



UTAH SYSTEM OF  
HIGHER EDUCATION

# MEMORANDUM

January 13, 2023

## Concurrent Enrollment: Access and Timely Completion

Concurrent Enrollment (CE) allows academically qualified students the opportunity to earn college credits while in high school at extremely low tuition rates subsidized by legislative funding. Concurrent Enrollment is offered by the degree-granting institutions and is focused on General Education courses that will aid with students' timely completion of degree requirements or on select Career and Technical Education programs. (A parallel program, with separate statutory requirements and funding streams, provides Technical College certificate programs to high school students.) Concurrent Enrollment is available to high school students across the state and is taught by faculty from degree-granting institutions or by high school instructors qualified with master's degrees or other requirements to serve as adjunct faculty on behalf of a degree-granting institution. Because Concurrent Enrollment courses simultaneously fulfill high school and college graduation requirements, the program is jointly administered by the Utah Board of Higher Education and the Utah State Board of Education. Additional funding through Senate Bill 196 (2015) specifically targets completion of Quantitative Literacy (math) General Education requirements through the Concurrent Enrollment program.

The Utah System of Higher Education has aligned the Concurrent Enrollment program with three tactics on the Board's Strategic Plan:

- Increasing timely completion rates through supportive educational practices in introductory courses and streamlining General Education requirements. The majority of CE offerings are General Education courses.
- Improving timely completion rates for underrepresented students by increasing equity in pass rates in General Education courses. Concurrent Enrollment can be a helpful tool for providing access to those courses and for helping students pass them. The major system-level Concurrent Enrollment initiative for the next three years will focus on addressing equity gaps in CE participation and course success.
- Increasing access to higher education by ensuring high school students are meaningfully informed about opportunities to earn college experience and credits while in high school and by helping students meet requirements for the Opportunity Scholarship (Concurrent Enrollment math is one of the options for meeting those requirements).

**Commissioner's Recommendation**

This is an information item only; no action required. The attached documents are required annual reports from the Utah Board of Higher Education to the Legislature.

**Attachments**

# SB 196 Project Summary Sheet

## Brief History of SB 196

In 2015, the Utah Legislature passed Senate Bill 196, Concurrent Enrollment QL Math, during its General Session. This legislation provides funding to support the Utah System of Higher Education’s efforts to increase the number of high school students who earn college Qualitative Literacy (QL) general education credits while in high school in order to improve degree completion rates. Through SB196, the eight Utah System of Higher Education (USHE) degree-granting institutions are eligible to apply for pass-through funding in collaboration with their K-12 Local Educational Agencies (LEAs) to address specific system goals related to Quantitative Literacy via Concurrent Enrollment (CE). All eight degree-granting institutions have participated in the SB196 initiatives and received pass-through funding: Utah State University, Weber State University, Salt Lake Community College, University of Utah, Utah Valley University, Utah Tech University, and Utah Southern University. The funding is currently in its third phase; each phase has had a different emphasis, as explained below.

The specific goal of the SB 196 initiatives has been to increase the number of earned CE QL credits by 5% each year. This goal has been reached since the bill passed (see Figure 1). Efforts are now focused on decreasing the equity gap in the completion of CE QL credits for students from underrepresented populations (Black and indigenous students, Latinx students, Polynesian-Pacific Islanders, and students who are qualified for free and reduced lunch).

