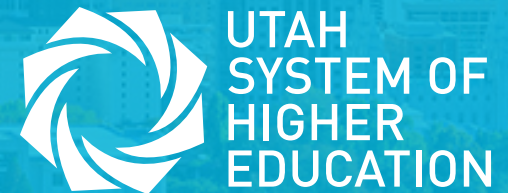


# Concurrent Enrollment: *Closing Equity Gaps*

Cynthia Grua, Assistant Commissioner, Academic Affairs, USHE

Kristin Campbell, Data Analyst, Teaching & Learning, USBE

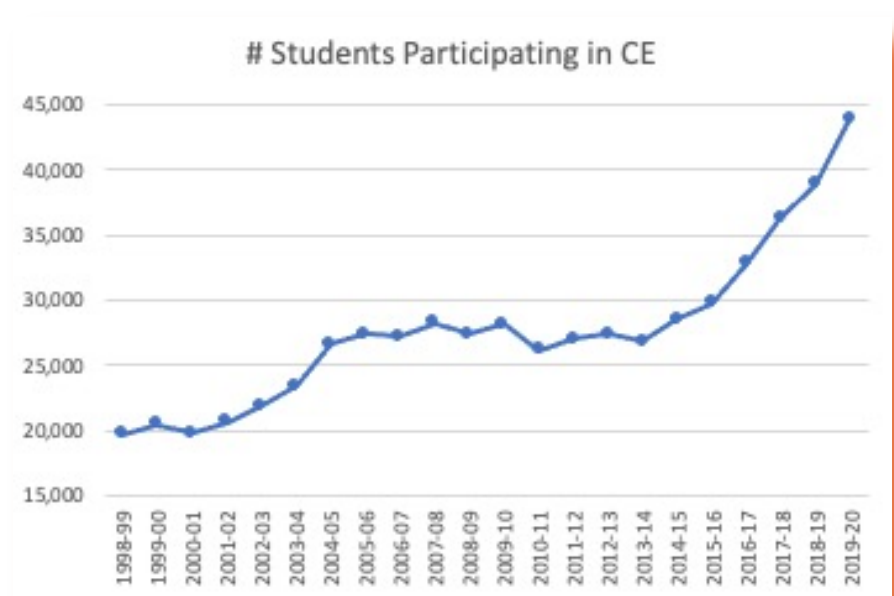
Spencer Childs, Executive Director, Concurrent Enrollment, UVU



October 29, 2021

# FY20-21 Snapshot

- 46,351 students/176 HSs/119,457 enrollments
- 342,386 earned semester credits
- 86% CE courses taught in the HS by public educator/adjunct
- Utah students and their families saved an estimated \$66.3M

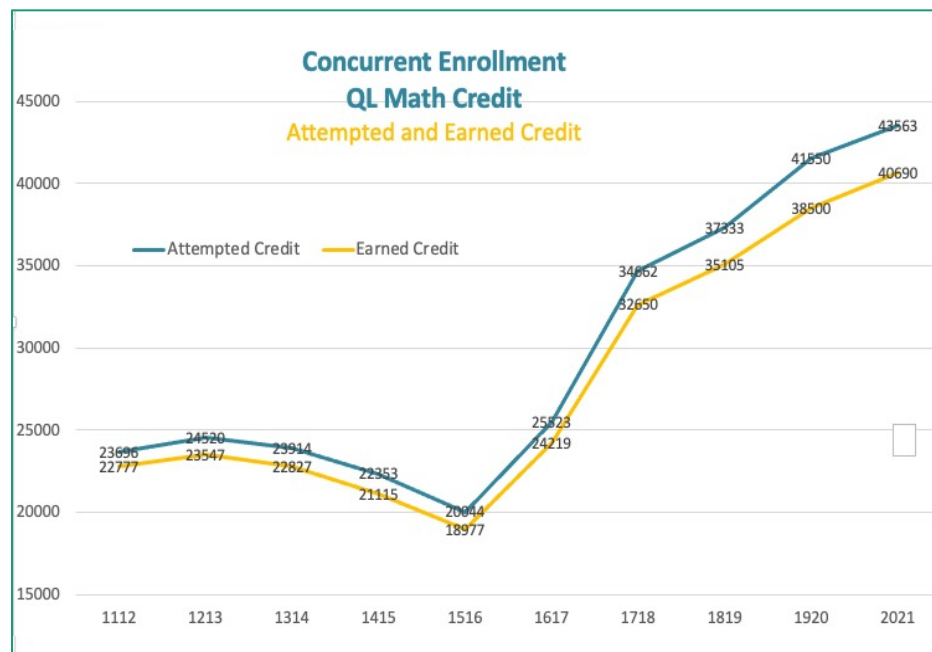


# CE General Education

- Per statute, offer GenEd, CTE, select gateway courses:
  - Contribute toward HS graduation
  - Part of a post-secondary certificate or degree program
  - Highly transferrable
- 75% earned CE credit is GenEd credit
- Top enrolling course: ENGL 1010

