



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.

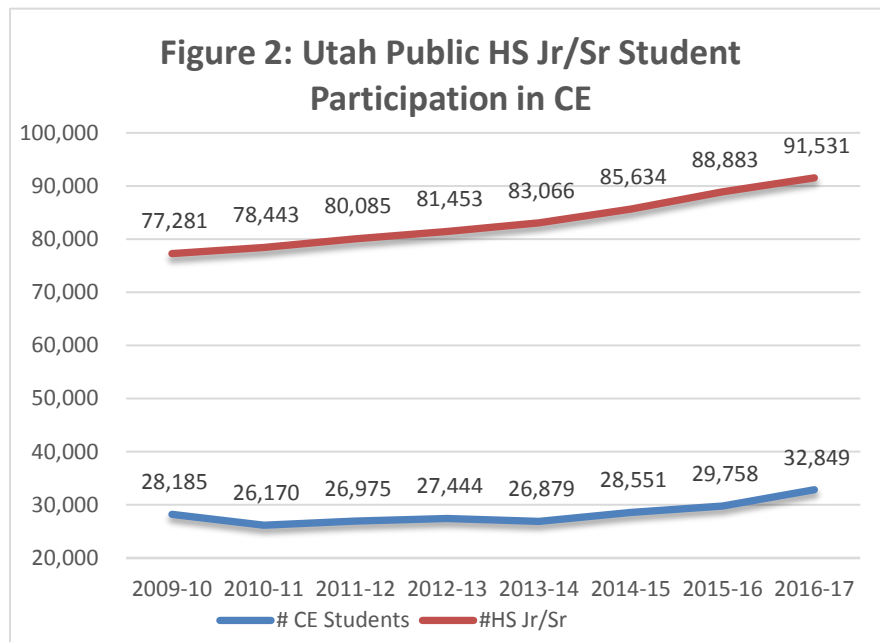
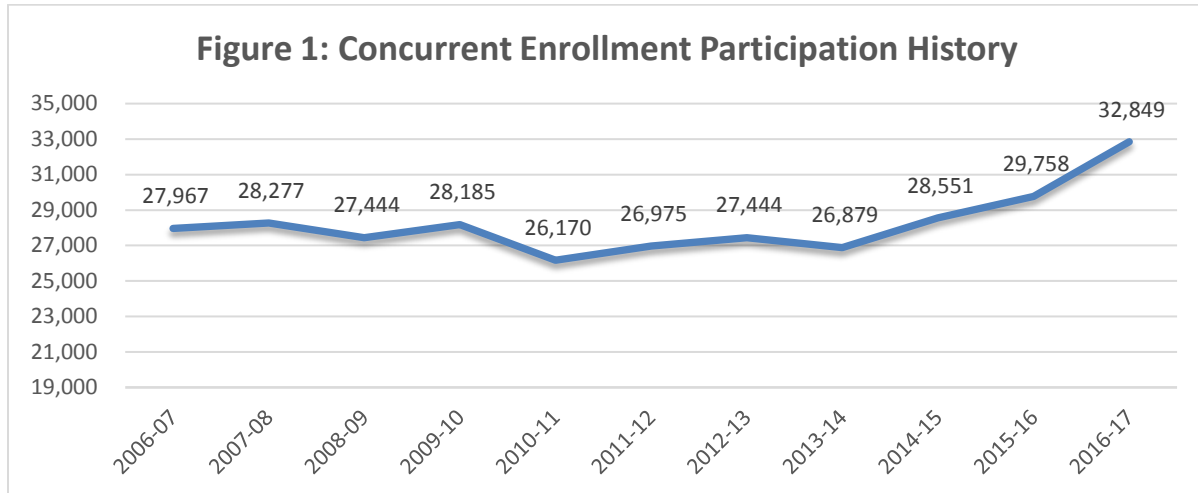
2016-17 PROGRAM EXECUTIVE SUMMARY

A few notable points about the 2016-17 concurrent enrollment program:

- In the June 2017 high school graduating class, 50% of the students had taken at least one concurrent enrollment course (more information on pages 2-3).
- Of the June 2017 high school graduating class, the college-going rate for low-income students who participated in concurrent enrollment was twice that of low-income students who did not participate (more information on page 8).
- 71% of concurrent enrollment credits were earned in highly transferrable general education courses. 13 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. In 2016-17 the number of CE math enrollments grew by 50% over the prior year (9,562 in 2016-17 from 6,369 in 2015-16).

