

Utah's State-Wide Data Strategy

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**UTAH
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EDUCATION**

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

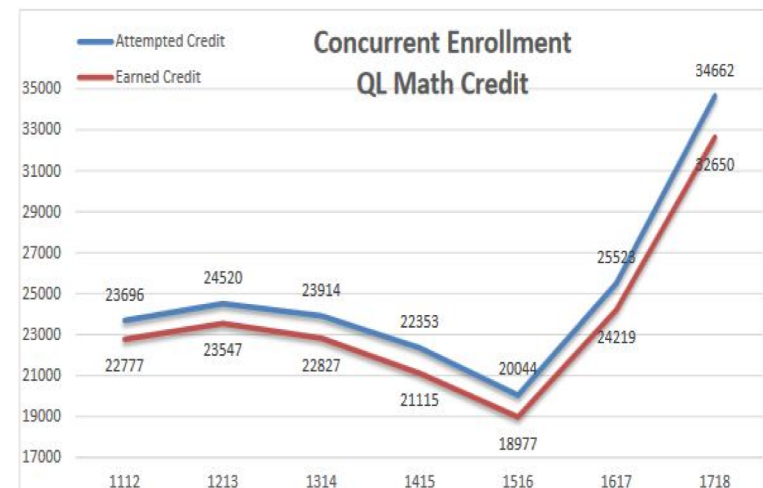
1. Drop/delete
2. Duplicate enrollment
3. Out of state
4. Course not approved for CE funding
5. Private school
6. External CE funding
7. Not approved until the next year
8. No grade from institution/high school
9. Took concurrent but not eligible (primarily summer enrollments or got CRNs they shouldn't 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

State data – The Math Example

- 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

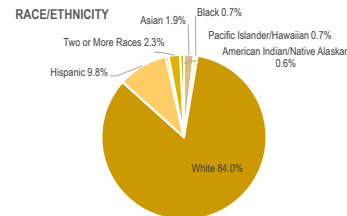


During the 2017-18 year, 169 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from 41 districts and 36 charter schools earned concurrent credit. Below find finalized end of year data. Final 2016-17 data is provided for comparison.

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

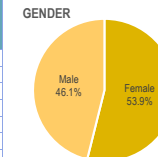
Type of Delivery (earned credit)	16-17	17-18		16-17	17-18
Credit Hours delivered Face-to-Face	191,374	224,742	Credit Hours taught by USHE faculty	38,535	41,024
Credit Hours delivered via Technology	42,252	43,615	Credit Hours taught by adjunct instructors (teachers)	195,091	227,333

USHE / Credit Type Earned	16-17		17-18	
	No. Enrollments	Earned Credits	No. Enrollments	Earned Credits
General Education Courses TOTAL	56,863	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	21,671	61,308
Other Academic Courses	3,128	9,153	2,810	8,096
Total Registrations	81,524	233,626	92,342	268,357



Distinct Headcount by Ethnicity	16-17	17-18
Asian	591	703
Black	212	265
Hispanic	3,116	3,549
American Indian/Native Alaskan	200	219
Pacific Islander/Hawaiian	253	258
White	27,744	30,515
Two or more races	733	826
Distinct Headcount by Gender	16-17	17-18
Female	17,796	19,583
Male	15,053	16,752
Total	32,849	36,335

Program Participation by USHE Institution	Enrollments 16-17	Credits Earned 16-17	Enrollments 17-18*	Credits Earned 17-18*
University of Utah	543	1,642	450	1,376
Utah State University/USUE	9,829	30,204	10,568	32,154
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	6,139	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
Total*	81,524	233,626	92,342	268,357