# SB196 Challenge/Sr Yr QL Math

- Increase # students earning QL Math before HS graduation (2015 General Session)
- Enrollment condition: Completion of Secondary Math I, II, III w/ C or better
- 203% growth in QL earned credit since FY15-16
- 40,500 earned credits represents 11-12K students



# ED Equity Challenge

CE participating students are:

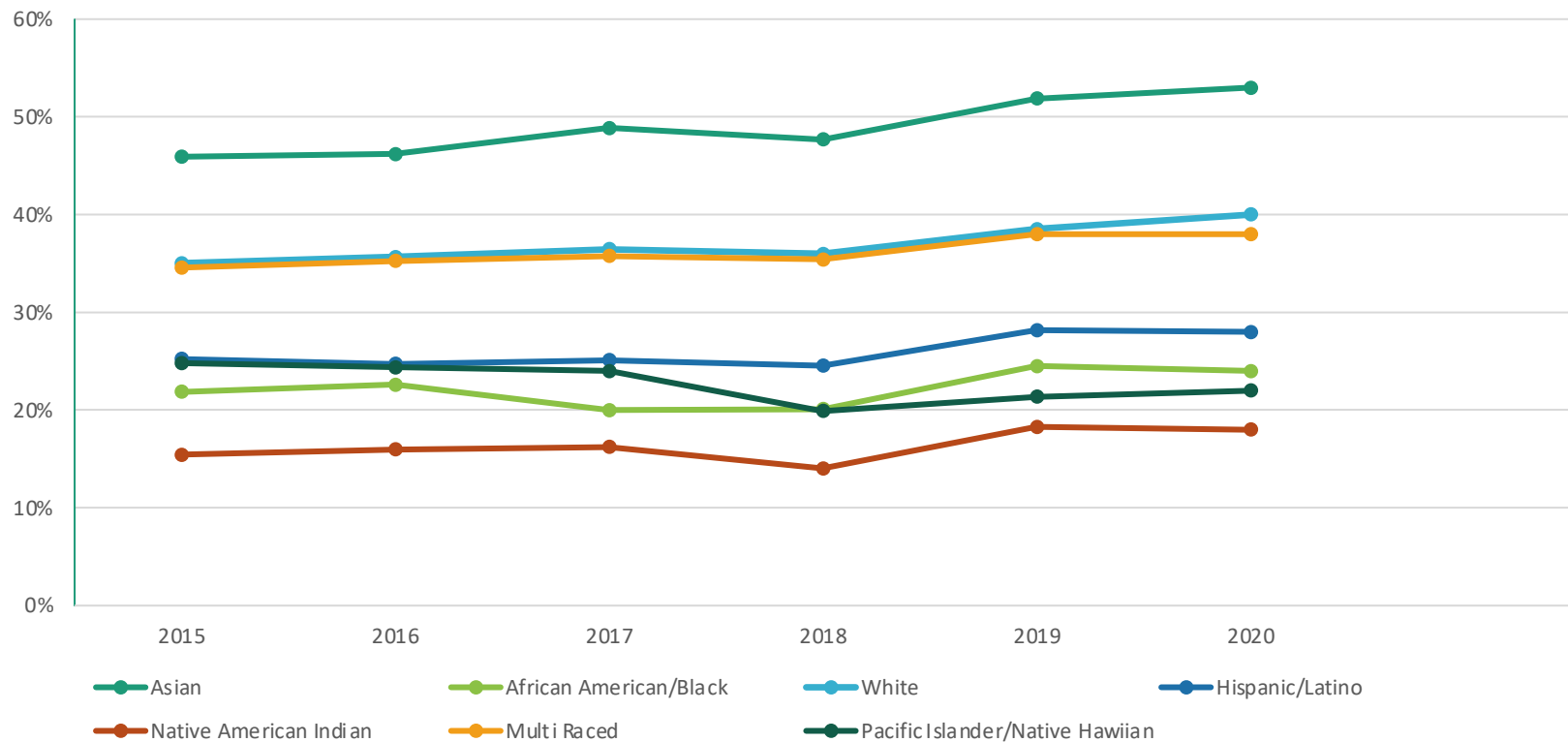
- 85% white v. 75% white HS population
- 18-19% low-income v. 31-32% HS participation in FRL

