

SALT LAKE COMMUNITY COLLEGE **CONCURRENT ENROLLMENT**

2021-2022 ANNUAL REPORT




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CONCURRENT ENROLLMENT

WHAT WE DO & WHY WE DO IT

The SLCC Concurrent Enrollment Department partners with high schools to deliver a college experience that prepares high school students with the skills and courses they need to navigate the challenges of higher education and complete a meaningful degree or certificate.



“ I think that taking a CE class has taught me that college is really hard. It is a completely different experience from high school courses. I learned that late assignments have real consequences. I learned ways to stop panicking when reading over the assignment instructions and gained the courage to ask for help. ”

- CE STUDENT

OVERALL PROGRAM STATS

2021-22 TOTAL STUDENTS PARTICIPATING **10,410**

10.2% INCREASE IN THE NUMBER OF STUDENTS PARTICIPATING BETWEEN 2020-21 AND 2021-22

2021-22 TOTAL CREDITS EARNED **64,000+**

2021-22 ESTIMATED MONEY SAVED **\$13,000,000+**

TOTAL CREDITS EARNED AT THE TIME OF HIGH SCHOOL GRADUATION **6 OR LESS = 43%**, **7-12 = 29%**, **13-24 = 22%**, **25 OR MORE = 6%**

COLLEGE GPA AT THE TIME OF HIGH SCHOOL GRADUATION **LOWER THAN 2.0 = 12.7%**, **2.0 - 2.9 = 16.8%**, **3.0 OR HIGHER = 70.5%**

53 PARTNER HIGH SCHOOLS

106 COURSES OFFERED IN 2020-21

345 HIGH SCHOOL INSTRUCTORS AND **287** SLCC FACULTY ACTIVELY TEACHING DURING 2021-22

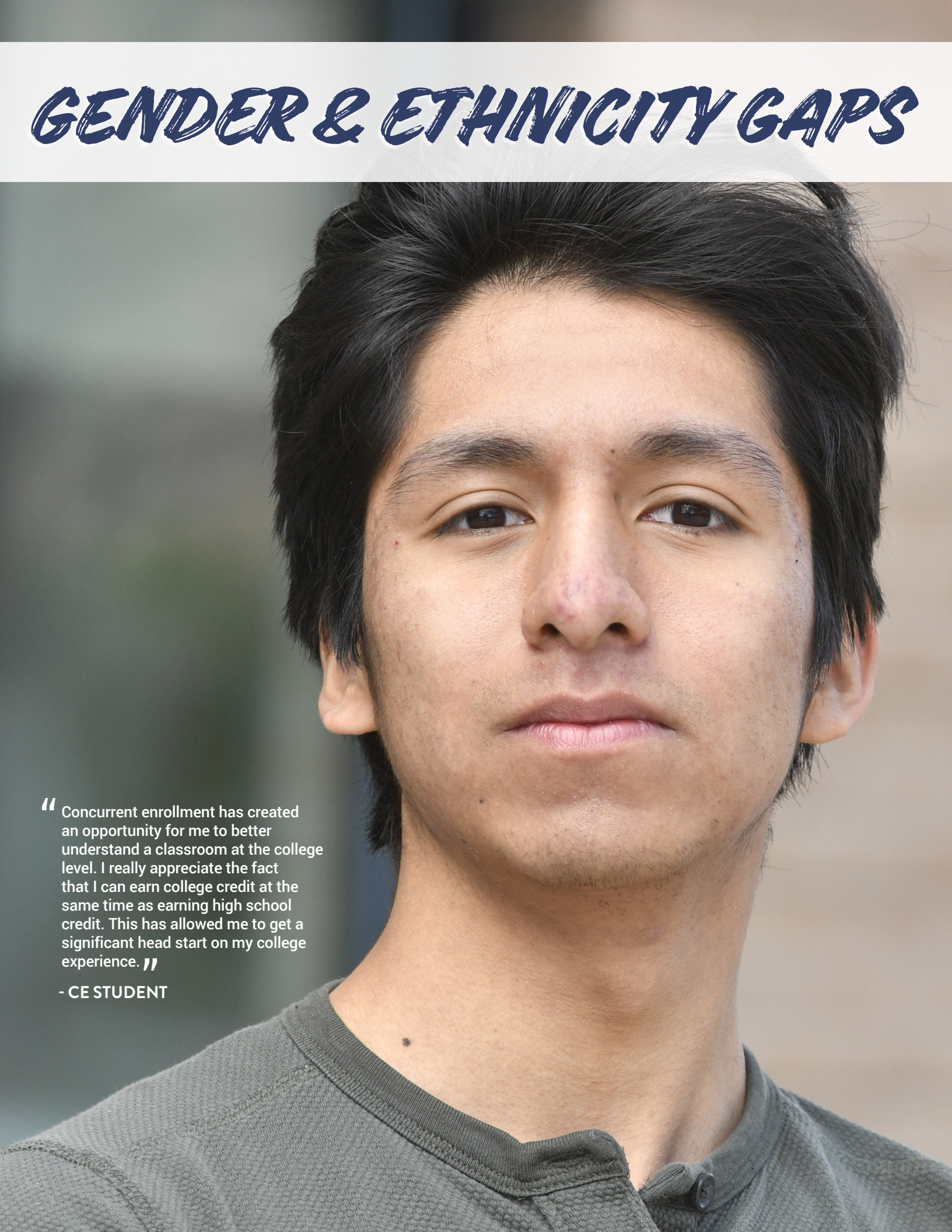


“ I took a lot of AP in the past and didn't have a good experience with it. I decided to take concurrent enrollment and it was a better fit for me. It also has helped me prepare for college more because I feel like AP is nothing like college. ”

- CE STUDENT

Salt Lake
Community
College
Culinary Institute

GENDER & ETHNICITY GAPS

A close-up portrait of a young man with dark hair, looking directly at the camera with a neutral expression. He is wearing a grey crew-neck shirt. The background is a soft, out-of-focus grey.

“ Concurrent enrollment has created an opportunity for me to better understand a classroom at the college level. I really appreciate the fact that I can earn college credit at the same time as earning high school credit. This has allowed me to get a significant head start on my college experience. ”

- CE STUDENT

ETHNICITY GAPS OVER TIME

The following chart looks at the gap in the number of students at the high school compared to the number of students participating in concurrent enrollment within each of the race/ethnic groups. For example, 20% of a high schools population may be Hispanic, but only 12% of the students participating in concurrent enrollment at that high school are Hispanic, representing a 40% gap.

<i>Race/Ethnicity</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
African American	59.73%	44.35%	37.93%	50.27%	54.50%
Asian	⬆️ 27.54%	1.72%	⬆️ 3.71%	⬆️ 4.98%	⬆️ 9.68%
Caucasian	⬆️ 10.14%	⬆️ 12.53%	⬆️ 10.20%	⬆️ 15.62%	⬆️ 8.85%
Hispanic/Latino/Latina	30.47%	30.88%	33.56%	41.47%	43.11%
More than one race	⬆️ 13.48%	⬆️ 2.70%	⬆️ 5.78%	⬆️ 12.70%	⬆️ 3.34%
Native American	44.19%	44.13%	69.18%	54.90%	53.25%
Not Specified	⬇️ 2.22%	⬇️ 2.21%	⬇️ 4.30%	⬇️ 3.98%	⬇️ 8.95%
Pacific Islander	66.53%	68.71%	65.01%	76.54%	72.45%

In the high schools students cannot "not specify" a race/ethnicity. This option only exists at SLCC.

Up arrow indicates that the CE population is higher than the overall high school population in that race/ethnicity group. No arrow means the CE population is lower than the high school population.

GENDER GAPS OVER TIME

The following chart looks at the gap in the number of students at the high school compared to the number of students participating in concurrent enrollment within each gender group. For example, 55% of a high school's population may be male, but only 40% of the students participating in concurrent enrollment at that high school are male, representing a 27% gap.

<i>Race/Ethnicity</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>	<i>2021-22</i>
Female	⬆️ 9.78%	⬆️ 14.00%	⬆️ 12.80%	⬆️ 23.61%	⬆️ 13.94%
Male	10.00%	13.03%	12.42%	22.38%	13.04%
Other/Not Specified	⬇️ 2.03%	⬇️ 1.20%	⬇️ 0.63%	⬇️ 0.26%	⬇️ 0.01%

In the high schools students cannot choose "other" or "not specify" gender. This option only exists at SLCC.

Up arrow indicates that the CE population is higher than the overall high school population in that gender group. No arrow means the CE population is lower than the high school population.

CE INITIATIVES REPORT

2021-22 PROJECT UPDATES

COMPLETE Admission and registration process improvements. Finding ways to help high schools and their students navigate the SLCC admissions and registrations processes with fewer barriers and with better instructional resources.

From Spring of 2020 until Spring 2022 the SLCC Concurrent Enrollment Office worked with high school CE coordinators to improve the admissions and registration processes in the high schools. We removed holds and developed new resources including: a tracking sheet that merges high school and SLCC admission and registration data, numerous instructional resources for students, checklists, timed email reminders, Spanish translations, reports in our MyCE system and Canvas shells.

To wrap up the project we surveyed CE coordinators and their secretaries to determine if all of the resources we created were being used and to gather feedback on how to continually improve them. We discovered all resources were being used to one degree or another by an average of 42% of coordinators and secretaries, and that those who used them said they would use them again. This year we saw one of the smoothest registration cycles with the fewest problems in the history of the program.

Moving forward, these resources will be pivotal for onboarding new CE coordinators, and our hope is that in time most high schools will be actively using the tools and resources we have provided, creating greater consistency and resulting in fewer errors and more time saved for overworked high school concurrent enrollment staff.