\$48.7 million
in tuition saved by
students taking concurrent
enrollment classes

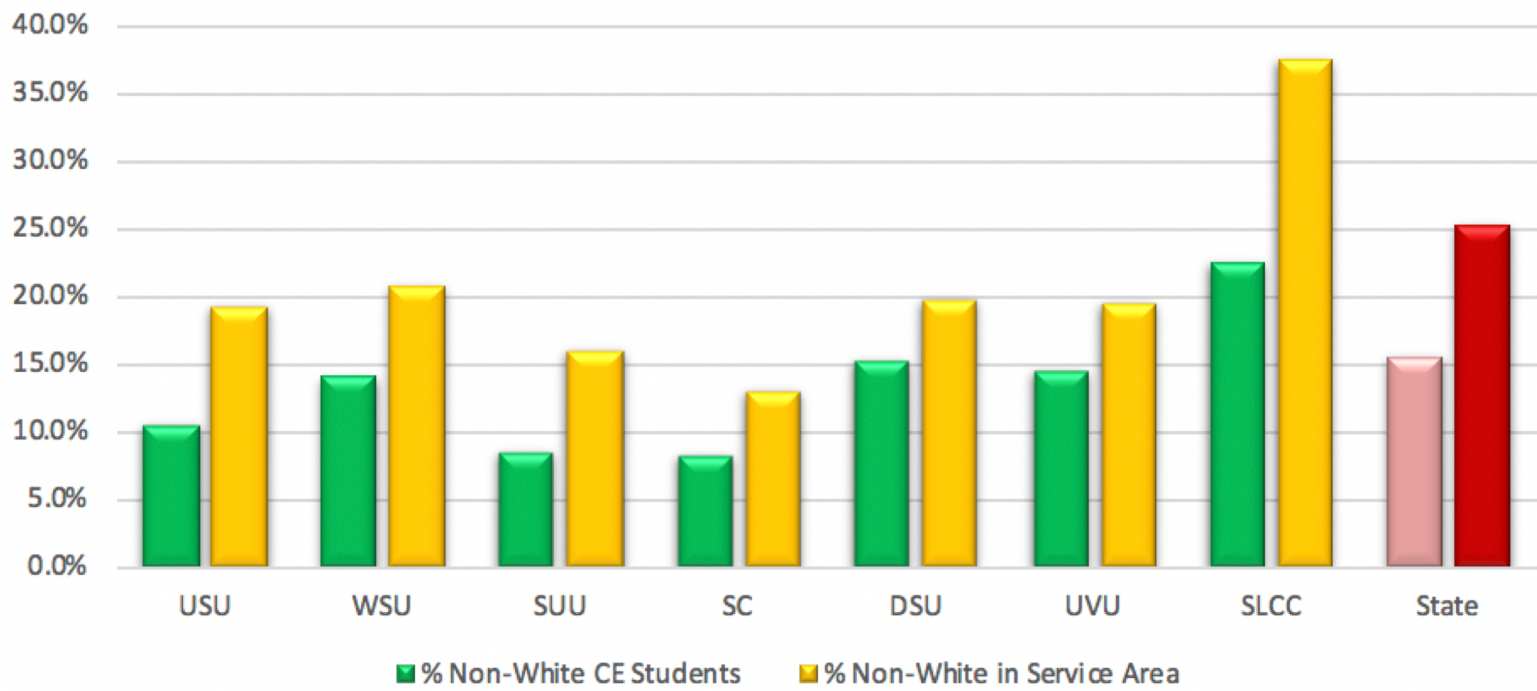
*FY1718, 36,335 students enrolled in classes and earned 268,357 semester credit hours.