Percentage of Students who Coded as NSLPS who Attempted Credits through CE for the First time at Each Institution by Year / 2019 FRL by USHE Service Area

Inst	2016	2017	2018	2019	2019
USU	21%	22%	20%	21%	43%
WSU	16%	16%	17%	15%	28%
SUU	23%	26%	25%	24%	44%
SNOW	28%	34%	31%	27%	50%
DSU	18%	23%	23%	24%	39%
UVU	17%	16%	15%	15%	25%
SLCC	20%	19%	19%	22%	42%
Grand Total	19%	19%	18%	19%	

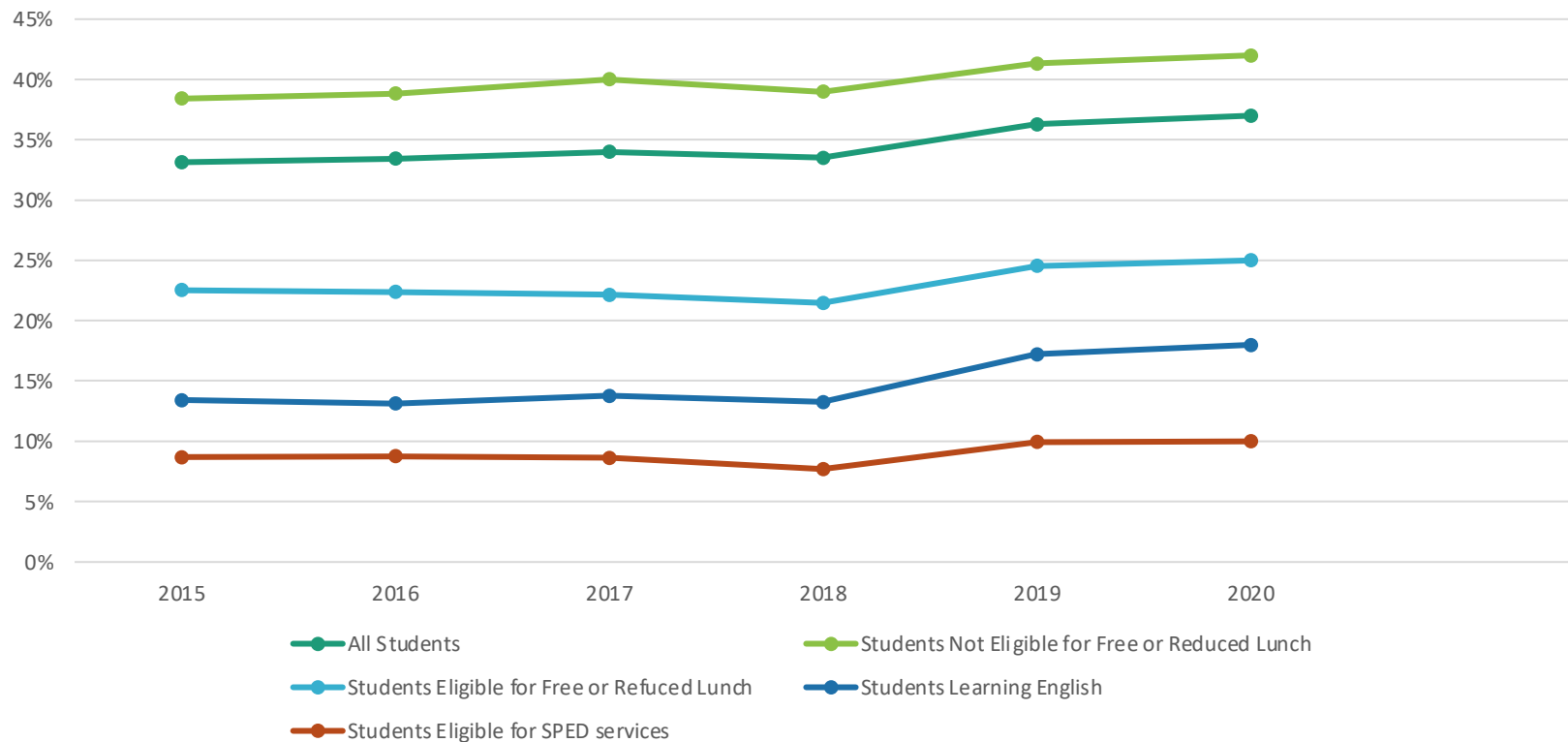
# What we are doing is not working.