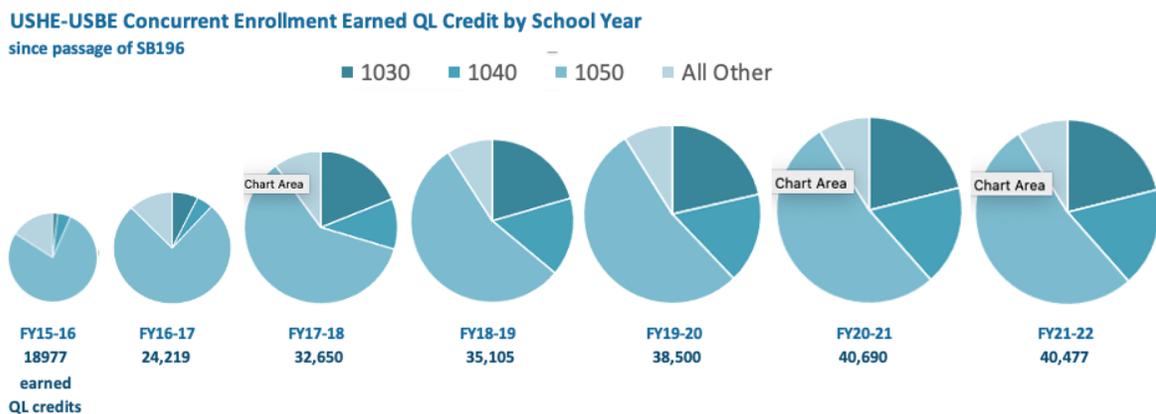


Figure 1

## Concurrent Enrollment Quantitative Literacy and Timely Completion of Degrees

Because Quantitative Literacy requirements are one of the primary academic challenges for students seeking degrees, USHE has been making concerted efforts over the last several years to improve the successful completion of QL credits, including through Concurrent Enrollment. Those efforts have involved three major emphases and correspond with three phases of SB 196 funding:

- Math Pathways Redesign: In the past, students at some degree-granting institutions were required to complete MATH 1050, College Algebra, to fulfill their Quantitative Literacy requirements. MATH 1050 had low pass rates and was intended to prepare students for Calculus, yet not all majors require calculus, so the structure of the QL requirement was creating a barrier to degree completion. The USHE Math Pathways Redesign provided students with QL options better suited to their majors. The degree-granting institutions worked with their academic departments, and USHE worked system-wide with the Faculty Major Committees to identify the most appropriate Quantitative Literacy courses for particular majors and careers. As a result of the Math Pathways Redesign efforts, the Quantitative Literacy options have been expanded across the system to include MATH 1050, College Algebra, for STEM and other majors that will eventually need Calculus; MATH or STATS 1040 for Social Sciences and other fields that need statistics; and MATH 1030 for majors and careers that need Quantitative Reasoning. Early efforts of the SB196 initiatives were to align high school students' Concurrent Enrollment math choices with those new Math Pathways and expand access to MATH 1030 and MATH/STATS 1040.
- Addressing the math gap in high school graduation requirements: Unlike some other states, Utah does not have a specific high school requirement for senior-year math. However, students interested in college are encouraged to take a college-prep math class. That gap contributes to the low pass rates in QL courses and affects college degree completion. USHE has been working on framing this gap as an opportunity to help students meet their Quantitative Literacy college graduation requirement while still in high school with fresh math skills by encouraging students to enroll in Concurrent Enrollment Math. SB 196 funds were intended to help USHE build capacity for Concurrent Enrollment Math options for high school students across the state. The first two rounds of SB 196 funding focused on increasing CE QL capacity by expanding the number of sections offered and increasing the number of high school instructors qualified to teach CE math.
- Increasing student equity in Concurrent Enrollment Math participation and success: Most students who take Concurrent Enrollment classes are self-selected into the program. The third round of SB 196 funding focuses on addressing the equity gaps in CE QL participation and pass rates for students from underrepresented populations.

## Outcomes of SB 196

Table 1. SB196 Project Cycles

SB196 Initiatives	Years	Goal for Round
Round 1	FY15-18	<p><b>QL Options</b> – increase the number of CE Math courses institutions offer for CE and align QL options with the Math Pathways Redesign; promote practices such as teacher prep period buy out, so that high school educators qualified to teach CE Math might offer more sections.</p> <p><b>Results of Round 1:</b> Expansion of MATH 1030 and MATH/STATS 1040 options; expansion of 115 QL sections across the state.</p>
Round 2	FY19-22	<p><b>Math Teacher Preparation</b> – increase the number of Level IV Math-endorsed teachers qualified to teach CE Math courses: develop graduate math certificate and degree programs for high school teachers; provide tuition for educators to earn graduate credits in mathematics.</p> <p><b>Results of Round 2:</b> 23 additional instructors completing graduate work and qualifications to teach CE Math. Further expansion of sections offered.</p>
Round 3	FY22-25	<p><b>Equity in CE Math</b> – continue to increase availability of CE Math sections and continue to qualify additional Level IV educators; engage in activities that identify and recruit academically prepared students from underrepresented populations to enroll in a CE Math course and provide support for recruited students to be successful.</p>

The new Round 3 grants will focus on addressing equity issues in access to CE and successful completion of CE Quantitative Literacy courses for underrepresented students, such as students of color and low-income students. Participating institutions are Weber State University, University of Utah, Utah State University, Utah Valley University, Snow College, Southern Utah University, and Utah Tech University. Each institution has identified specific tactics to recruit and support underrepresented students. The gap in CE participation by students of color ranges between 8.9% and 9.5% over a five-year period, FY1617 to FY2021. In that same period, the gap in participation for low-income students, based on participation in the Free and Reduced Lunch program, ranges from 15.9% to 21.7%. Gaps are evident in all USHE institution service regions.