ENROLLMENT

CE program participation grew in 2016-17 for the third consecutive year (see Figure 1). 32,849 students participated in the concurrent enrollment program in 2016-17, representing 35.9% of all juniors and seniors counted in the October 1, 2016 fall enrollment for public high school students (see Figure 2).



Course Taking Patterns

Consistent with recent years, 78% of students enrolled in concurrent enrollment take one to three classes, with only 22 of 32,849 students taking twelve or more classes (see Figure 3). In the June 2017 high school graduating class, 50% 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 2016-17

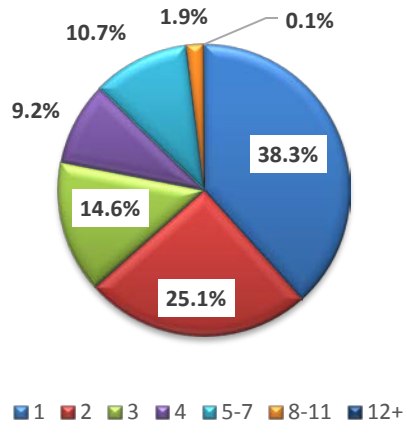


Figure 4: Number of Concurrent Enrollment Courses Taken by 2017 High School Graduates

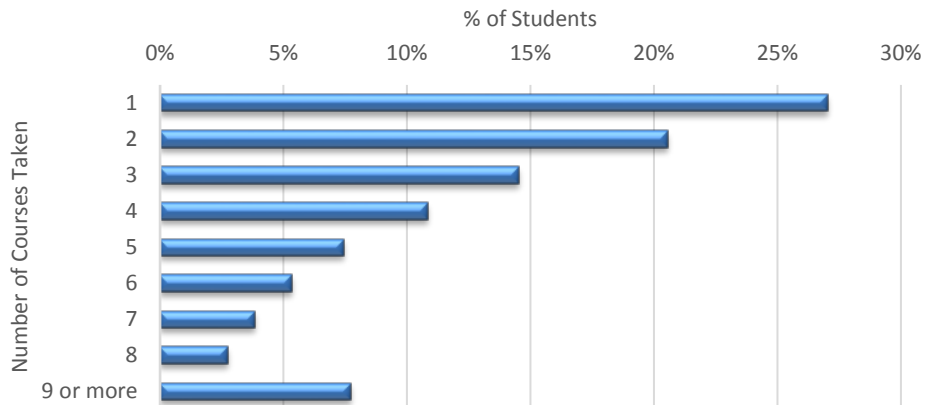
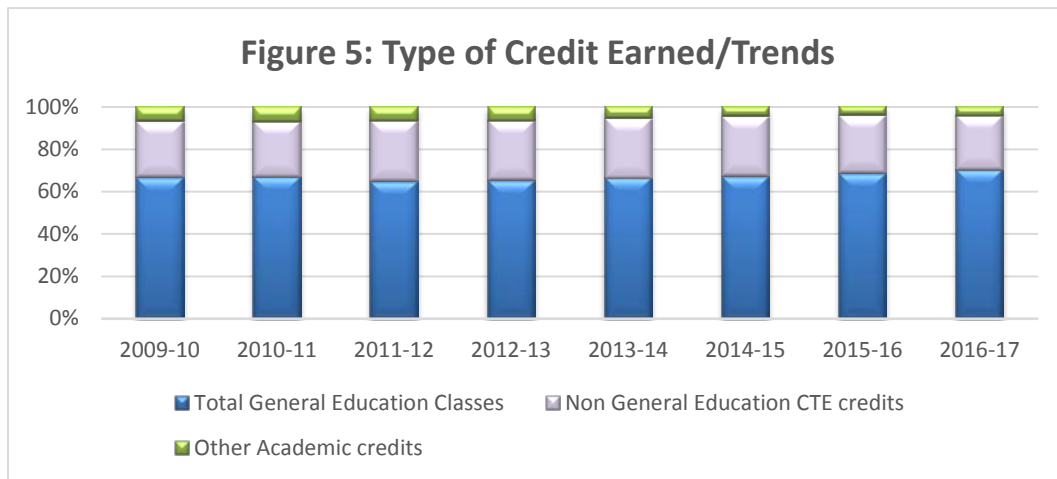