IN PROGRESS Concurrent enrollment advising process improvements. Adjusting our advising program to help the 1,500+ students who are accumulating more than 12 credits, without proper guidance, build academic plans and choose classes with a purpose. (See Page ##)

During the 2021-22 academic year we made huge strides in moving the advising process improvement project forward. We defined our core purpose for the advising program, defined the scope of the current problems in collaboration with high school counselors and other key stakeholders, identified mutually agreed-upon solutions, built the process map for the new process and vetted that with all stakeholders, and identified tasks that now need to be completed by Fall 2022 in order to pilot the new program.

At this point the plan is to build out the new model with its accompanying resources through the end of July 2022 and be ready to test through December of 2022, so that we are ready to broadly launch the new model by Spring of 2023.

IN PROGRESS **Project:Launch. Giving students who are uncertain about going to college the opportunity to give concurrent enrollment a try to see if it is a good fit without risk or cost.**

We are midway through the Project:Launch pilot and have a total of 15 students participating in the pilot at Granger and 31 at West. Identifying students has been a challenge for the high schools, as has administering the pre-survey prior to the start of class, which may impact the quality of the survey data which attempts to measure the change in students' attitudes about going to college before and after participating in concurrent enrollment. At this point only one student has requested to have their final grade removed.

After the 2021-22 academic year has ended we will continue to track these students through Fall semester of 2022 to see if they continue to take college classes, perform well in subsequent courses, and matriculate to SLCC. The project will wrap up by February of 2023.

IN PROGRESS **NACEP Accreditation. Aligning our program to national concurrent enrollment best practice standards.**

While accreditation with the National Alliance of Concurrent Enrollment Partnerships (NACEP) has no bearing on the quality or transferrability of our credit, the process of accreditation allows SLCC's Concurrent Enrollment Program to be examined by other CE programs across the nation, who provide recommendations for improvement based on nationally agreed upon best practices in ensuring a high quality concurrent enrollment program. During 2018-19 we applied for re-accreditation with the National Alliance of Concurrent Enrollment Partnerships and failed, primarily due to the low percentages of faculty liaison work being performed: CE instructor classroom visits, ongoing instructor professional development, new instructor onboarding, and syllabus reviews.


Between 2019 and 2021, the SLCC Concurrent Enrollment Office made massive process improvements to the liaison and instructor processes and has since seen significant improvements in liaison work completion. On June 1 SLCC resubmitted accreditation materials to NACEP for a second review. NACEP will now review that application through May 1, 2023 at which point the NACEP Accreditation Commission will make a final decision.

IN PROGRESS **ESL Pilot. Preparing English language learners for concurrent enrollment and college.**

Prior to the pandemic, USBE approved SLCC piloting ESL 1010 and 1020 through concurrent enrollment. Because ESL does not count toward any major, it does not qualify for concurrent enrollment; however students who complete ESL can test into ENGL 1010. SLCC saw this as an opportunity to catapult English language learners into ENGL 1010 and on to college. USBE has allowed SLCC to pilot ESL to see if ESL truly functions as a bridge to college for students whose first language is not English. Due to the pandemic, participation was low and we have been given an extension this coming year to wrap up the pilot and run the data.

2022-23 INITIATIVES

- 1 Finalize improvements to the concurrent enrollment advising program in partnership with high school counselors.
- 2 Accredit the SLCC Concurrent Enrollment Program with the National Alliance of Concurrent Enrollment Partnerships.
- 3 Complete and assess the Project:Launch pilot and determine the long-term feasibility of the program.
- 4 Pilot select recommendations outlined in the Community College Research Center Dual Enrollment Playbook to close the equity gaps that currently exist in concurrent enrollment.
- 5 Migration of our Canusia system (MyCE) to a Django-based, Amazon AWS hosted platform.



“ It has made me realize the importance of time management. I take six college courses and I struggle a lot with time management. But taking these courses has helped to teach me how to better manage my time and helped me to learn how to prioritize what is important versus what is not. ”

- CE STUDENT

ENROLLMENT REPORT

FALL 2017 TO SPRING 2022

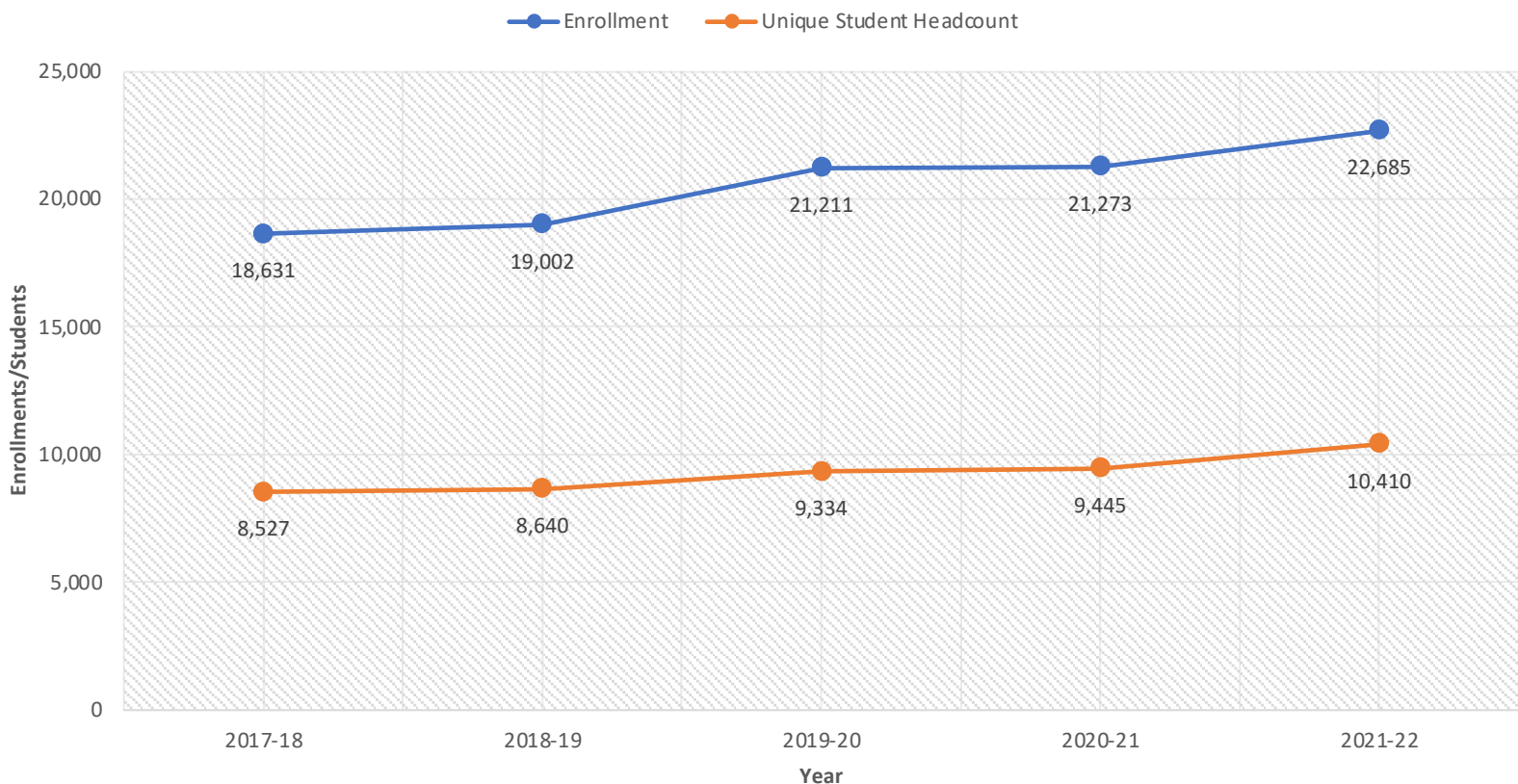
Overall Enrollment Growth

Overall the SLCC CE Program saw a **6.6% OVERALL INCREASE** in enrollments (duplicated headcount) from 2020-21 to 2021-22. This represents an increase of 1,412 students.

