

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).

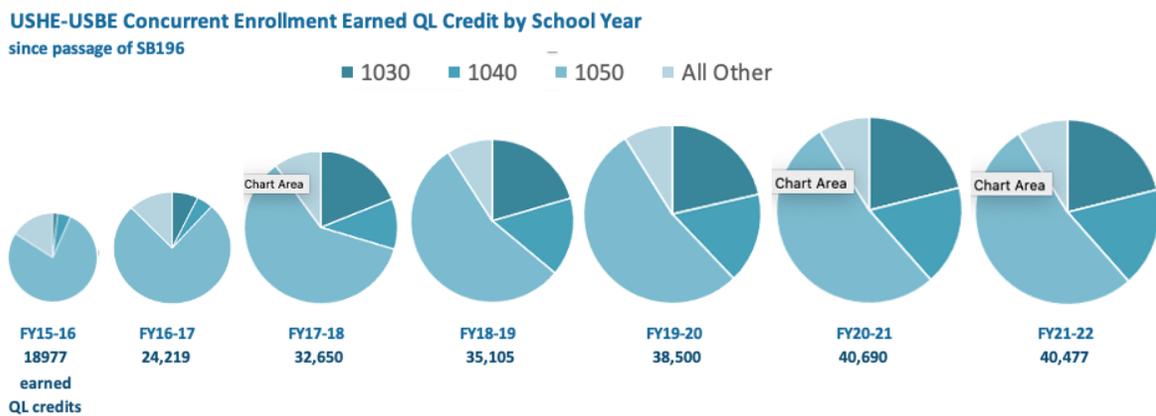


Figure 1

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>QL Options – 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>Results of Round 1: Expansion of MATH 1030 and MATH/STATS 1040 options; expansion of 115 QL sections across the state.</p>
Round 2	FY19-22	<p>Math Teacher Preparation – 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>Results of Round 2: 23 additional instructors completing graduate work and qualifications to teach CE Math. Further expansion of sections offered.</p>
Round 3	FY22-25	<p>Equity in CE Math – 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.