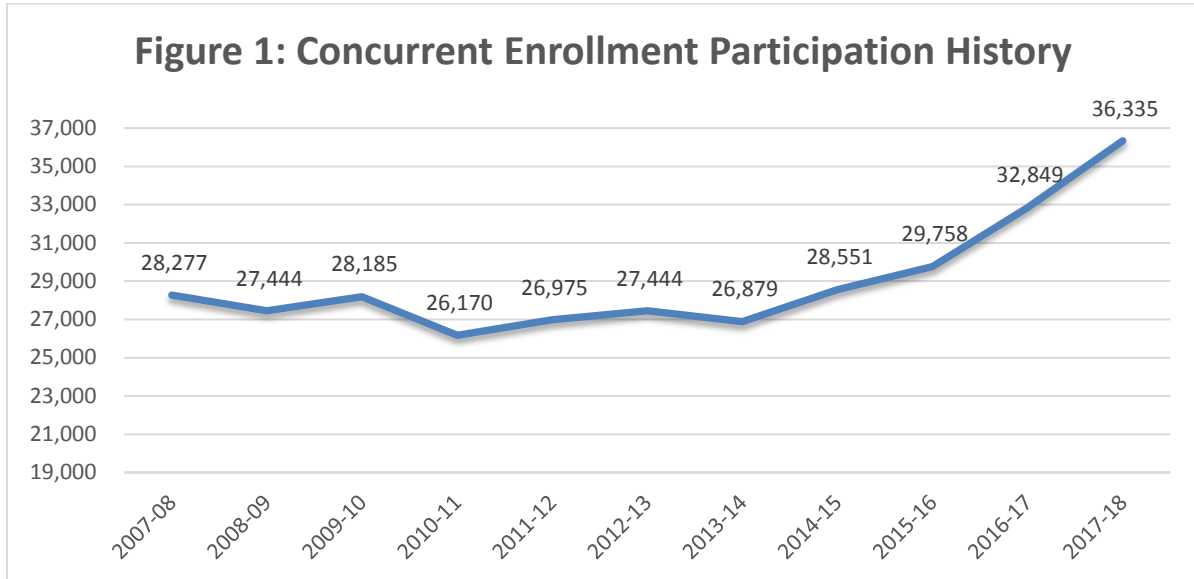
A few notable points about the 2017-18 concurrent enrollment program:

- In the June 2018 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 that meets the quantitative literacy requirement (QL) and the impact of this work is visible as is evidenced in the chart below.



ENROLLMENT

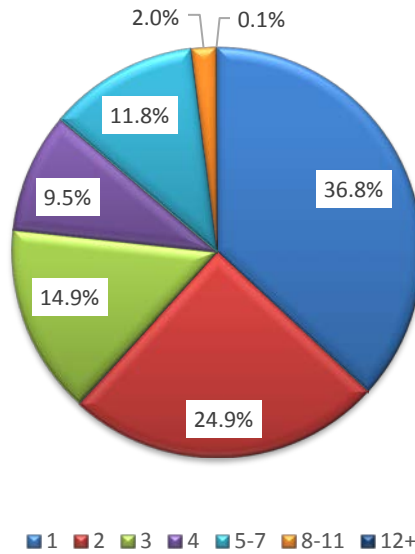
CE program participation grew in 2017-18 for the fourth consecutive year (see Figure 1). 36,335 students participated in the concurrent enrollment program in 2017-18, representing 38.9% of all juniors and seniors counted in the October 1, 2017 fall enrollment for public high school students (see Figure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



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).

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



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 courses cumulatively throughout their high school career (see Figure 4).