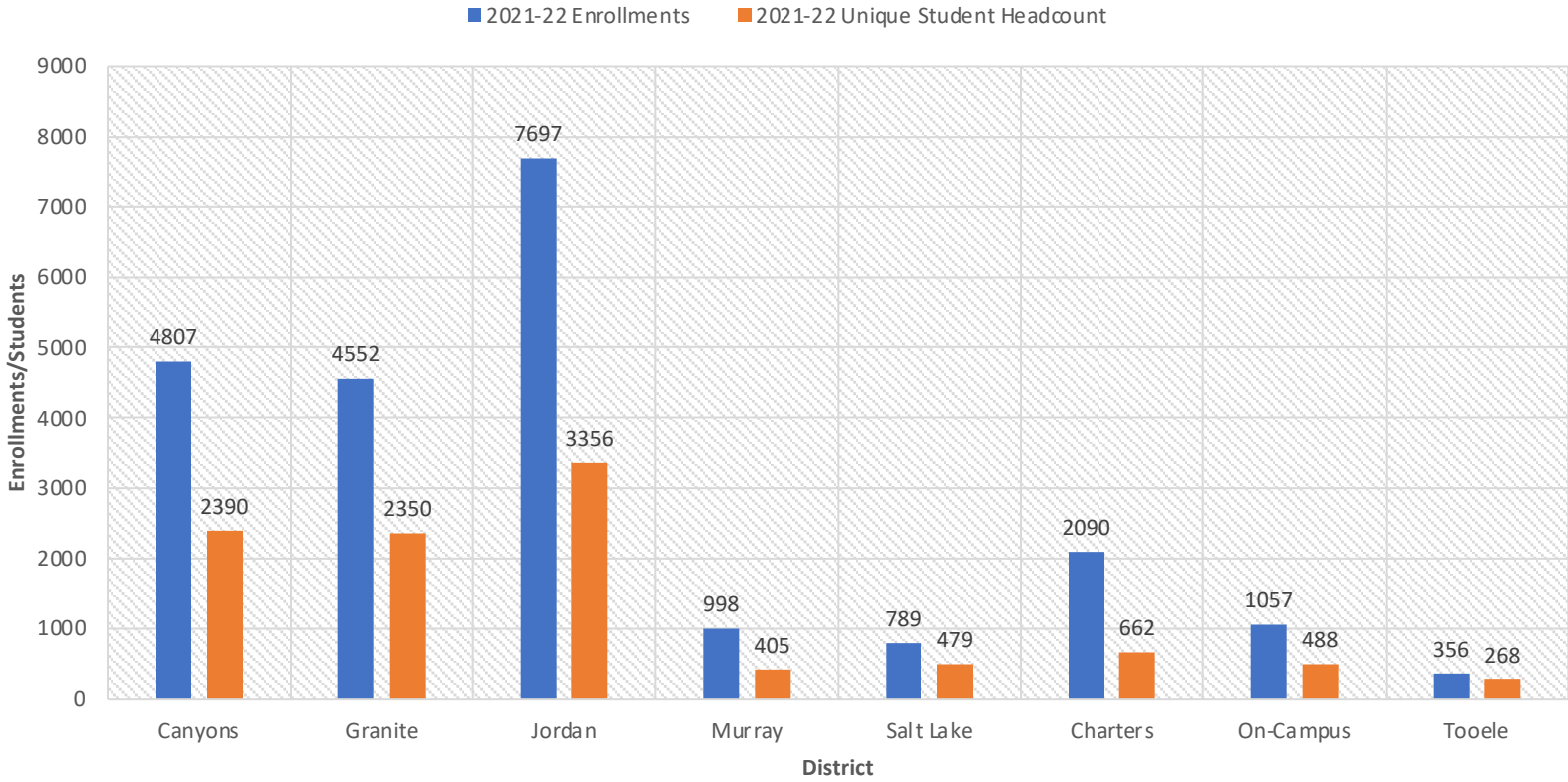
Overall Unique Student Participation Growth

Overall the SLCC CE Program saw a **10.2% INCREASE** in the number of students participating (unduplicated headcount) between 2020-21 and 2021-22, from 9,445 to 10,410. This represents an increase of 965 students. This is the more meaningful metric for the SLCC Concurrent Enrollment Program in terms of measuring growth. We would rather see more students benefiting from the concurrent enrollment college experience, than see fewer students taking more classes.

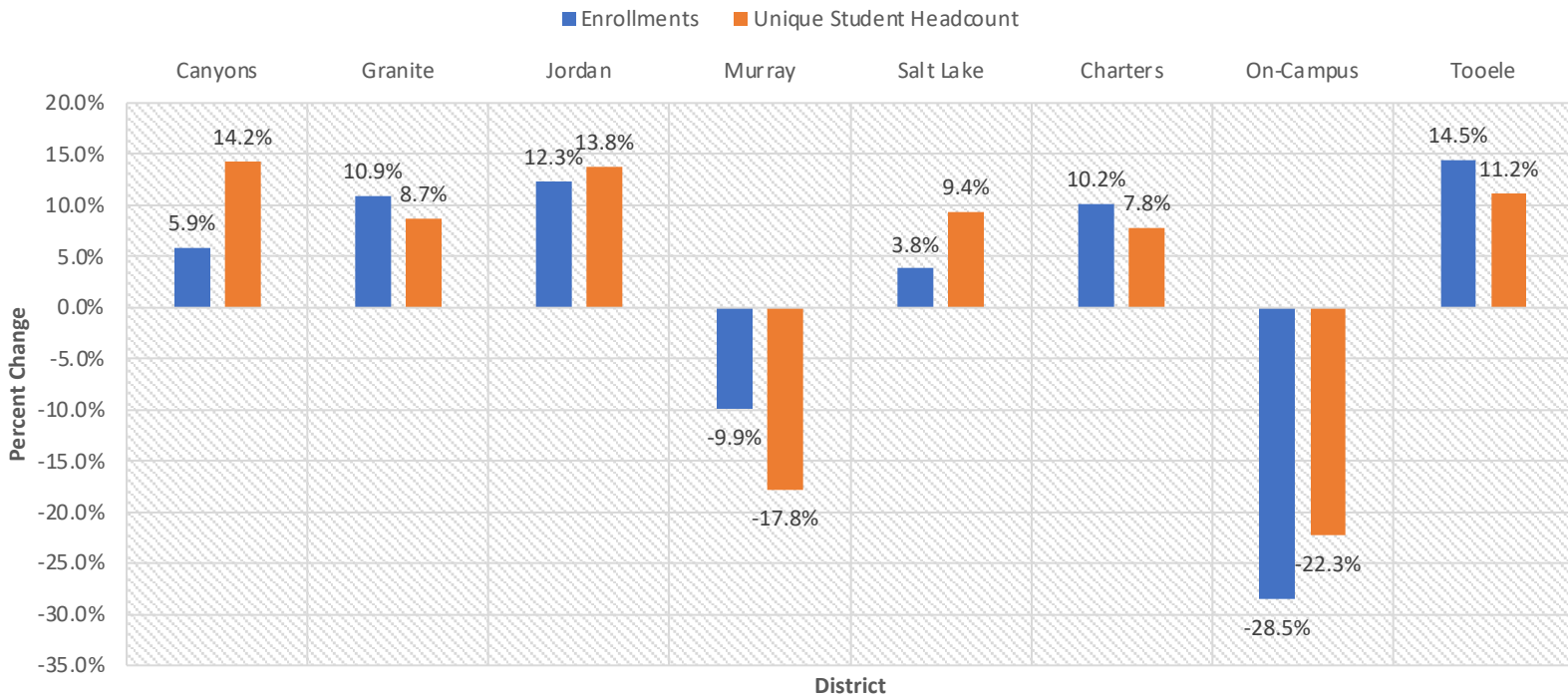
Total SLCC CE Enrollment and Student Participation



SLCC Service Region Program Size by District



SLCC Service Region Enrollment and Student Growth from 2020-21 to 2021-22 by District



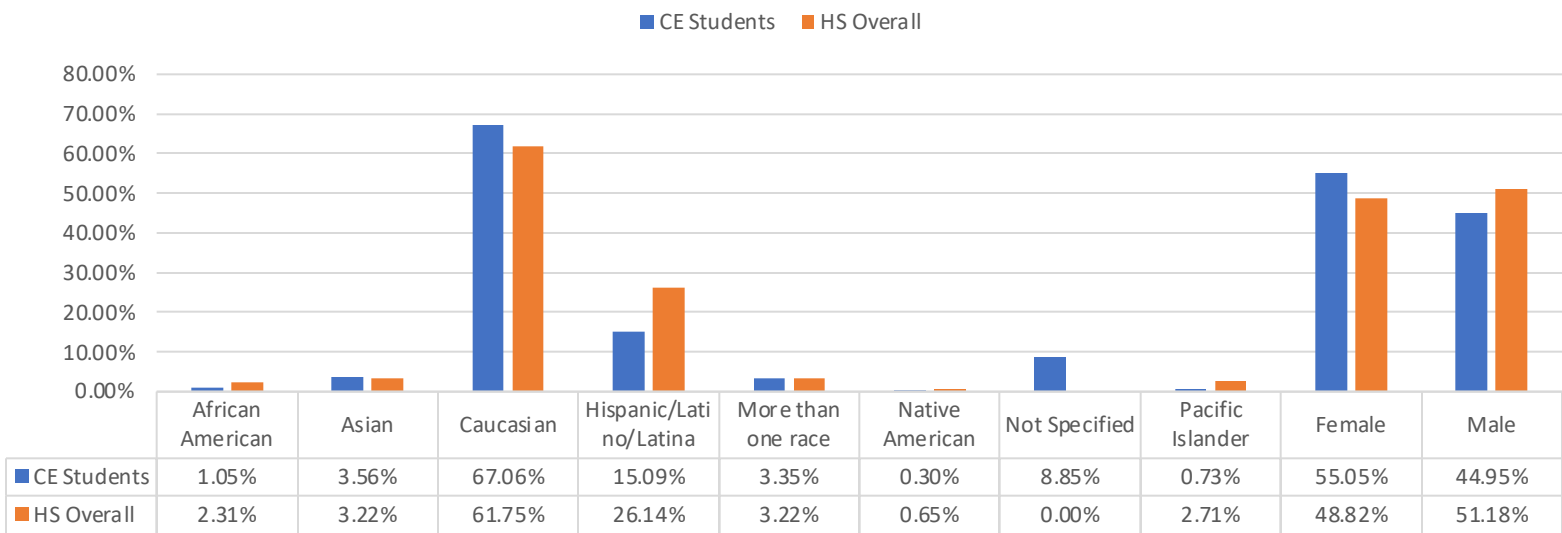
Overall SLCC CE Race, Ethnicity, and Gender Gaps

During the 2021-22 academic year the SLCC Concurrent Enrollment Office identified significant equity gaps when we compared the overall high school gender and ethnicity populations to the populations of those different ethnicity and gender groups participating in concurrent enrollment. Subsequently, we began discussions with high school administrators to begin addressing these equity gaps, and have centered those discussions around recommendations by the Community College Research Center in their Dual Enrollment Playbook.