Examples of tactics the grant recipients will employ include:

- Actively identifying and recruiting qualified students from underrepresented populations rather than relying on student self-selection.
- Covering CE Math tuition for underrepresented students.
- Translating CE information and tutorial videos aimed at students and their parents into Spanish.
- Providing tutoring for students.

# Utah State Board of Education and Utah System of Higher Education

## 2021-22 Concurrent Enrollment Summary Data

### November 18, 2022



UTAH SYSTEM OF HIGHER EDUCATION

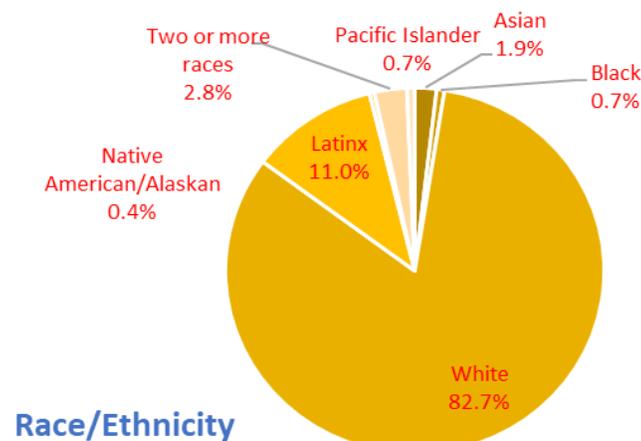


During the 2021-22-year, 202 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from 41 districts and 42 charter schools earned concurrent credit. Below find finalized end of year data. Final 2020-21 data is provided for comparison.

Student Participation	20-21	21-22	Change
Number of Students who participated in Concurrent Enrollment ( <i>total distinct headcount</i> )	46,155	48,974	6.1%
Number of Credit Hours attempted	360,718	386,521	7.2%
Number of Credit Hours earned	341,224	367,233	7.6%

Type of Delivery (earned credit)	20-21	21-22	20-21	21-22
Credit Hours delivered Face-to-Face	304,034	331,641	Credit Hours taught by USHE faculty	43,021
Credit Hours delivered via Technology	37,190	35,592	Credit Hours taught by adjunct instructors (teachers)	298,203

USHE / Credit Type Earned	20-21		21-22	
	No. Enrollments	Earned Credits	No. Enrollments	Earned Credits
General Education Courses TOTAL	91,910	263,830	96,047	279,729
<i>General Education Courses</i>		232,471		244,054
<i>CTE Courses that fulfill GenEd Requirements</i>		31,359		35,675
Other CTE Courses	24,573	70,280	28,063	79,928
Other Academic Courses	2,551	7,114	2,576	7,576
<b>Total Registrations</b>	<b>119,034</b>	<b>341,224</b>	<b>126,686</b>	<b>367,233</b>



Distinct Headcount by Ethnicity	20-21	21-22
Asian	839	907
Black	291	325
Latinx	4,569	5,372
Native American/Alaskan	222	208
Pacific Islander	282	322
White	38,733	40,481
Two or more races	1,219	1,359

Distinct Headcount by Gender	20-21	21-22
Female	25,291	26,640
Male	20,864	22,329
<b>Total</b>	<b>46,155</b>	<b>48,969</b>

Program Participation by USHE Institution	Enrollments 20-21	Credits Earned 20-21	Enrollments 21-22	Credits Earned 21-22
University of Utah	1,568	4,592	1,567	4,671
Utah State University	11,769	35,365	12,980	38,937
Weber State University	34,121	95,590	35,374	103,450
Southern Utah University	3,404	9,015	3,698	10,044
Snow College	5,216	14,976	5,326	15,258
Utah Tech University	9,694	26,457	9,871	27,056
Utah Valley University	32,451	93,721	35,482	101,634
Salt Lake Community College	20,811	61,508	22,388	66,183
<b>Total</b>	<b>119,034</b>	<b>341,224</b>	<b>126,686</b>	<b>367,233</b>

### Gender