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

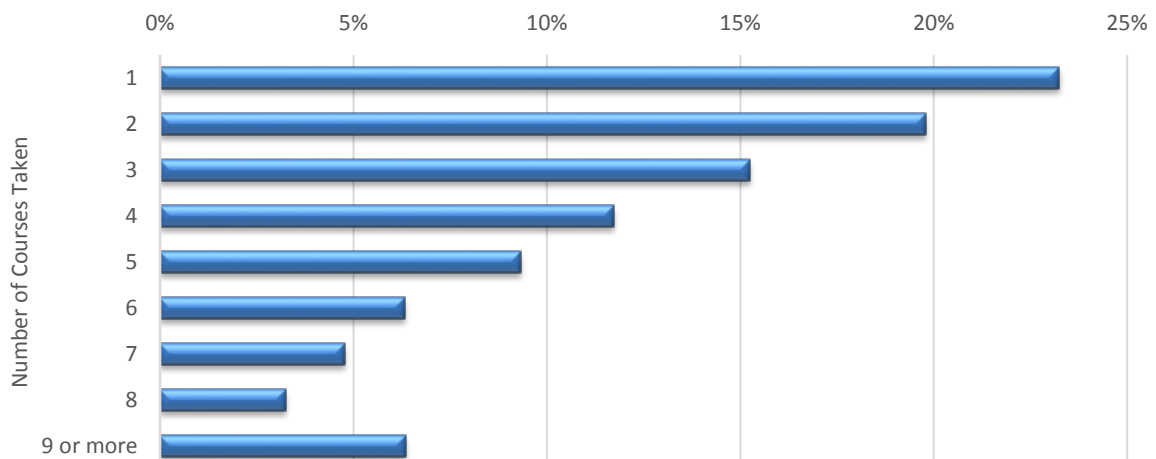
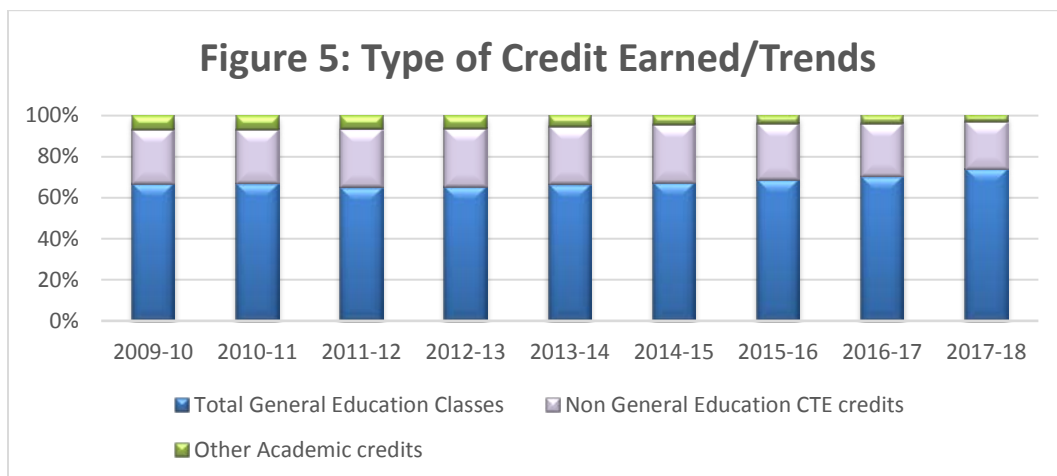


Figure 4 includes June 2018 high school graduates who took concurrent enrollment courses in 2015-16, 2016-17 or 2017-18.

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, 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
Core General Education Requirements	Quantitative Reasoning	31,532	11.75%
	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%



Top Enrolling Courses

Of the 15 top enrolling CE classes (see Table 2), 12 are general education, 2 is a CTE course (denoted in grey), and 1 is a preparatory course for quantitative literacy courses. Overall this group of top enrolling courses varies minimally year to year. The courses may vary in terms of their position in this chart but Introduction to Writing has consistently been the course with the highest enrollments. These 15 classes represent 56% of total CE enrollments and 56% of the earned credit.

No. Institutions Offering Class	Course Prefix	Course Number	Course Title	GenEd Type*	No. Enrollments	Earned Credit	% Earned Credit	Cumulative % 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	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	Elementary Chemistry	PS	2,869	6,198	2.31%	40.97%
6	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.

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.

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%
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.