Figure 4 includes June 2017 high school graduates who took concurrent enrollment courses in 2014-15, 2015-16 or 2016-17.

CREDIT AWARDED

In 2016-17, students registered in 81,524 concurrent enrollment classes. Students earned 233,626 semester credit hours; 71% of earned concurrent enrollment credits were general education credits; 96% 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 eight-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 and 1210, advanced science classes, and classes such as EDU 1010 that serve as gateways to major pathways.

Table 1: Type of Credits Earned 2016-17			
		No. of Credits Earned	% of Credits Earned
Core General Education Requirements	Quantitative Reasoning	21,600	9.25%
	Composition	24,750	10.59%
	American Institutions	15,732	6.73%
	Fine Arts	14,637	6.27%
	Humanities	12,987	5.56%
	Social Science	28,929	12.38%
	Life Science	8,540	3.66%
	Physical Science	11,158	4.78%
	TTL Core GenEd Credits Earned	138,333	59.21%
	Labs for science classes	2,543	1.09%
Institution-Specific Graduation Requirements	5,302	2.27%	
Foreign Language classes	9,272	3.97%	
Preparatory Math	Math 1010	9,433	4.04%
	TTL GenEd Credits Earned	164,883	70.58%
Credits earned that are not GenEd credits			
	CTE credits	59,590	25.51%
	Non-CTE	9,153	3.92%
	TTL Non-GenEd Credits	68,743	29.42%
	Total Credits	233,626	100.00%



Top Enrolling Courses

Of the 15 top enrolling CE classes (see Table 3), 13 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 49% of total CE enrollments and 52% 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	7,191	20,772	8.89%	8.89%
8	MATH	1050	College Algebra/Precalculus	QR	4,861	18,440	7.89%	16.78%
6	BUS/BUSN/FIN/OSS	1021/1050/1060/1210/1400/1750/2010/2870	Personal Finance	Varies	4,803	14,166	6.06%	22.85%
7	POLS	1100	U.S. Govt and Politics	AI	2,734	7,854	3.36%	26.21%
5	MATH	1010	Intermediate Algebra		2,557	9,433	4.04%	30.25%
6	HIT/HLOC/HLTH/HTHS/MA/NURP/NURS	1000/1008/1100/1101/1300	Medical Terminology		2,501	5,426	2.32%	32.57%
7	PSY	1010	General Psychology	SS	2,272	6,396	2.74%	35.31%
7	HIST/USU	1700/1300	American Civ	AI	2,252	6,576	2.81%	38.12%
7	ENGL/WRTG	2010	Intermediate Writing	C	2,214	6,414	2.75%	40.87%
6	CHF/FCHD/HFST/FHS/FCS/PSY	1500/1100	Human Dev Across the Lifespan	SS	1,592	4,554	1.95%	42.82%
6	CHEM	1010	Intro to Chem	PS	1,575	4,458	1.91%	44.72%
7	MUSC	1010	Intro to Music	FA	1,489	4,329	1.85%	46.58%
3	CHF/FCHD/FHS	2400	Marriage and Family Relationships	Varies	1,380	3,909	1.67%	48.25%
5	HU/HUM/HUMA/USU	1010/1100/1320	Introduction to the Humanities	H	1,335	3,801	1.63%	49.88%
5	BIOL	1010	General Biology	LS	1,302	3,915	1.68%	51.55%

*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 2016-17 year, 168 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 4. NOTE: The University of Utah offers concurrent enrollment courses in partnership with one early college high school, the Academy of Math Engineering and Science.