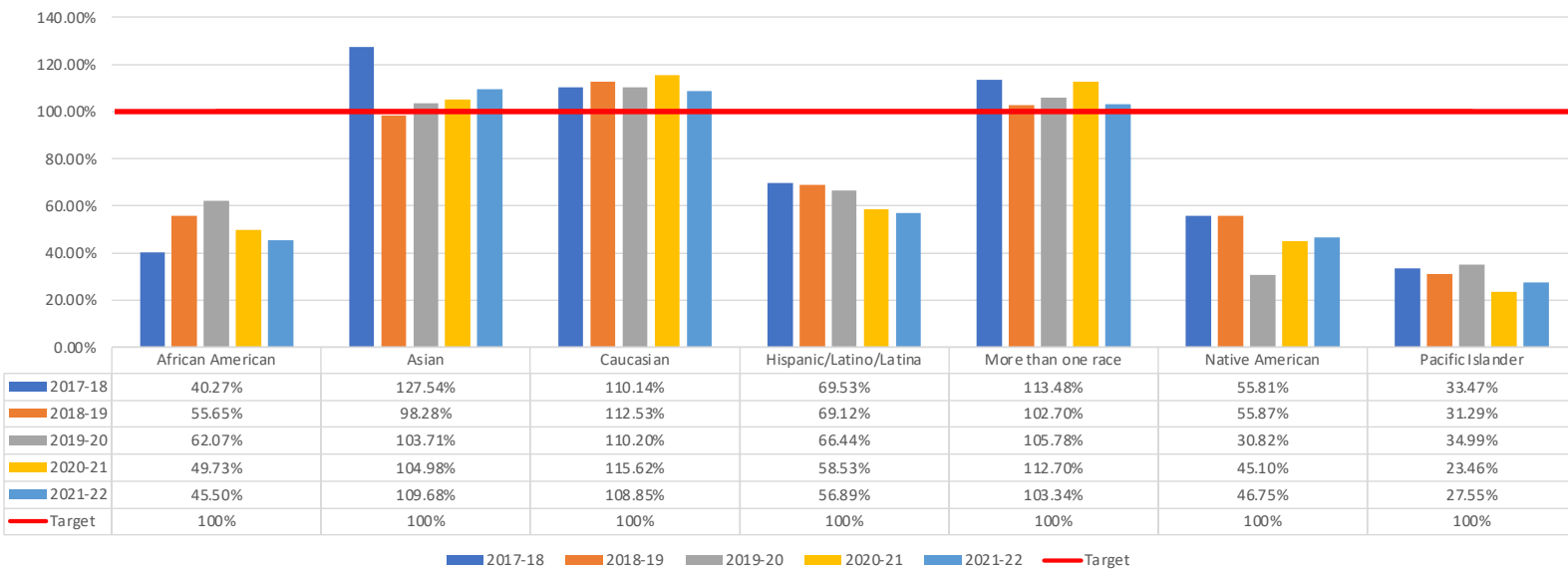
Overall there is an approximate **10% GAP IN CAUCASIAN, ASIAN, AND GENDER POPULATIONS**, and an approximate **40-50% GAP IN HISPANIC, PACIFIC ISLANDER, AFRICAN AMERICAN, AND NATIVE AMERICAN POPULATIONS**.

SLCC Concurrent Enrollment Ethnicity and Gender Comparison

Concurrent Enrollment Compared to Overall High School Population

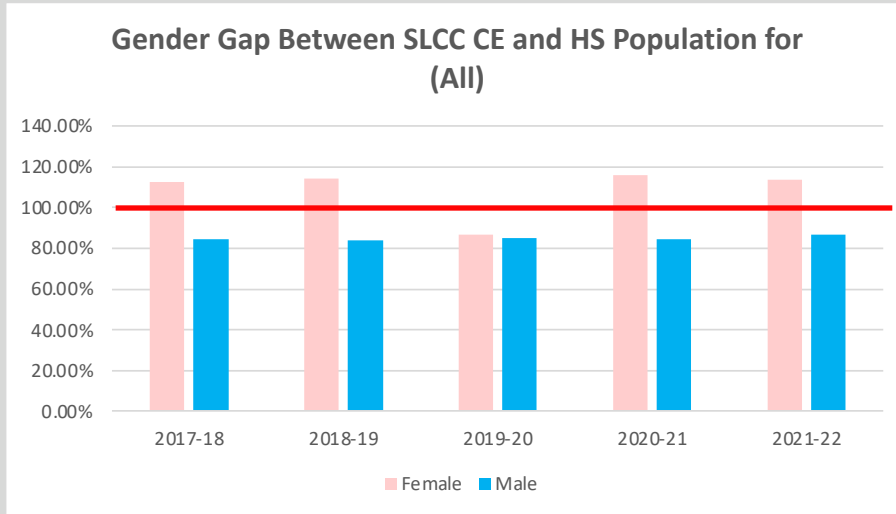


Racial/Ethnicity Gap Between SLCC CE Classes and High School Population

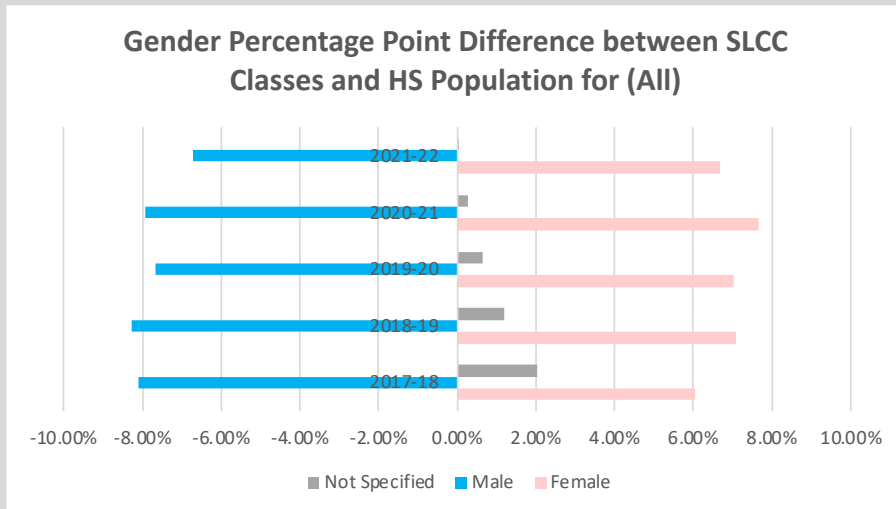


Bars that fall below the red line at 100% indicate that the concurrent enrollment population is less than the high school population, while bars that fall above indicate that there are more of that race/ethnicity in concurrent enrollment than in the overall high school population.

One thing to note: high schools do not have a “Not Specified” option for race/ethnicity or gender, which could account for some of the gap. Over the years the number of students not specifying race/ethnicity when completing the SLCC admission application has increased.



Bars that fall below the red line at 100% indicate that the concurrent enrollment population is less than the high school population, while bars that fall above indicate that there are more of that race/ethnicity in concurrent enrollment than in the overall high school population.



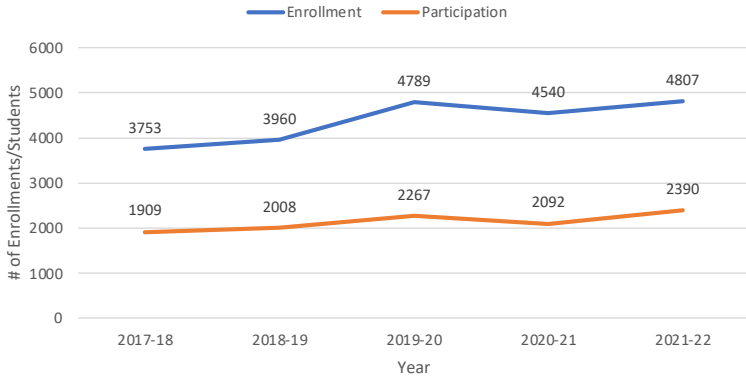
“ Taking a CE class has made an major impact on my life because it has a different pace than a regular high school class. It has specific deadlines and it is a lot more time demanding and it has made it easier to ease into that way of schooling instead of jumping right into it. ”

- CE STUDENT

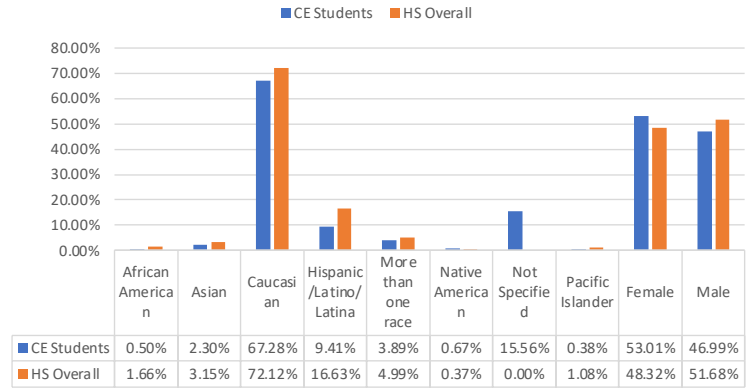
DISTRICT REPORTS: Canyons District

The Canyon's School District saw a **5.8% increase in total CE enrollments** and a **14.2% increase in the number of unique students participating** between 2020-21 and 2021-22, from **4,540 enrollments to 4,807** and from **2,092 students to 2,390**.