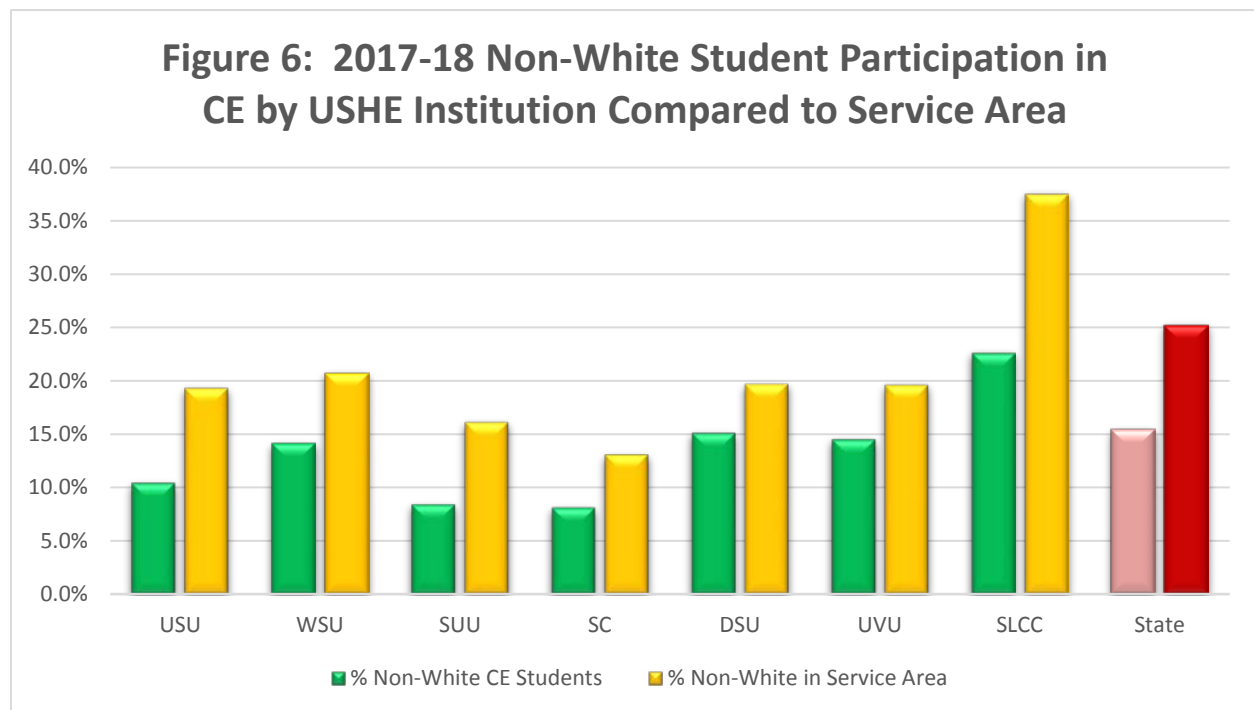
STUDENT DEMOGRAPHICS

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).

Race/Ethnicity	2016-17	2017-18	Net Change	Total 2017-18 USBE 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.



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.

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 but low-income students seem to be less likely to self-select and may need to be recruited to participate in concurrent enrollment. This is evidenced by the fact that 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.

When low-income students do participate in concurrent enrollment, the likelihood that they will subsequently enroll in college increases. 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 went to college at twice the rate of those who did not participate in concurrent enrollment (see Figure 7).