	15-16*	16-17*	Net Change
University of Utah	106	157	51
Utah State University/USU Eastern	3,648	3,886	238
Weber State University	9,214	10,180	965
Southern Utah University	827	849	22
Snow College	1,522	1,802	280
Dixie State University	1,377	1,654	276
Utah Valley University	7,729	8,706	978
Salt Lake Community College	7,476	8,020	544
Total	31,899	35,254	3,354
Total Distinct	29,758	32,849	3,091

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

Delivery Method

In 2016-17, 83.5% of concurrent enrollment courses were taught by adjunct high school teachers face-to-face in a high school during the regular school day. The remaining CE courses were taught by USHE faculty, 12.1% in distance learning situations, 4.4% involving high school students attending class on a USHE campus or, in one known instance, campus faculty traveling to a high school campus. Technology-delivered instruction (e.g. online, IVC/EDNET) rose from 9% in 1998-99 to a program high of 19% in 2006-07 and has declined in the years since. In 2016-17, 1% of the credits earned were delivered exclusively online.

USHE institution participation varies in terms of delivery method used. Weber State University, Dixie State University, Southern Utah University, and Salt Lake Community College's programs are almost exclusively face-to-face instruction in the high school. Almost 50% of the credits earned through Snow College, 15% of the credits earned through Utah Valley University, 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 83.5% in 2016-17.

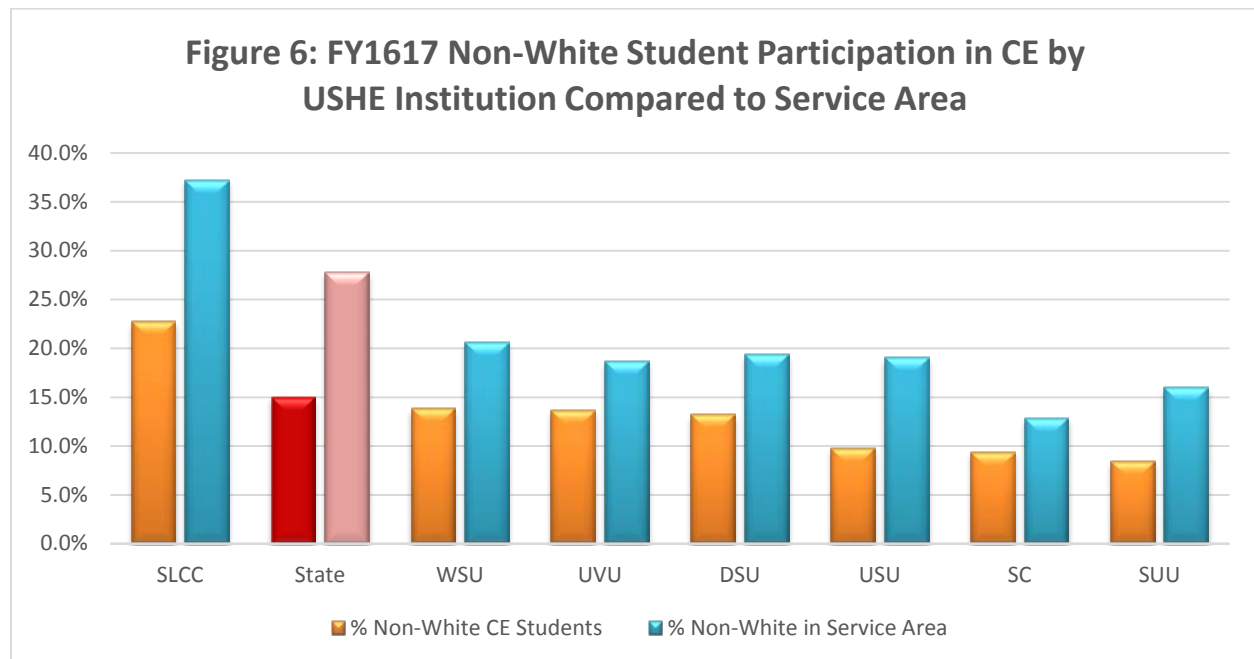
STUDENT DEMOGRAPHICS

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	2015-16	2016-17	Net Change	Total 2016-17 USBE population
Asian	1.90%	1.80%	-0.10%	1.67%
Black	0.66%	0.65%	-0.01%	1.41%
Hispanic	9.42%	9.49%	0.07%	16.77%
American Indian/Native Alaskan	0.51%	0.61%	0.10%	1.08%
Pacific Islander/Hawaiian	0.73%	0.77%	0.04%	1.55%
White	84.64%	84.46%	-0.18%	75.02%
Two or more races	2.14%	2.23%	0.09%	2.49%