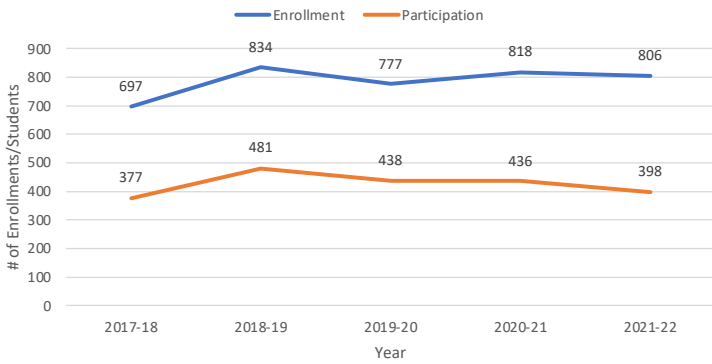
Canyon District CE Enrollment and Student Participation



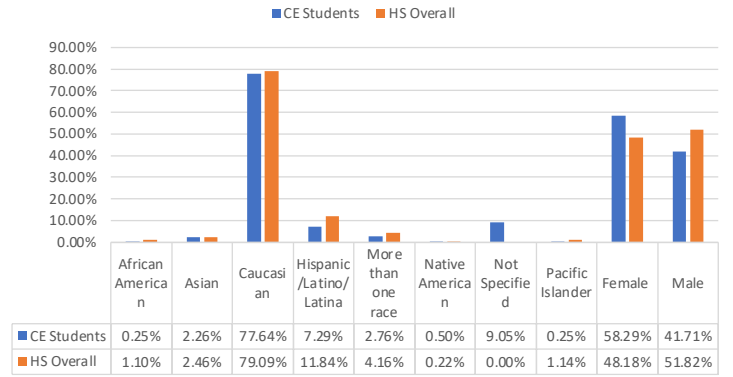
Canyons District Ethnicity and Gender Comparison



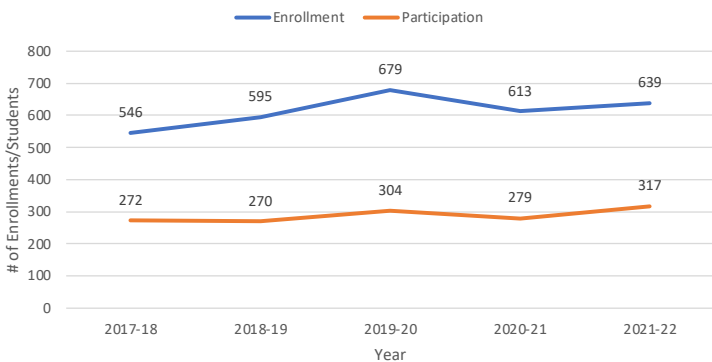
Alta High CE Enrollment and Student Participation



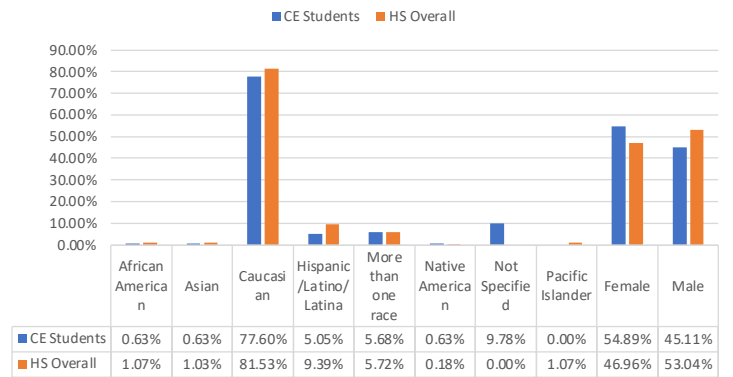
Alta High Ethnicity and Gender Comparison



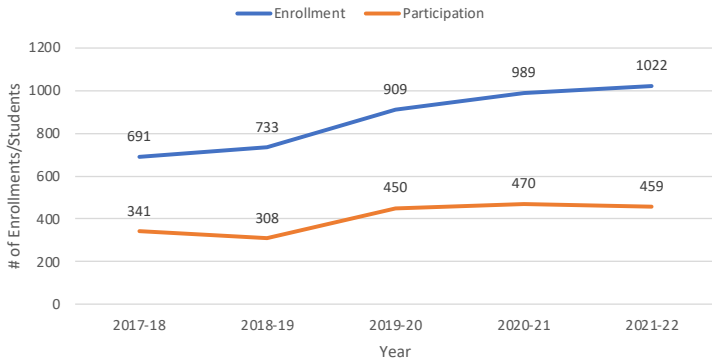
Brighton High CE Enrollment and Student Participation



Brighton High Ethnicity and Gender Comparison

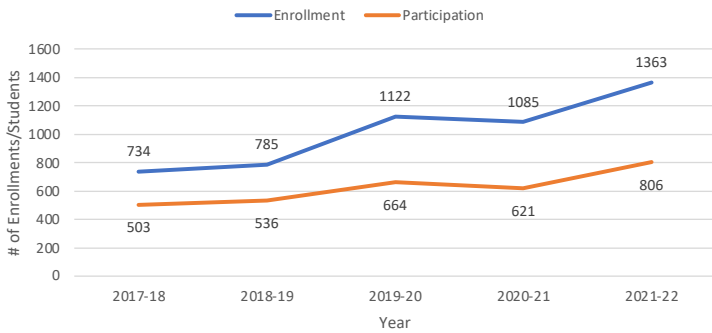


CTEC CE Enrollment and Student Participation

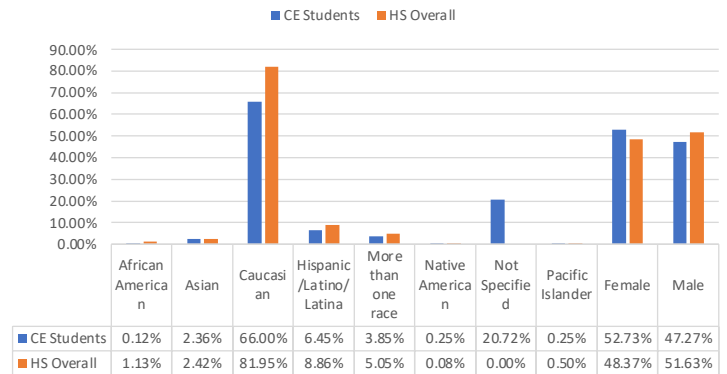


NO USBE DATA AVAILABLE

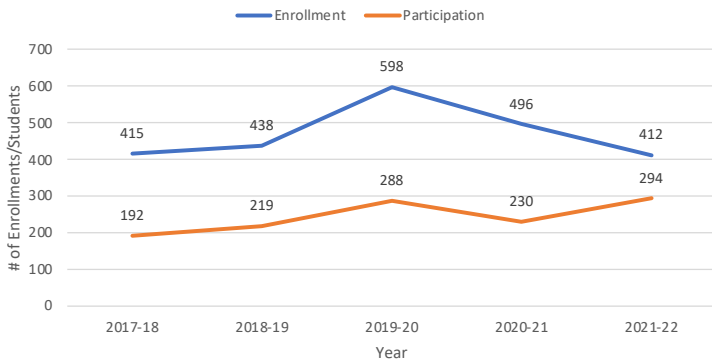
Corner Canyon High CE Enrollment and Student Participation



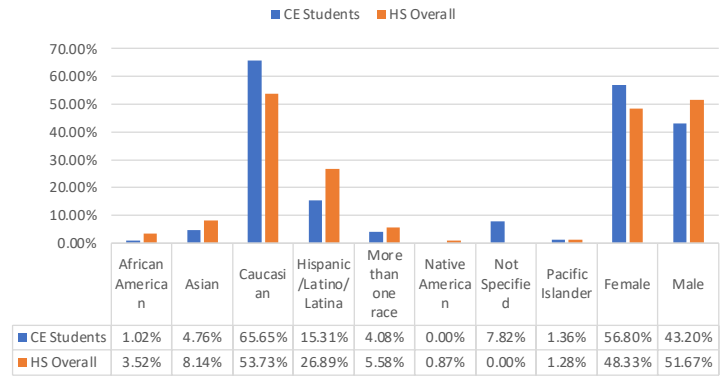
Corner Canyon High Ethnicity and Gender Comparison



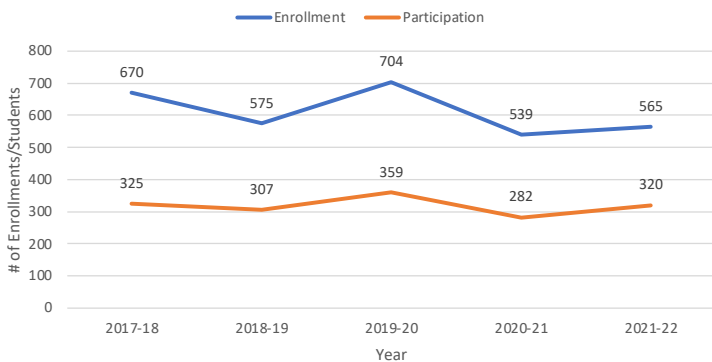
Hillcrest High CE Enrollment and Student Participation



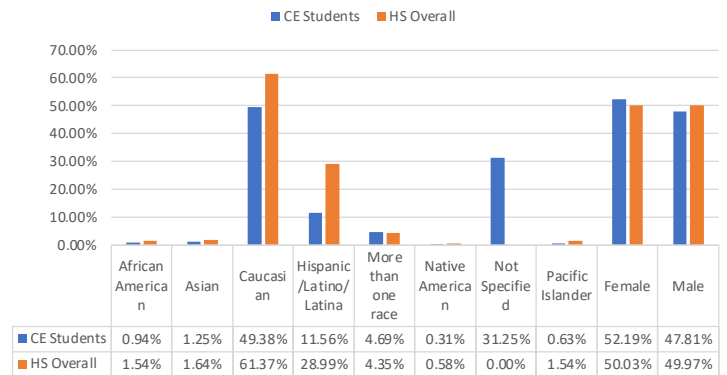
Hillcrest High Ethnicity and Gender Comparison



Jordan High CE Enrollment and Student Participation



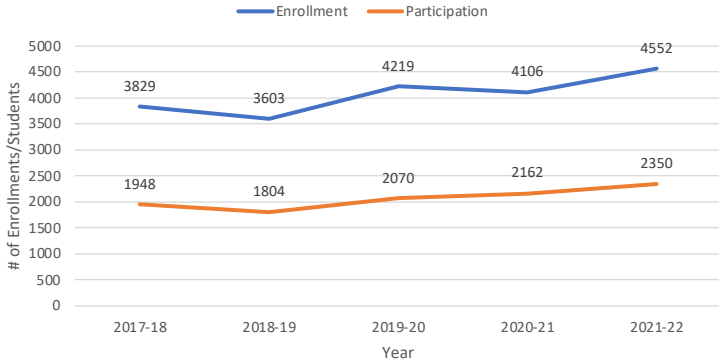
Jordan High Ethnicity and Gender Comparison



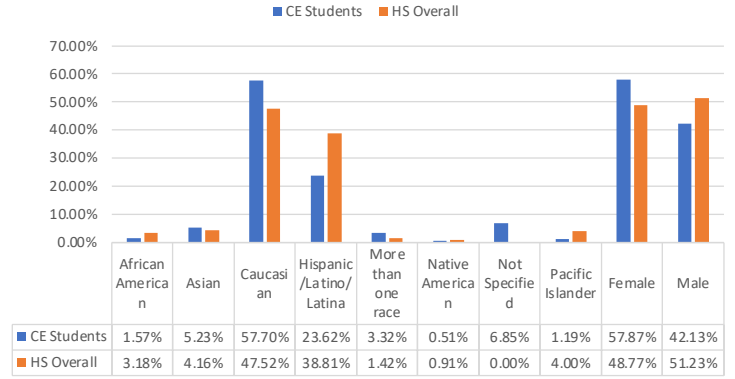
DISTRICT REPORTS: Granite District

The Granite School District saw a **10.8% increase in total CE enrollments** and a **8.7% increase in the number of unique students participating** between 2020-21 and 2021-22, from **4,106 enrollments to 4,552** and from **2,162 students to 2,350**.