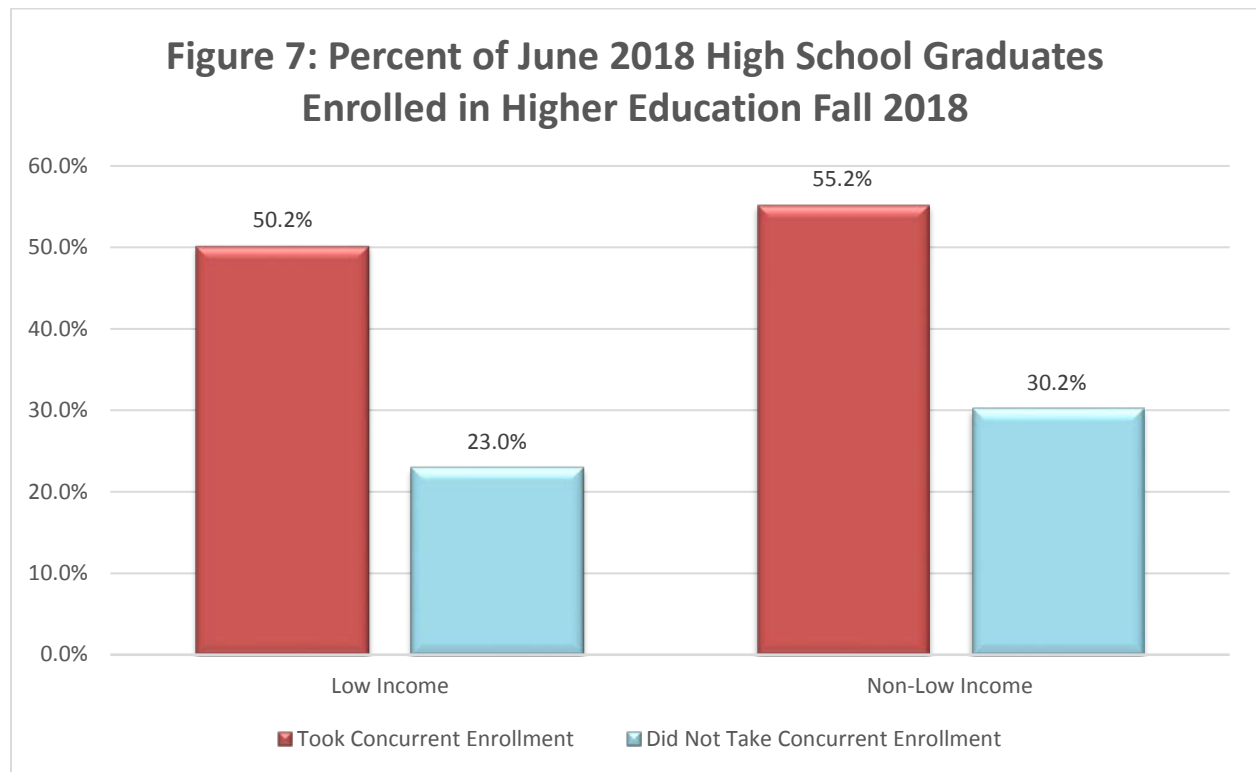
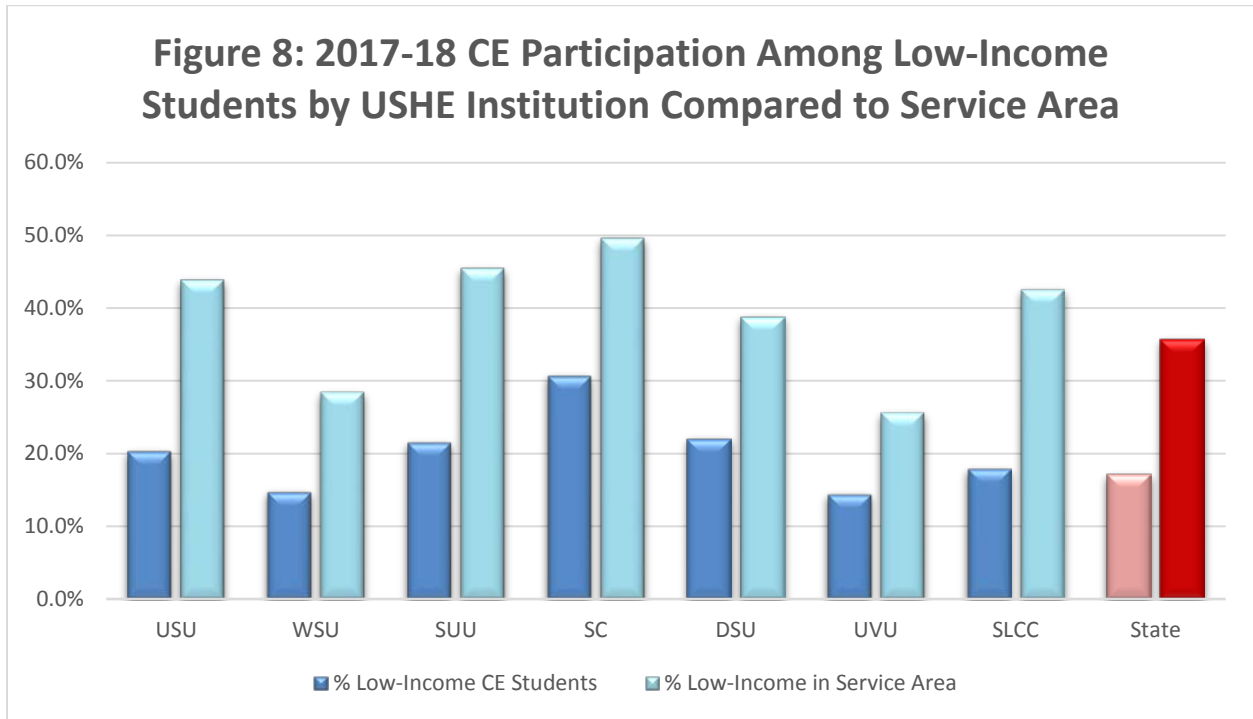