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

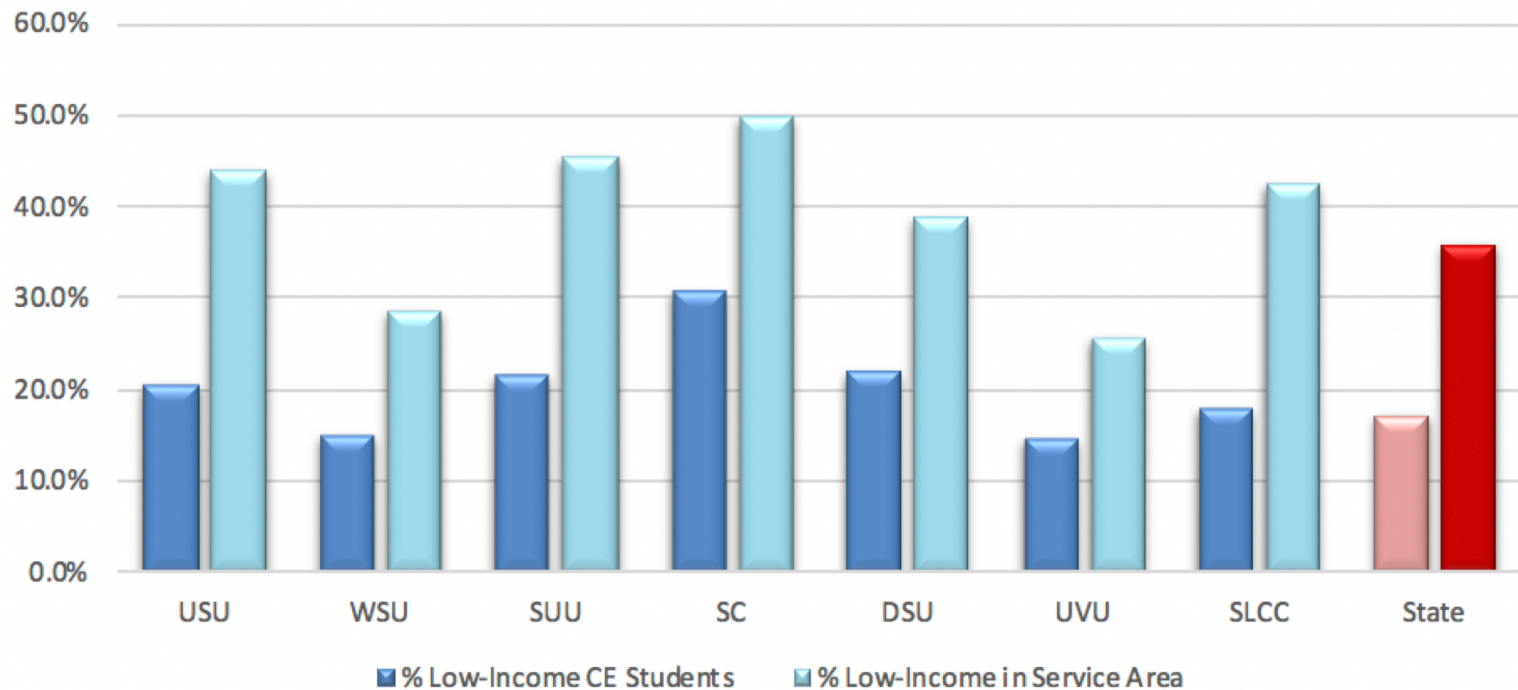
Utah CE Participation by Race/Ethnicity

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