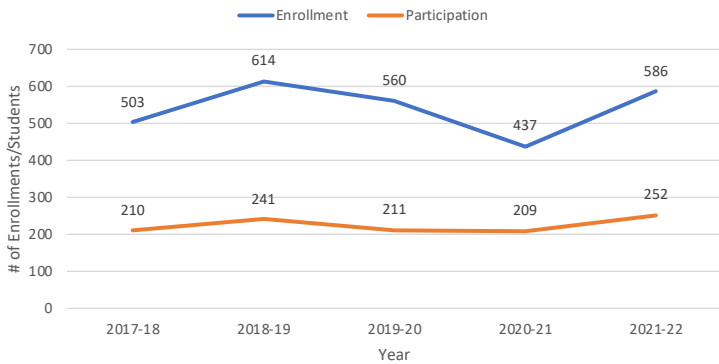
Granite District CE Enrollment and Student Participation



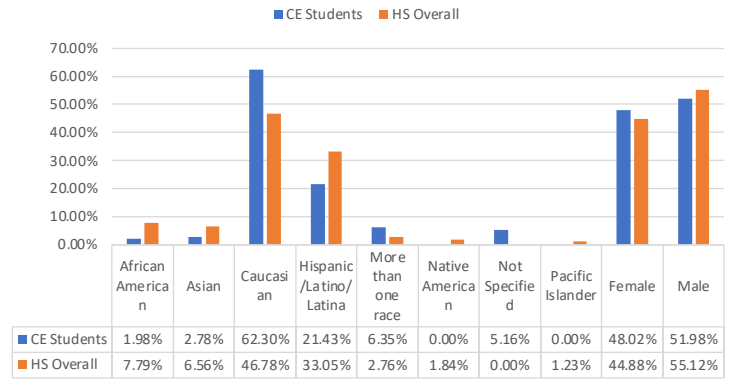
Granite District Ethnicity and Gender Comparison



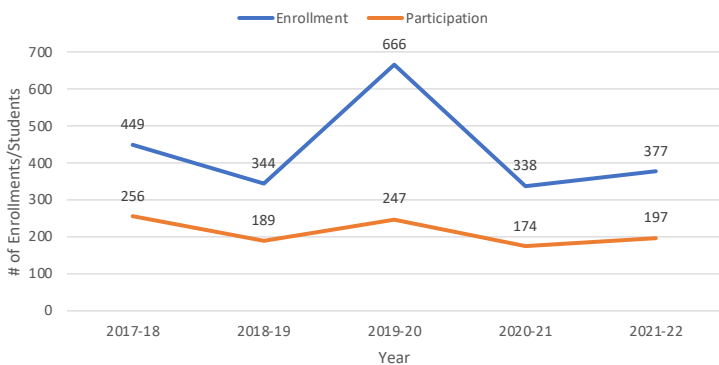
Cottonwood CE Enrollment and Student Participation



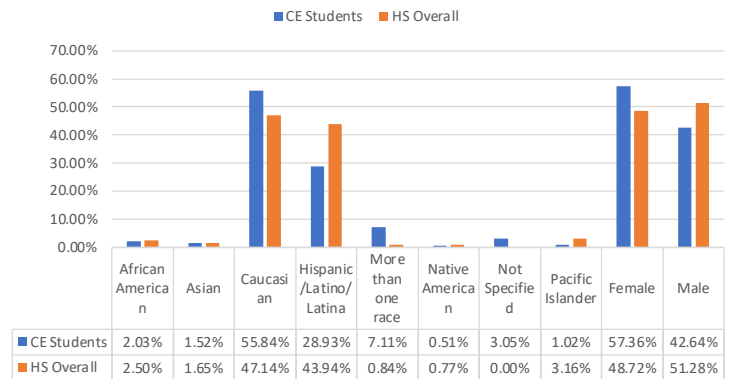
Cottonwood High Ethnicity and Gender Comparison



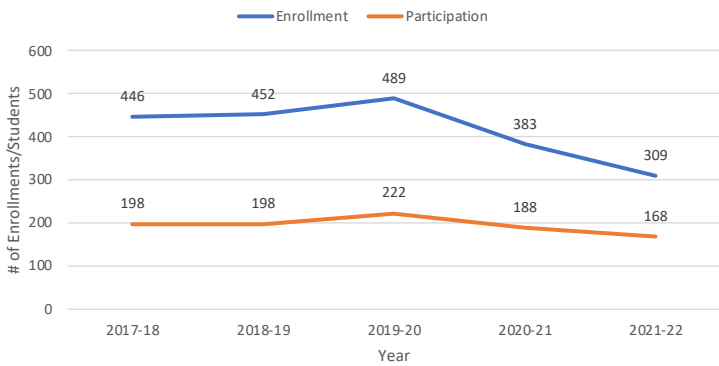
Cyprus High CE Enrollment and Student Participation



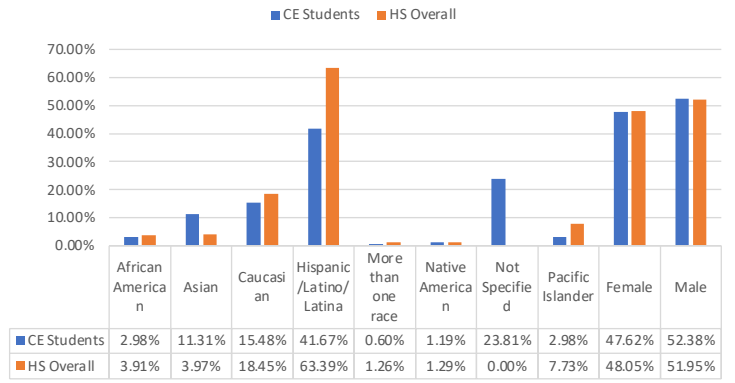
Cyprus High Ethnicity and Gender Comparison



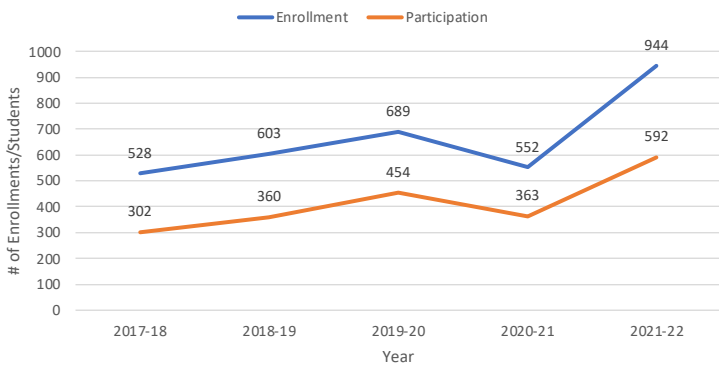
Granger High CE Enrollment and Student Participation



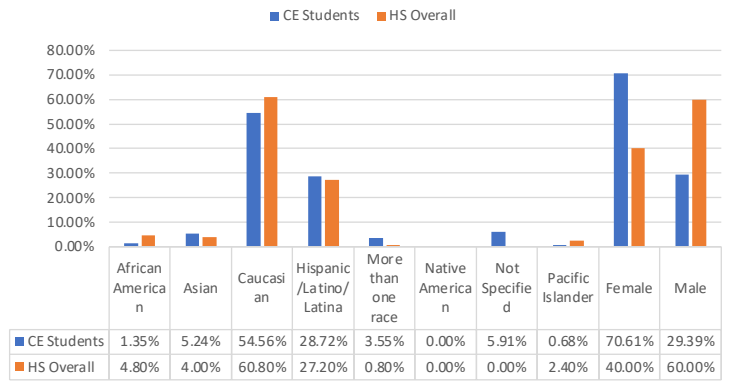
Granger High Ethnicity and Gender Comparison



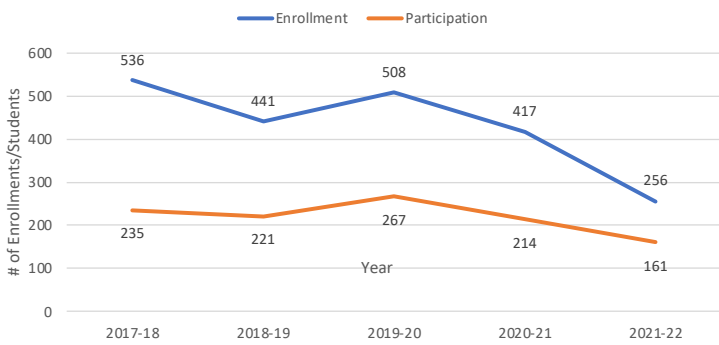
GTI CE Enrollment and Student Participation