Figure 6 below shows the percentage of non-white concurrent enrollment students in 2016-2017 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, 2016 as published by USBE. www.schools.utah.gov/superintendentannualreport

Gender

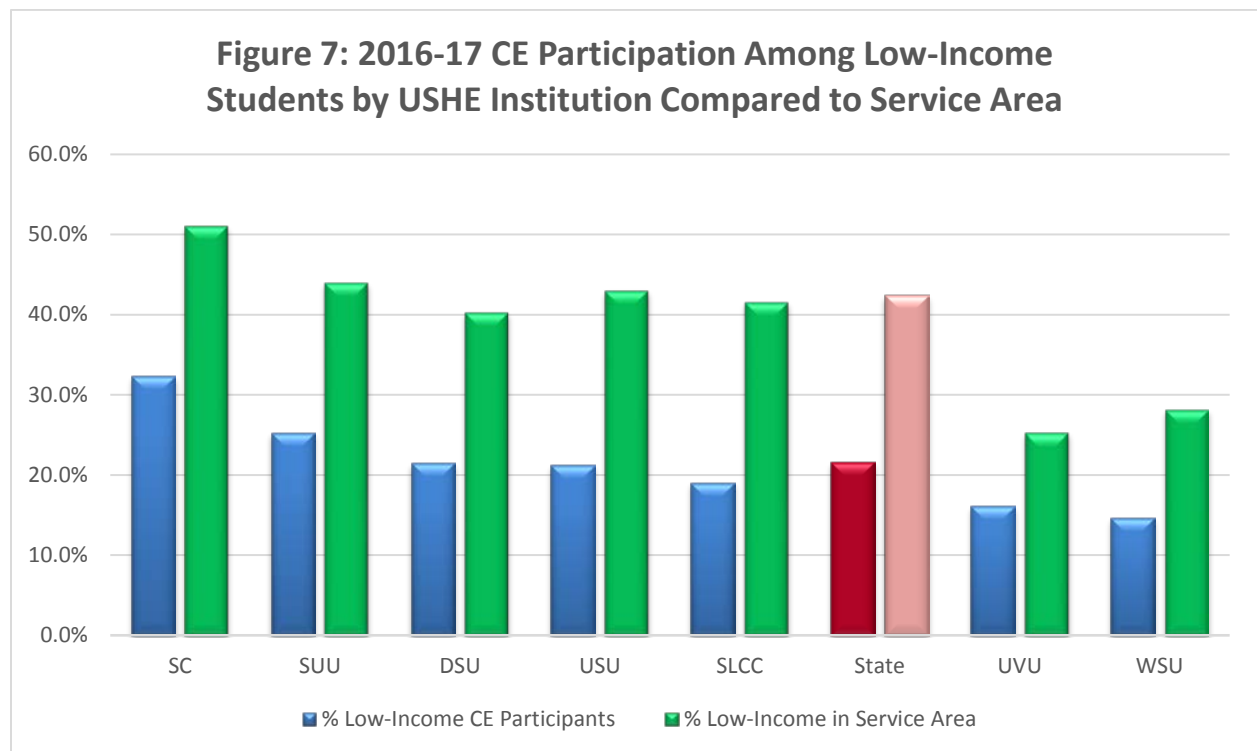
In 2016-17, 54% of participating students were female, 46%, male. This is a consistent statistic.

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. Low-income students may need to be recruited to participate in concurrent enrollment. In the June 2017 high school graduating class, while over 50% of non-low income students participated in concurrent enrollment, only 35% of low-income students participated.

In the June 2017 high school graduating class, non-low-income students enrolled in college at an 11% 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 24% for those who did not participate in concurrent enrollment.