Figure 8 below shows the 2017-2018 percentage of low-income students who participated in concurrent enrollment at each institution compared to the percentage of low-income students in the institution's service area.



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).

PROGRAM QUALITY

Advising/Gen Ed Pathway

74% of the concurrent enrollment earned credit is general education credit. In addition to individual USHE institution advising and high school counseling efforts, the USHE and USBE system offices publish the USHE General Education Pathway document (see Attachment A), which illustrates how concurrent enrollment classes fulfill USHE general education graduation requirements. With exceptions noted, the courses on the grid transfer as equivalent credit and are counted as the same type of general education credit across the USHE. Students are advised to select one class from each of the eight general education “categories” to ensure all credit will transfer and count toward their chosen post-secondary program. Several course options are provided in each breadth category to ensure state-wide access. Since 86% of 2018 high school graduates took six or fewer concurrent enrollment classes, the guidelines, if followed, eliminate 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 fewer categories of general education offered in 2017-18 compared to 2016-17; green indicates an increase.

1617 No. Districts	1718 No. Districts	District Names	No. GE Categories Offered
0	0		0 or 1
0	0		2
0	0		3
2	0		4
0	1	Daggett	5
4	2	Logan, Ogden	6
3	5	Garfield, Morgan, Murray, North Sanpete, Tintic	7
32	33	Alpine, Beaver, Box Elder, Cache, Canyons, Carbon, Davis, Duchesne, Emery, Grand, Granite, Iron, Jordan, Juab, Kane, Millard, Nebo, North Summit, Park City, Piute, Provo, Rich, Salt Lake, San Juan, Sevier, South Sanpete, South Summit, Tooele, Uintah, Wasatch, Washington, Wayne, Weber	8

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. 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. For comparison, in the June 2017 high school graduating class, 45.1% of all graduates enrolled in higher education in the fall 2017 semester (see Figure 9).