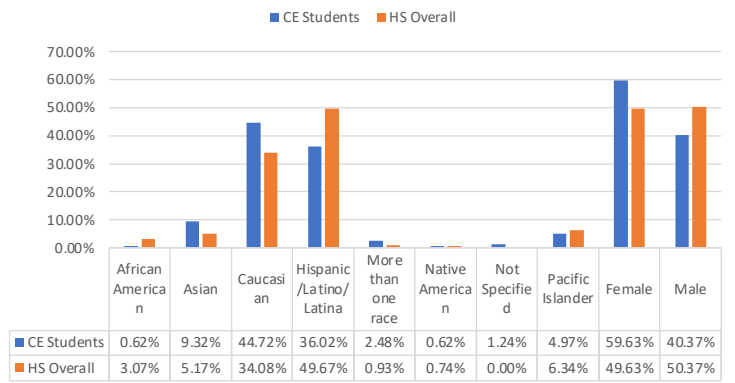
GTI Ethnicity and Gender Comparison



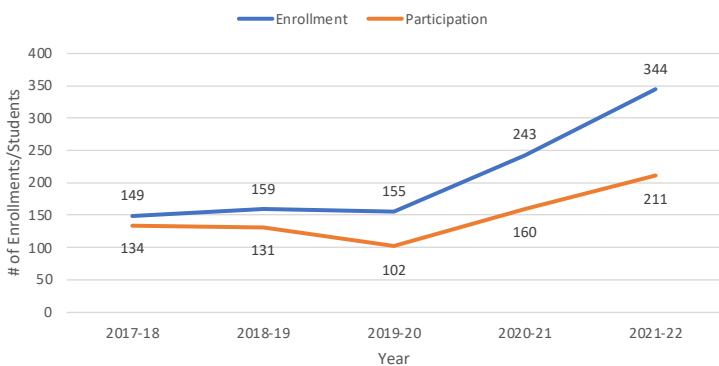
Hunter High CE Enrollment and Student Participation



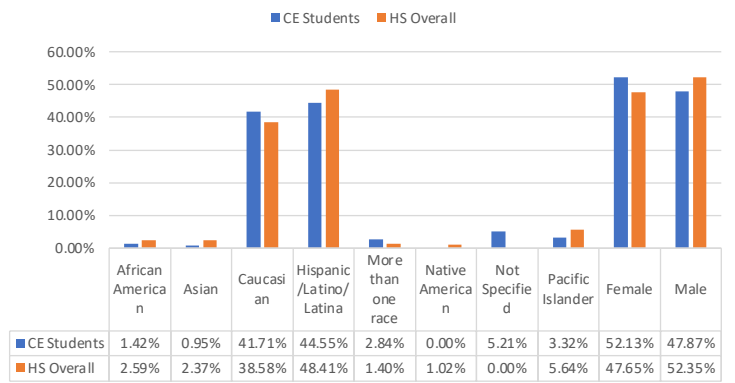
Hunter High Ethnicity and Gender Comparison



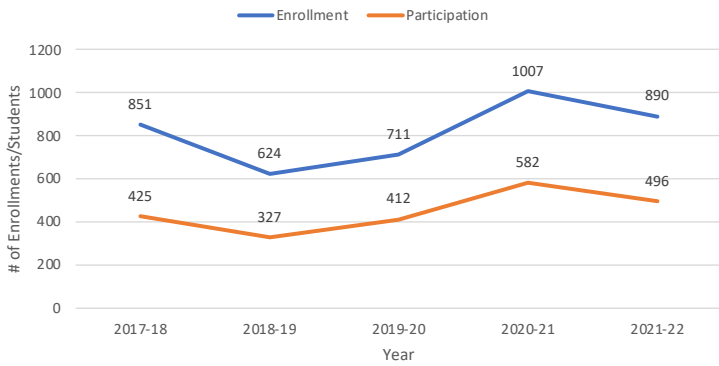
Kearns High CE Enrollment and Student Participation



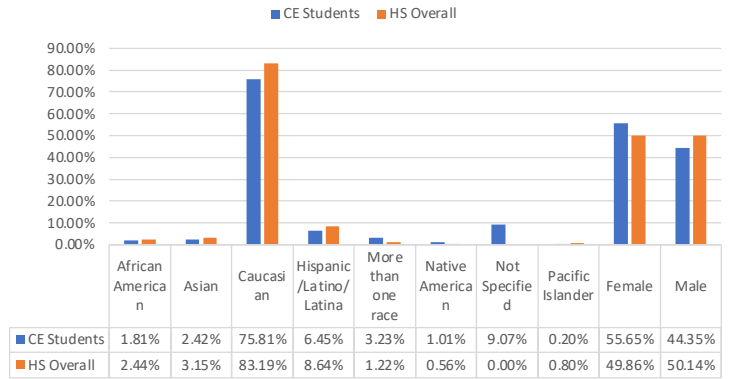
Kearns High Ethnicity and Gender Comparison



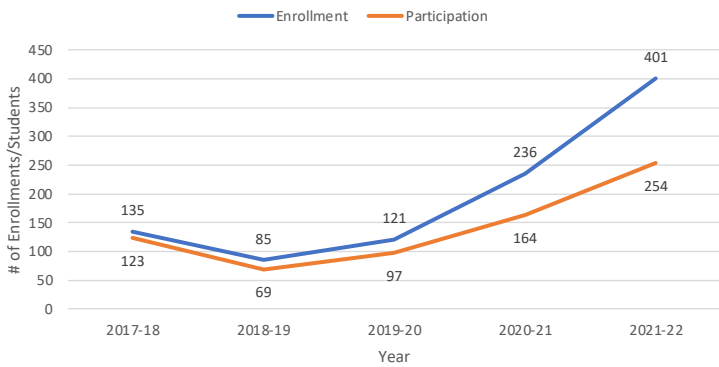
Olympus High CE Enrollment and Student Participation



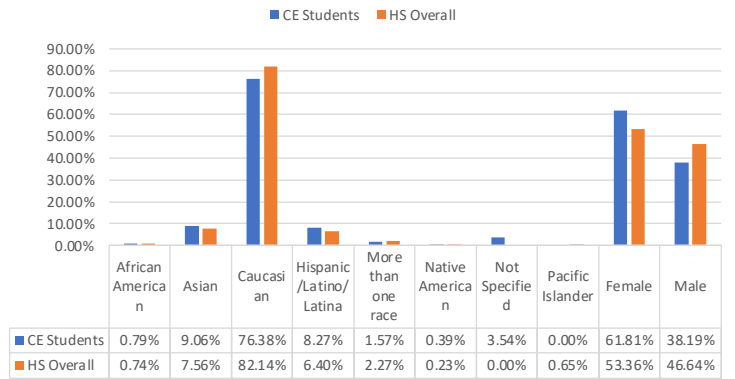
Olympus High Ethnicity and Gender Comparison



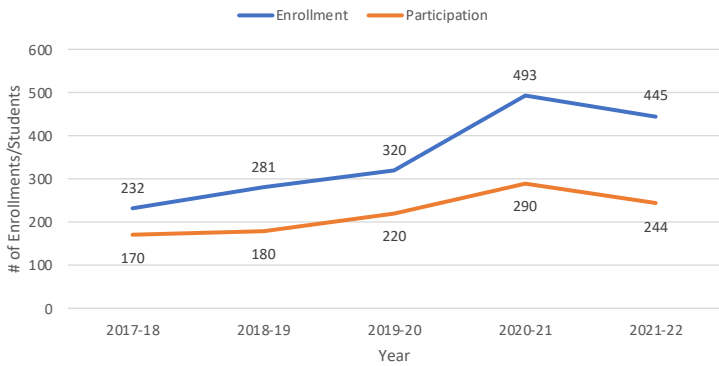
Skyline High CE Enrollment and Student Participation



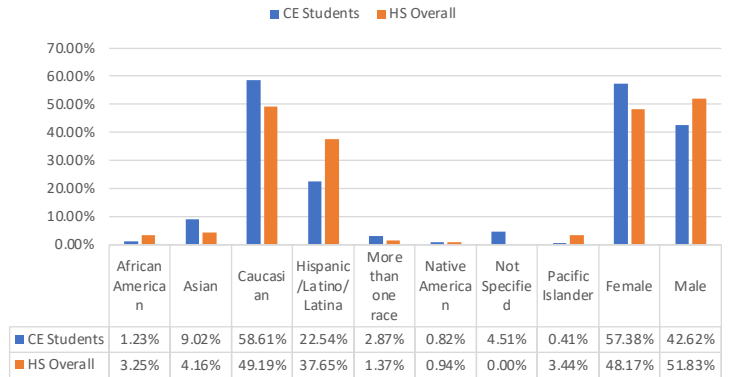
Skyline High Ethnicity and Gender Comparison



Taylorville High CE Enrollment and Student Participation



Taylorville High Ethnicity and Gender Comparison



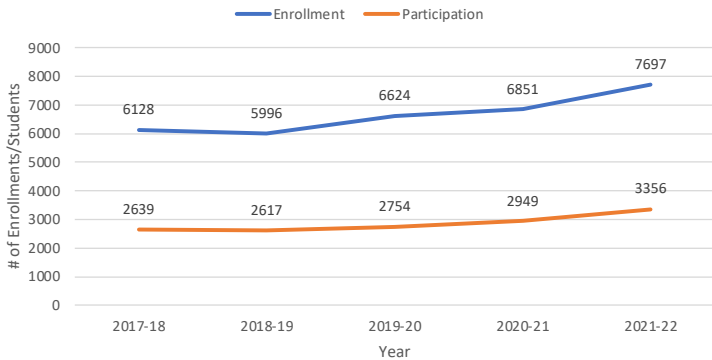
“ I have started learning things in high school that my parents haven’t learned and most of my siblings haven’t learned either. It is exciting being able to learn complex principles in an easier way. I really like that us students don’t have to do an assignment on every concept that we do. We are held accountable to learn what we are taught and we feel the repercussions if we don’t. I have really enjoyed being able to learn more during classes than in normal classes. ”