Figure 7 below shows the 2016-2017 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, 2016 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 (08/01/2017-12/31/2017).

PROGRAM QUALITY

Advising/Gen Ed Pathway

More than 70% 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 2017 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 2016-17. Thirty-nine of 41 districts had enrollments in at least six classes from the pathway grid (see Table 6). Red indicates fewer categories of general education offered in 2016-17 compared to 2015-16; green indicates an increase).

1516 No. Districts	1617 No. Districts	District Names	No. GE Categories Offered
0	0		0 or 1
0	0		2
1	0		3
1	2	Daggett, Park City	4
3	0		5
2	4	Logan, Morgan, Ogden, Tintic	6
1	3	Grand, Murray, Wayne	7
34	32	Alpine, Beaver, Box Elder, Cache, Canyons, Carbon, Davis, Duchesne, Emery, Garfield, Granite, Iron, Jordan, Juab, Kane, Millard, Nebo, North Sanpete, North Summit, Piute, Provo, Rich, Salt Lake, San Juan, Sevier, South Sanpete, South Summit, Tooele, Uintah, Wasatch, Washington, Weber	8

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 courses senior year. In a few instances, institutions are short one class, such as Healthy Lifestyles, which may not be offered for concurrent enrollment. Students will have to enroll in these classes on their own.

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. Students taking a CE class are more likely to go to college than similar students who do not participate. Even when taking into consideration ACT score, gender, and income status, students participating in concurrent enrollment are nearly three times more likely to attend college within four years than students who do not participate. Of the June 2017 high school graduates who participated in concurrent enrollment, 52.2% enrolled in higher education in fall 2017 compared to 29.1% of those who did not participate in concurrent enrollment.

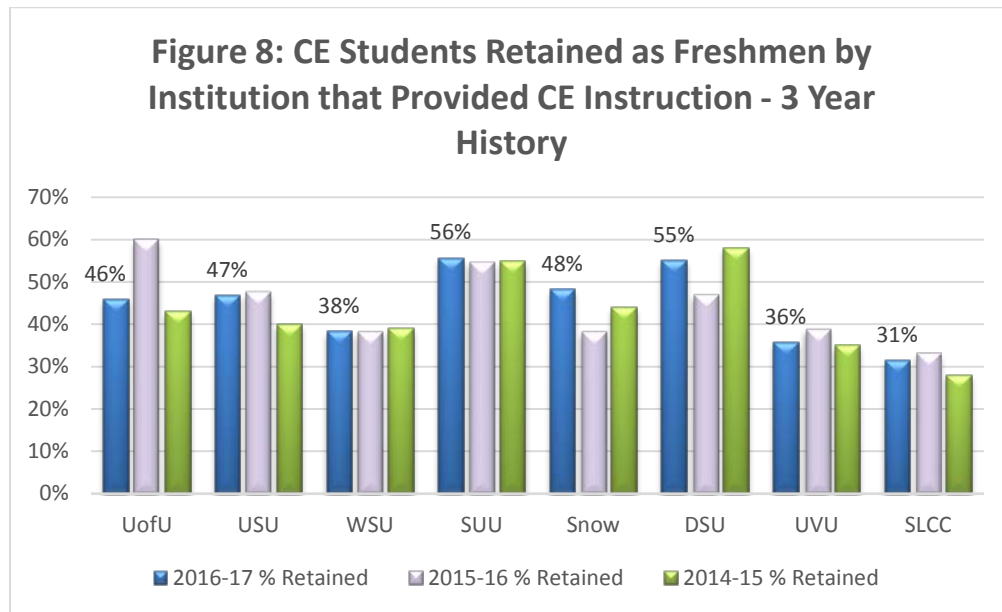
Table 7 cross references the institution attended in the fall semester after high school graduation and the institution from which the student took concurrent enrollment courses. The highlighted cells show students who subsequently attended the same institution from which they took concurrent enrollment courses. Note this represents a duplicate headcount as students may have enrolled in more than one institution in the fall semester after graduation (fall 2017).