Percentage of Students Participating in Early College Coursework from 2014-15 through 2020-21



# Except for students learning English, the GAPS have remained the same.

Percentage of Students Participating in Early College Coursework from 2014-15 to 2020-21



# SY19-20 Students Who Fail to Earn Credit in CE

	Students in CE	% Not Earning Credit
All Students	46808	10%
Asian	866	10%
African American/Black	392	15%
White	38678	9%
Hispanic/Latino	5064	16%
Native American Indian	265	18%
Multi Raced	1188	12%
Pacific Islander/Native Hawaiian	355	13%
Students Not Eligible for Free or Reduced Lunch	38934	9%
Students Eligible for Free or Reduced Lunch	6769	14%
Students Learning English	628	17%
Students Eligible for SPED services	928	15%

# Middle School “Slide” Students start middle school grades proficient and end not proficient

Student Populations	Count	Math	Count	Language Arts
All Students Proficient in 5th Grade	19026	<b>27%</b>	17439	<b>19%</b>
Asian	350	<b>8%</b>	298	<b>14%</b>
African American/Black	88	<b>34%</b>	95	<b>49%</b>
White	16315	<b>25%</b>	14989	<b>18%</b>
Hispanic/Latino	1606	<b>45%</b>	1440	<b>31%</b>
Native American Indian	79	<b>38%</b>	67	<b>28%</b>
Multi Raced	432	<b>31%</b>	399	<b>21%</b>
Pacific Islander/Native Hawaiian	156	<b>49%</b>	151	<b>32%</b>
Students Not Eligible for Free or Reduced Lunch	14114	<b>23%</b>	13155	<b>17%</b>
Students Eligible for Free or Reduced Lunch	4912	<b>37%</b>	4284	<b>25%</b>
Students Learning English	286	<b>51%</b>	184	<b>38%</b>
Students Eligible for SPED services	1046	<b>33%</b>	811	<b>23%</b>

# Why does middle school matter?

- 63% percent of students in a CE course were proficient at the 8<sup>th</sup> grade in LA or Math.
- Almost 80% percent of students in QL math were proficient in math at the end of 8<sup>th</sup> grade.
- If students lose proficiency in middle school, their opportunities for advanced coursework in HS are limited.
  - Students not prepared for high school have more obstacles to enrolling in CE courses.
  - We can't close the gaps if the students coming into HS are not prepared.