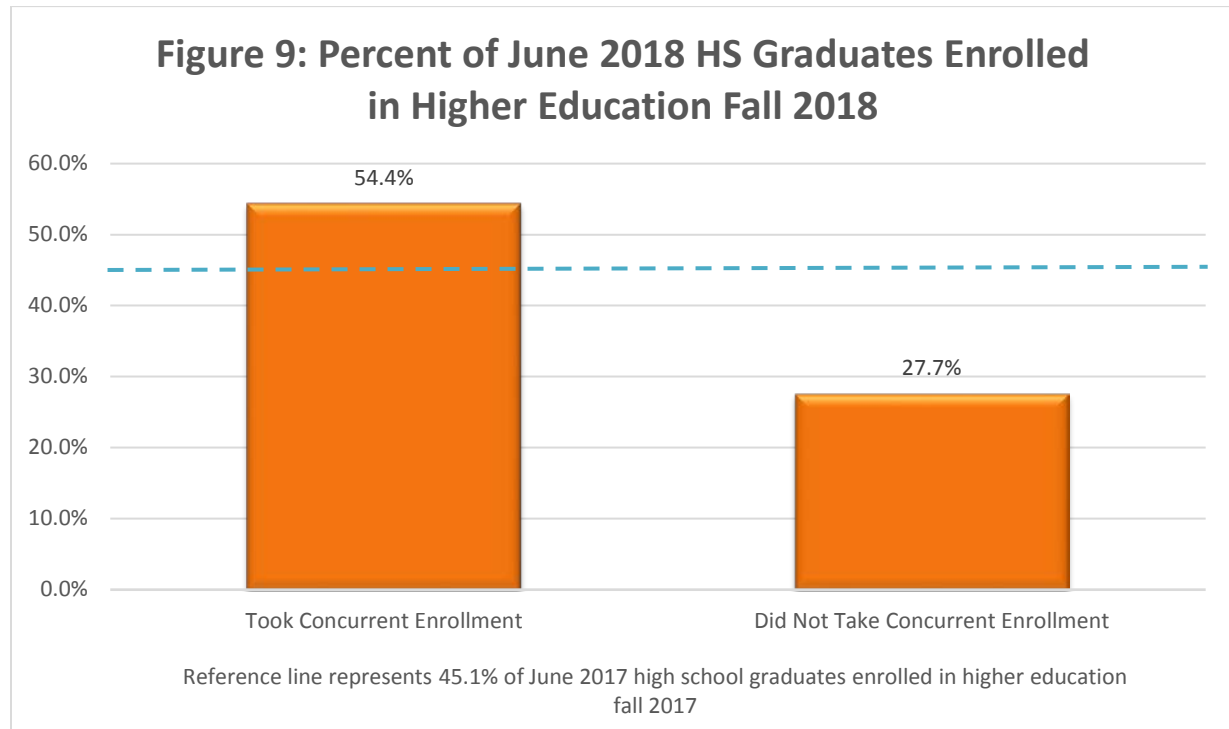


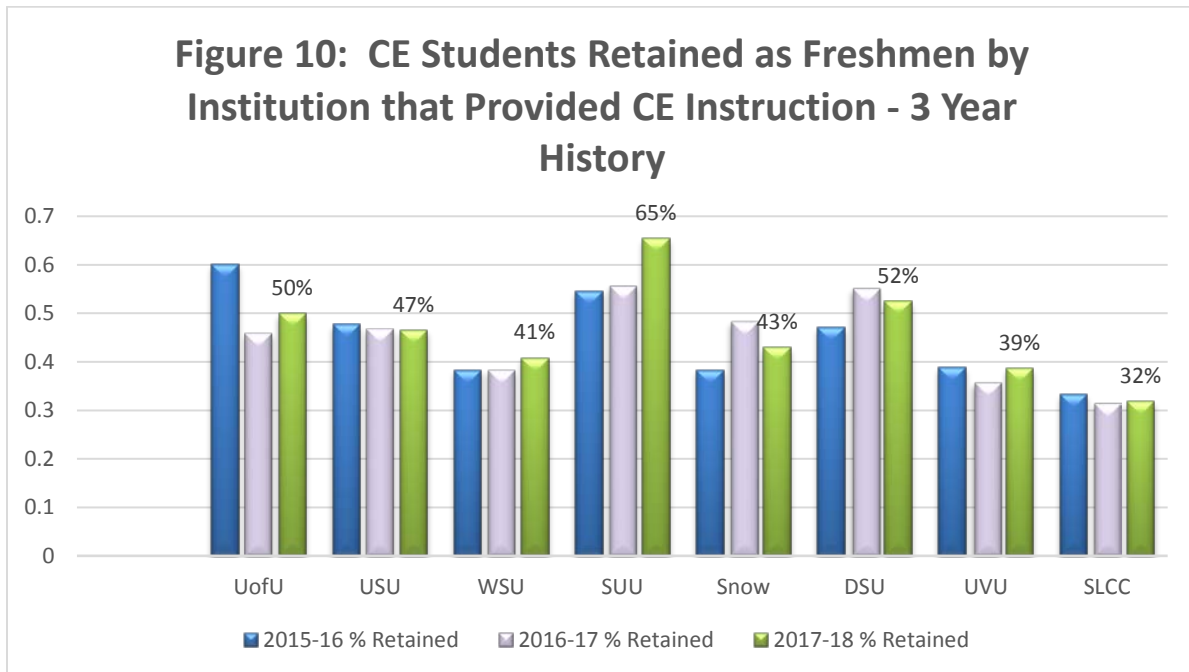
Table 7 cross references the institution attended in the fall semester after high school graduation and the institution from which the student took concurrent enrollment courses. The highlighted cells show students who subsequently attended the same institution from which they took concurrent enrollment 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).