		Table 8: College Going Rate of June 2017 High School Graduates who took Concurrent Enrollment								
	Institution Attended Fall After Graduation	Concurrent Enrollment Institution								
		UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Total
	UofU	17	84	284	14	15	30	283	595	1,322
	USU	1	546	435	8	25	27	244	298	1,584
	WSU		79	1065	1	7	10	49	80	1,291
	SUU	2	97	121	128	63	85	208	131	835
	Snow		74	91	11	214	12	172	89	663
	DSU		85	136	31	41	330	88	97	808
	UVU		58	141	2	33	38	901	293	1,466
	SLCC	10	17	106	3	3	3	53	915	1,110
	BYU	1	40	117	10	15	26	336	147	692
	LDSBC	1		5			1	7	11	25
	Westminster	2	5	14	1	3	1	6	59	91
	Davis Technical		1	65			1	2	3	
	In State Public				7					7
	In State Private		1	4	2		3	1	3	14
	BYU Idaho		24	63	3	3	4	65	43	205
	Out of State Private	1	9	34	3	19	7	38	48	159
	Out of State Public	2	45	96	6	2	21	67	97	336
	Total Found	37	1,165	2,777	230	443	599	2,520	2,909	10,680
	Unknown	61	1,158	2,199	218	468	382	2,269	2,562	9,317
	Total	98	2,323	4,976	448	911	981	4,789	5,471	19,997

Includes students who graduated from high school in June 2017 and who took concurrent enrollment courses in 2014-15, 2015-16, or 2016-17. The Concurrent Enrollment Institution is the institution from which the student last took concurrent enrollment courses. The institution attended after fall graduation is reported per the National Student Clearinghouse and includes students who were enrolled between 08/01/2017 and 12/31/2017.

Table 7 Explanation: Snow College provided concurrent enrollment instruction to 911 seniors in 2016-2017. In fall 2017, Snow College enrolled 217 of the 19,997 June 2017 high school graduates who had taken concurrent enrollment.

On average, 39% of students who took concurrent enrollment courses and enrolled in fall 2017, enrolled at the institution from which they took concurrent enrollment courses. In 2016-17, this ranged from 31% at SLCC to 56% at SUU (see Figure 5).



USHE institutions benefit differently in fall enrollments from providing concurrent enrollment courses. The chart below (see Figure 9) shows the percentage of June 2017 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).