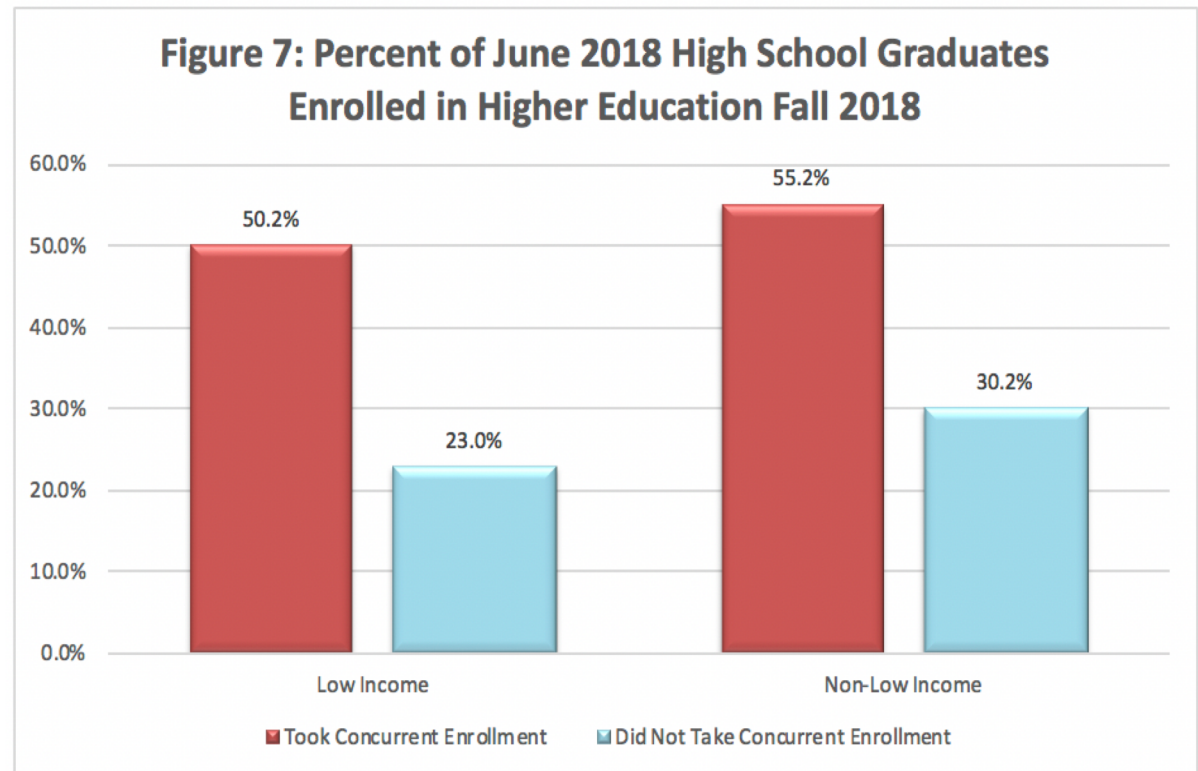
Utah CE Participation by Income Bracket

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.