Table 7: College Going Rate of June 2018 High School 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	27	35	312	321	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	741
DSU		102	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	38	101	8	11	33	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				22			1		23
In State 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 Public	2	57	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	2,338	123	528	453	1,574	1,735	8,077
Total	81	2,532	5,599	392	963	1,219	5,626	5,598	22,011

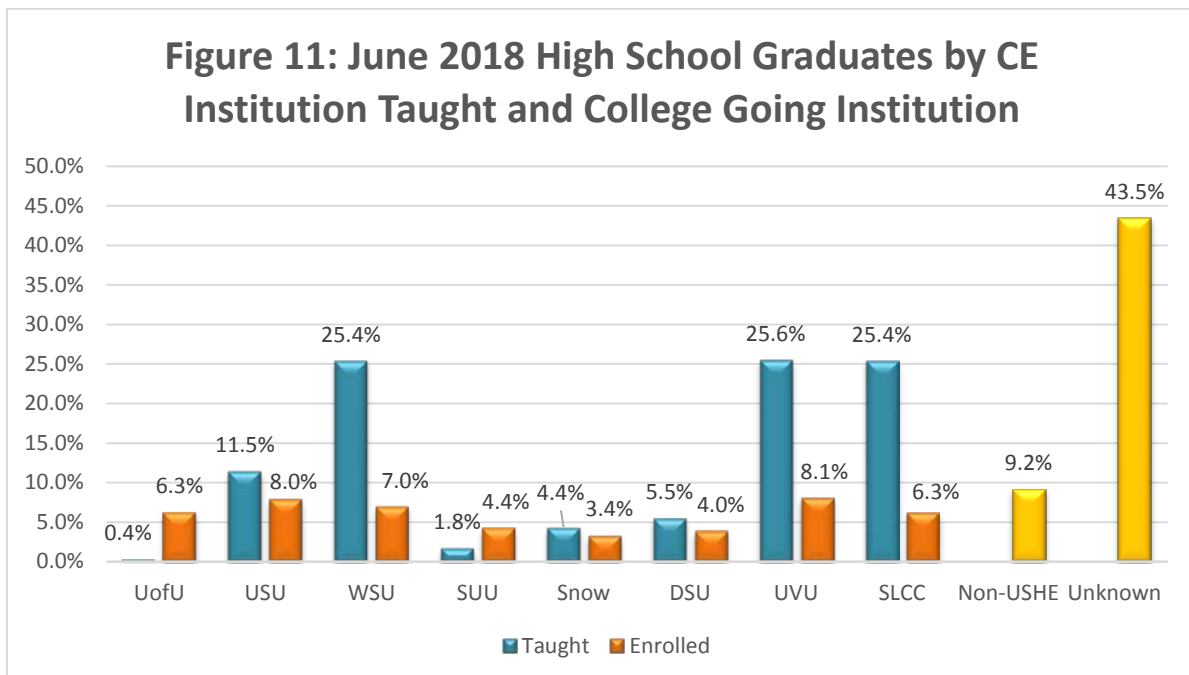
Includes students who graduated from high school in June 2018 and who took concurrent enrollment courses in 2015-16, 2016-17, or 2017-18. The Concurrent Enrollment Institution is the institution from which the student last took concurrent enrollment courses. The institution attended after graduation is reported per the National Student Clearinghouse and includes students who were enrolled between 08/01/2018 and 12/31/2018.

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 from which they took concurrent enrollment courses. In 2017-18, this ranged from 32% at SLCC to 65% at SUU (see Figure 10).



The figure below (see Figure 11) 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).



Figures 8 and 9 based on data in Table 7 above

Tuition Savings to USHE Students

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

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	\$14,337,865
SUU	7,592	\$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
SLCC	53,306	\$139	\$7,409,534
TOTAL	268,357		\$48,737,549

*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 the first credit.

CE Math and Performance in Subsequent Classes

An analysis of concurrent enrollment students taking Math 1010 and 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 math 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 about 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.

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.



Concurrent Enrollment General Education Pathway
Academic Year 2017-2018

With Concurrent Enrollment, high school students take college classes to earn both high school and college credit. General education classes are recommended because they're required for graduation and transferable from one college to another.