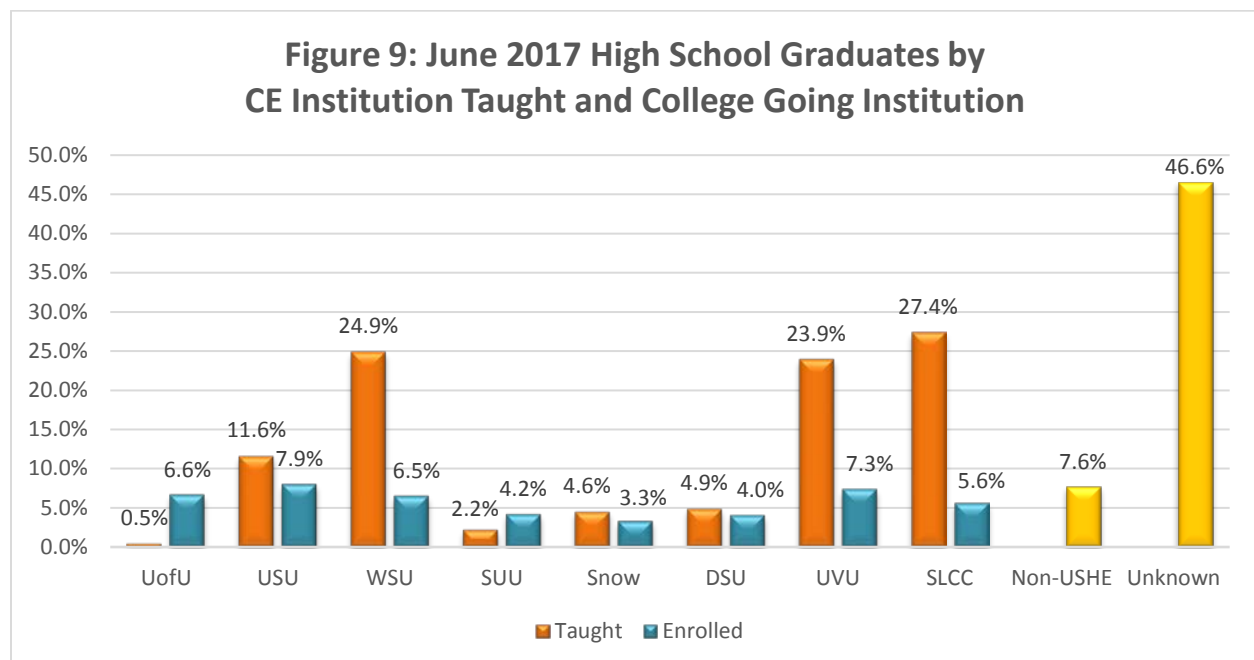
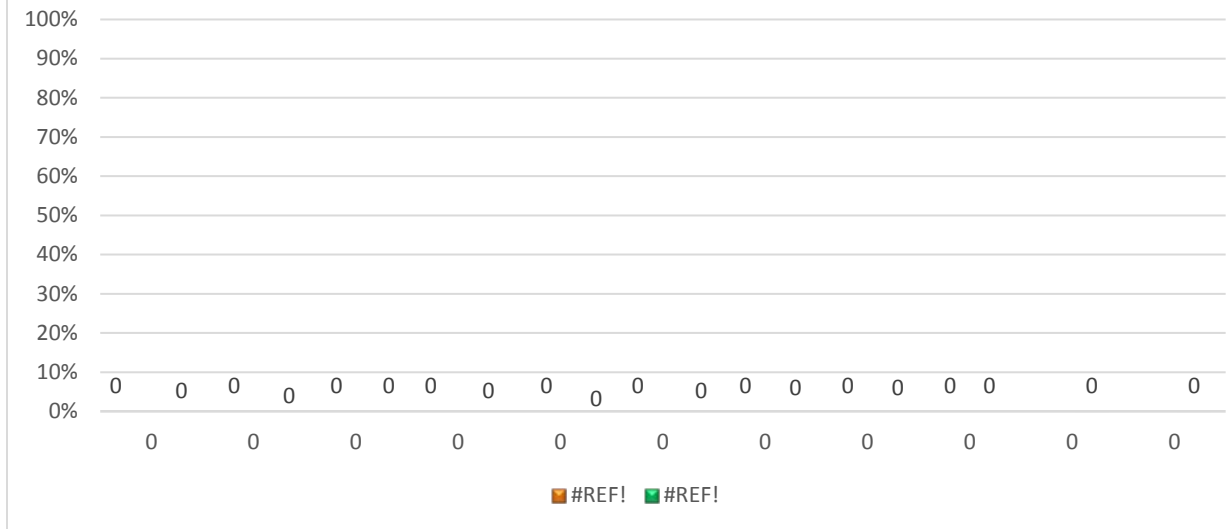


Figure 9: June 2017 High School Graduates by CE Institution Taught and College Going Institution



Figures 8 and 9 based on data in Table 7 above

Tuition Savings to USHE Students

USHE estimates Utah secondary students would have paid \$41 million in tuition for the 233,625.5 concurrent enrollment credit hours award FY 2016-17 (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	1,642	\$208	\$341,700
USU	30,204	\$217	\$6,556,382
WSU	61,954	\$189	\$11,713,023
SUU	7,608	\$271	\$2,061,768
SNOW	13,906	\$73	\$1,015,138
DSU	11,130.5	\$171	\$1,903,093
UVU	57,672	\$186	\$10,726,992
SLCC	49,509	\$136	\$6,733,224
TOTAL	233,625.5		\$41,051,321

*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.

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 secondary students result in a statistically significant difference in the number of semesters needed to graduate post-high school when compared to a student who did not earn any college credits while in high school. The impact in reduction 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 significant amounts of money paid for tuition and fees over their college career.

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

FY17 appropriation of \$10,784,300 is supplemented with \$527,012 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.