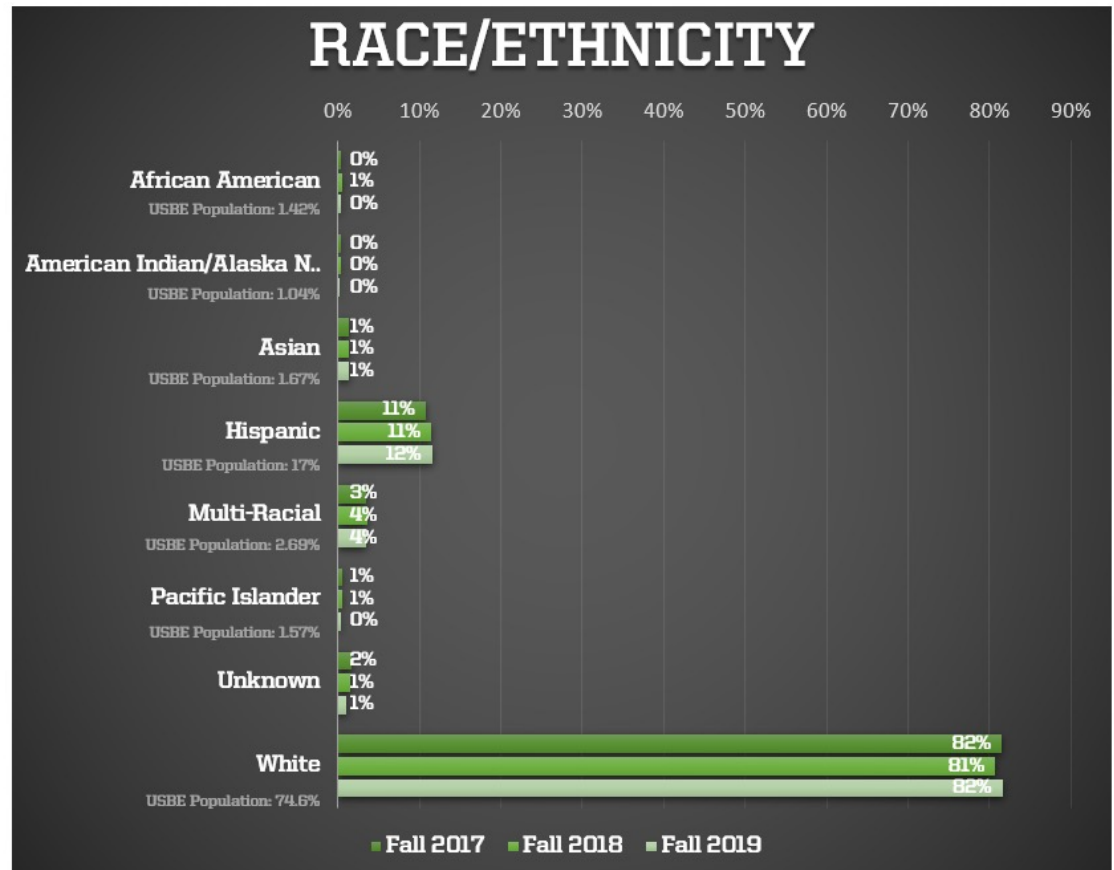


## Where we began?

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- 1) Interview Key Stakeholders**
  - a) Internal (MSS, GEAR UP, Admissions, I Am First)
  - b) External (High Schools, Districts, USHE)
- 2) Collect Data**
  - a) University data - Service Region data - State data
- 3) Set Goals and Create an Action Plan**
  - a) Obtain buy-in from key stakeholders
  - b) Vision 2030, UVU Core Theme "Inclusion," and HSI 25%
- 4) Execute Action Plan**
- 5) Review Annually & Make Adjustments**

# UVU Service Region & USBE Data



# LATINO/A/X PARTICIPATION RATES BY HIGH SCHOOL

High School	H.S. Latino	% H.S. Latino	% HSCE Latino	HSCE Headcount
American Fork High	204	8%	5%	491
Cedar Valley High	280	12%	9%	482
Lone Peak High	135	5%	6%	1283
Lehi High	161	9%	10%	522
Skyridge High School	253	8%	8%	1247
Orem High	261	20%	16%	275
Mountain View High	487	35%	20%	341
Timpanogos High	336	24%	18%	451
Pleasant Grove High	245	11%	9%	846
Westlake High	215	9%	7%	945
Freedom Preparatory Academy	638	43%	36%	61
Karl G. Maeser Preparatory Academy	92	15%	12%	74
Lumen Scholar Institute	53	10%	10%	191
Merit College Preparatory Academy	118	28%	12%	52
Payson High	277	17%	8%	711
Advanced Learning Center	111	5%	0%	2
Salem Hills High	113	8%	6%	1020
Maple Mountain High	155	9%	7%	1307
Spanish Fork High	217	15%	11%	902
Bridges Nebo Transition Center	18	19%	20%	15
Springville High	272	18%	11%	673
North Summit High	45	14%	13%	80
Park City High	220	18%	16%	491
Provo High	722	37%	26%	491
Timpview High	515	22%	14%	516
Rockwell Charter High School	34	13%	14%	21
South Summit High	64	13%	8%	171
Utah County Academy of Science	159	23%	22%	1128
Utah Military Academy	126	23%	0%	4
Walden School of Liberal Arts	59	13%	33%	3
Wasatch High	429	18%	9%	801

1. Hire full-time and part-time outreach advisors to work with underserved student populations. With a bi-lingual focus (Spanish).
2. Increase marketing to underrepresented populations
3. Cultivate stronger collaboration with key stakeholder who also work with underserved student populations
4. Using both on and off campus resources, facilitate ongoing training to educate staff on diversity, equity, and inclusion.
5. Annual evaluation and improvement of the inclusion plan

## UVU CE INCLUSION PLAN



# CE Data and Resources

- Visit [utahce.org](http://utahce.org) for

- USHE General Education Pathway doc
- USHE Exploratory Tracks doc
- CE QL Math Placement instruction docs
- Contact information for USHE CE Directors and CE academic advisors
- Legislative and annual reports

- Questions

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