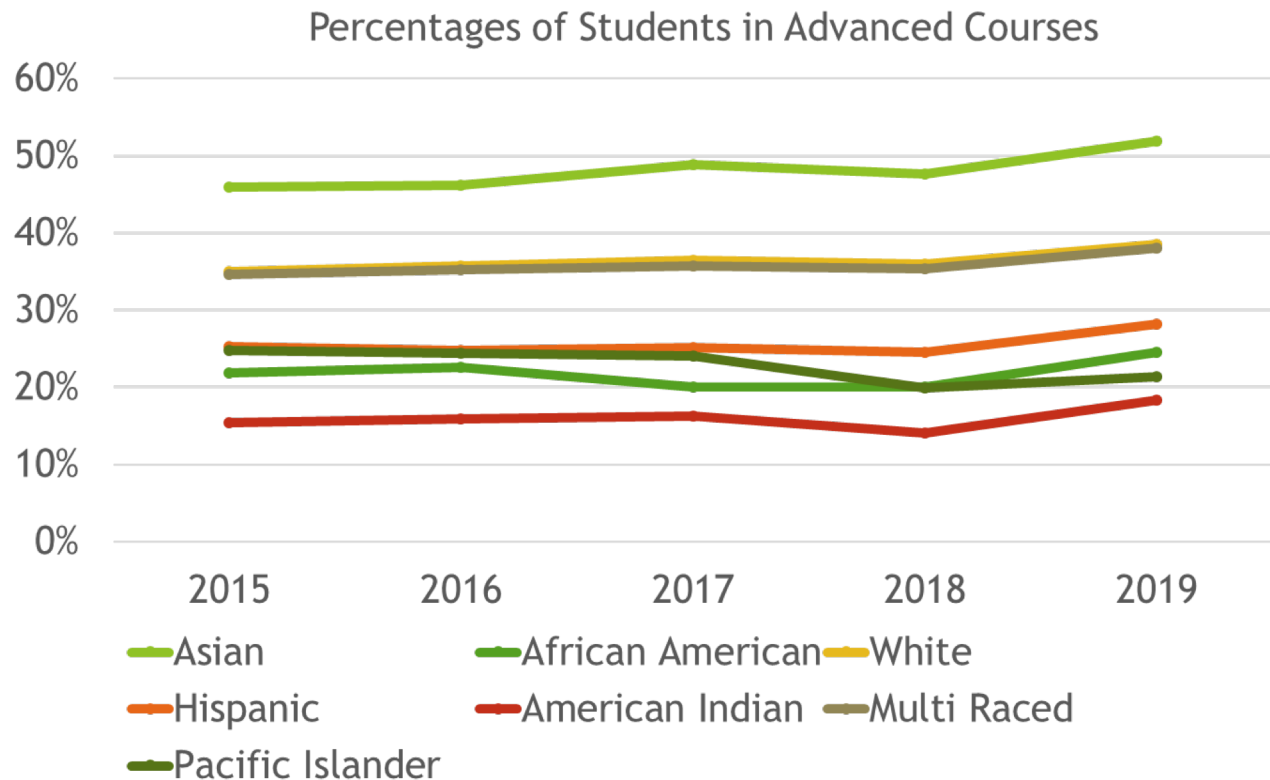


Data-Driven System Activities

- 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.

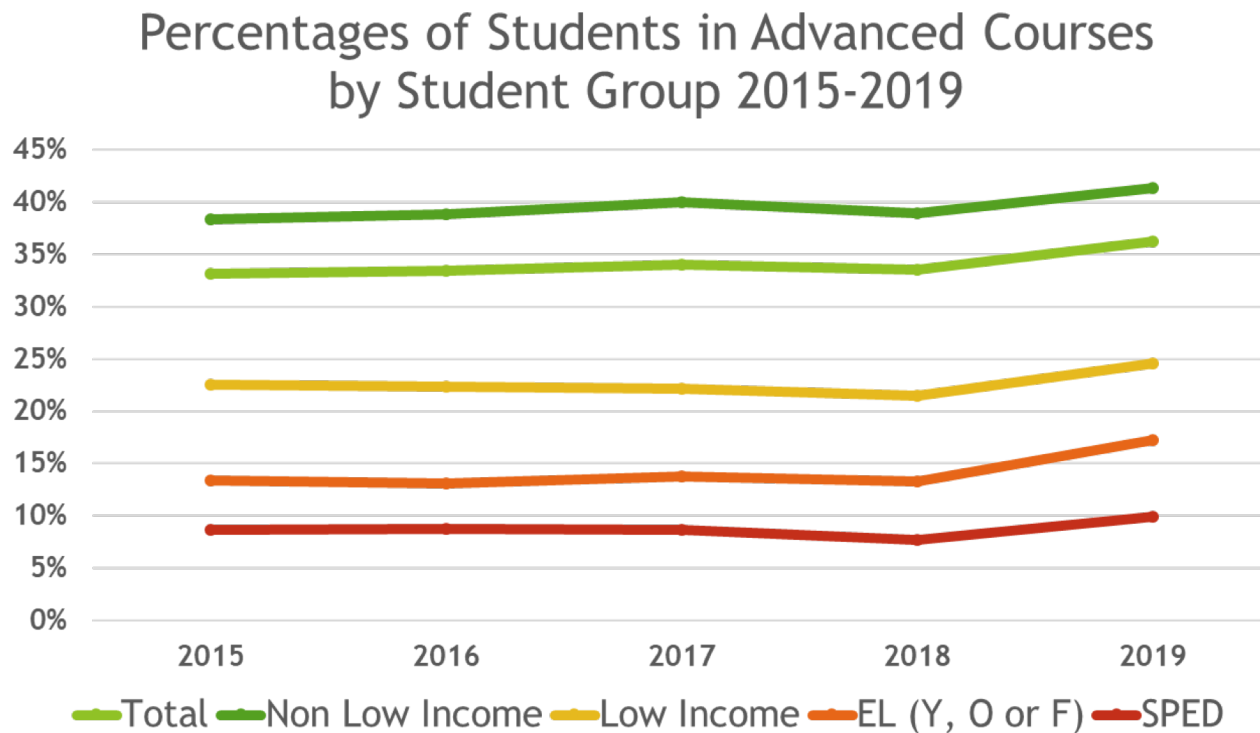
USBE Equity Labs 2019

- 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%

USBE Equity Labs 2019

- 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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