- Select one class from each general education category.** Look for the institution your high school partners with for CE. **NOTE:** There are many classes in each breadth category which may be substituted for those listed here. Ask a campus advisor if the class will "transfer as equivalent credit" to the institution you wish to attend.
- Speak with an expert about class options.** For advice choosing a class, ask an academic advisor, preferably from the campus you intend to enroll after high school. An advisor can recommend classes that fit educational goals and ensure the class is part of a pre-major pathway. Campus advisor contact information is listed on the next page.

General Education Categories		General Education Classes	Institutions Offering CE Class							
GE Core (12 credits)	Composition (6 credits)	ENGL 1010 (3 credits) Intro to Writing	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
		ENGL 2010 (3 credits) Intermediate Writing			SUU	Snow	DSU	UVU	SLCC	
	Quantitative Literacy (3 credits) <i>Select ONE of these classes See QL Legend, next page</i>	MATH 1030 (3-4 credits) Quantitative Reasoning (non-science majors)		WSU	SUU	Snow	DSU	UVU	SLCC	
		MATH 1040/STAT 1040 (3-4 credits) Statistics	USU		SUU	Snow	DSU	UVU	SLCC	
		MATH 1050 (3-4 credits) College Algebra	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
	American Institutions (3 credits) <i>Select ONE of these classes</i>	HIST 1700 (3 credits) American Civilization	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
		HIST 2700 & 2710 (3 credits each) U.S. History to 1877/Since 1877 (must take both for AI)		WSU		Snow	DSU			
		POLS 1100 (3 credits) American Government	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
	GE Breadth (18-27 credits)	Fine Arts <i>Select ONE of these classes</i>	ART 1010 (3 credits) Intro to Visual Arts	USU	WSU	SUU	Snow	DSU	UVU	SLCC
			MUSC 1010 (3 credits) Intro to Music	USU	WSU	SUU	Snow	DSU	UVU	SLCC
THEA 1013 (3 credits) Intro to Theatre/Understanding Theatre			USU	WSU	SUU	Snow	DSU	UVU	SLCC	
Humanities <i>Select ONE of these classes</i>		HU/HUM/HUMA 1010/1100/USU 1320 (3 credits) Intro to the Humanities	USU		SUU		DSU	UVU	SLCC	
		ENGL 2200 (3 credits) Intro to Literature	USU	WSU	SUU	Snow	DSU	UVU		
Social & Behavioral Science <i>Select ONE of these classes</i>		COMM/CMST 2110 (3 credits) Interpersonal Communication	USU	WSU		1	1	UVU		
		PSY 1010 (3 credits) Intro to Psychology	USU	WSU	SUU	Snow	DSU	UVU	SLCC	
		BA/BSAD/BUSN/MGMT 1010/BUS 1050 (3 credits) Business Foundations/Intro to Bus/BUS Principles CHF/FCHD/FCS/FHS/HFST 1500 or PSY 1100 (3 credits) Human Development	USU	WSU	SUU	2		UVU	SLCC	
Life Science <i>Select ONE of these classes Underline – lab offered</i>		BIOL 1010 (3 credits) (1015 Lab 1 credit) General Biology	USU		<u>SUU</u>	<u>Snow</u>	<u>DSU</u>	<u>UVU</u>	<u>SLCC</u>	
		NUTR/NFS/HLTH 1020 (3 credits) Intro to Nutrition		WSU	SUU		DSU	2	2	
Physical Science <i>Select ONE of these classes Underline – lab offered</i>	CHEM 1010 (3 credits) (1015 Lab 1 credit) Intro to Chemistry	USU		<u>SUU</u>	<u>Snow</u>	<u>DSU</u>	<u>UVU</u>	SLCC		
	CHEM 1110 (3-5 credits) Elementary Chemistry		WSU	<u>SUU</u>	<u>Snow</u>	<u>DSU</u>		2		
	PHYS 1010 (3 credits) (1015 Lab 1 credit) Elementary Physics	<u>USU</u>	WSU	<u>SUU</u>	<u>Snow</u>	<u>DSU</u>	UVU	SLCC		

TABLE NOTES: 1 Class is a Social Science at DSU, an Oral Communication at Snow, a Humanities at other institutions. 2 Class is not a general education course at this institution. Students planning to attend that institution may choose to take another class in the category.