- CE STUDENT

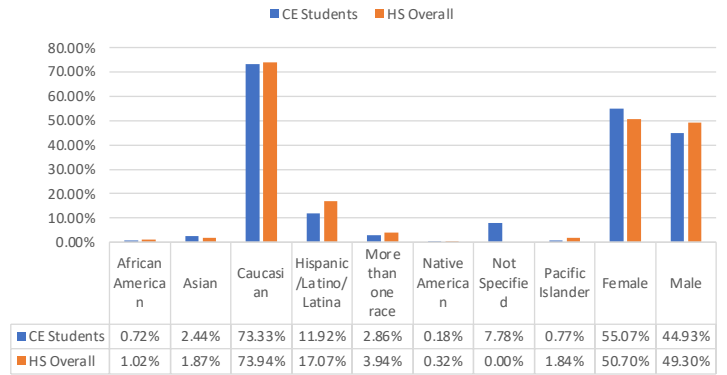
DISTRICT REPORTS: Jordan District

The Jordan School District saw a **12.3% increase in total CE enrollments** and a **13.8% increase in the number of unique students participating** between 2020-21 and 2021-22, from **6,851 enrollments to 7,697** and from **2,949 students to 3,356**.

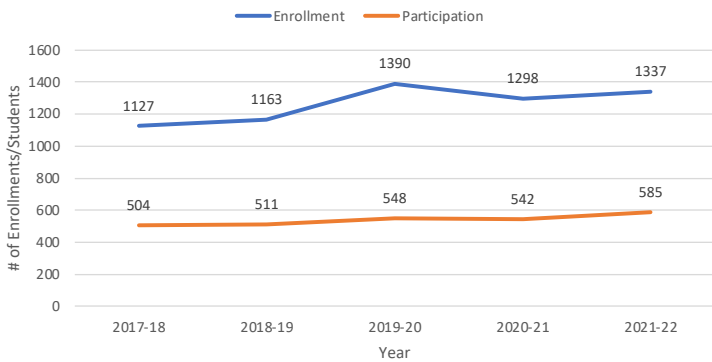
Jordan District CE Enrollment and Student Participation



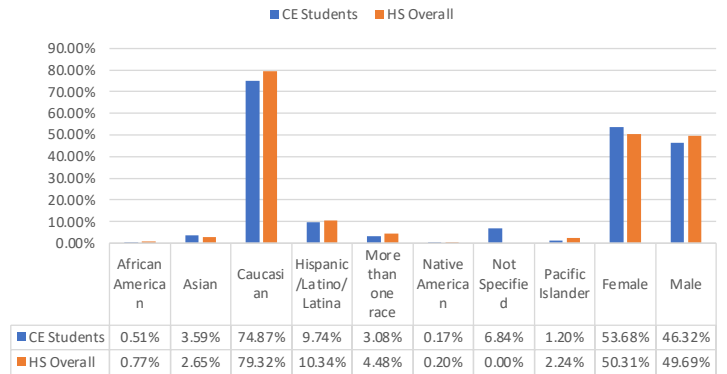
Jordan District Ethnicity and Gender Comparison



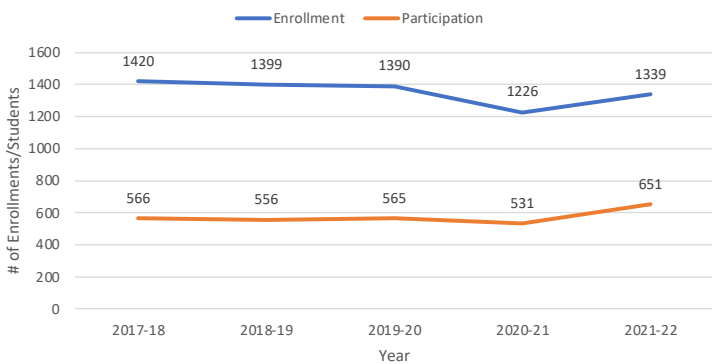
Bingham High CE Enrollment and Student Participation



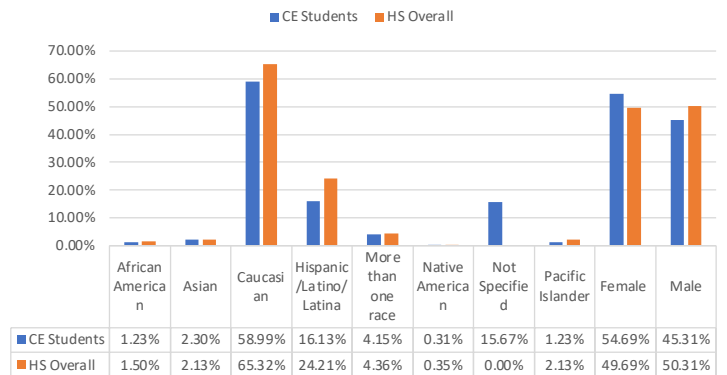
Bingham High Ethnicity and Gender Comparison



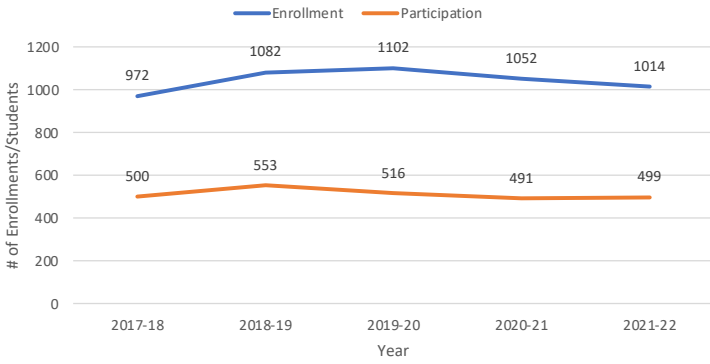
Copper Hills High CE Enrollment and Student Participation



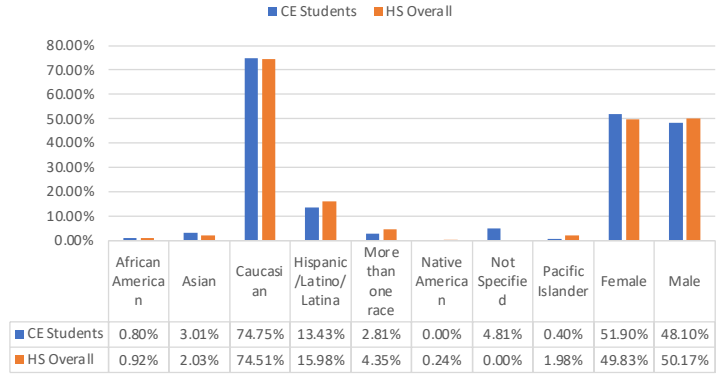
Copper Hills High Ethnicity and Gender Comparison



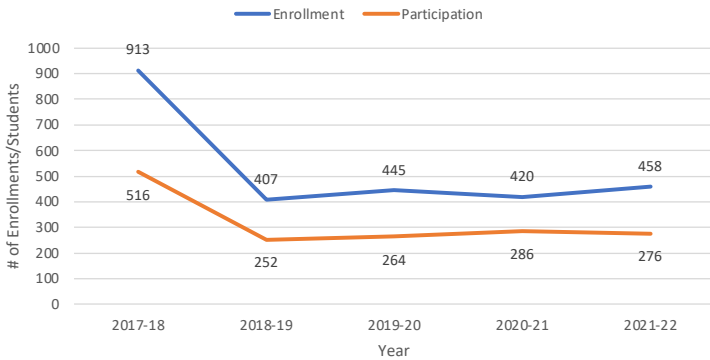
Herriman High CE Enrollment and Student Participation



Herriman High Ethnicity and Gender Comparison

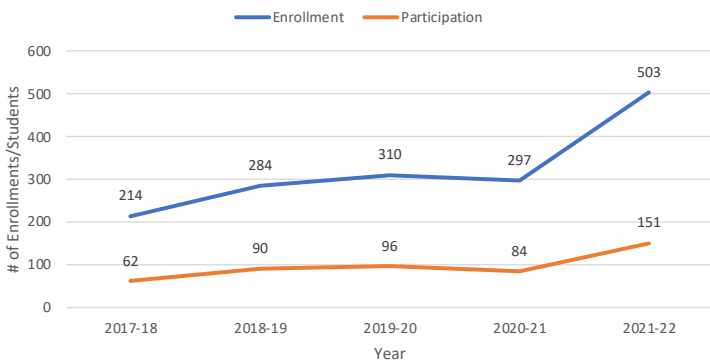


JATC-North CE Enrollment and Student Participation



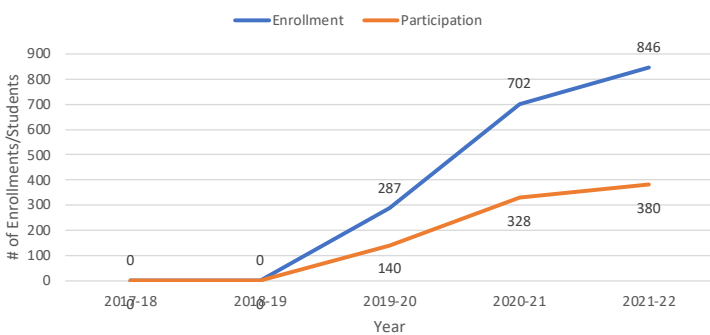
NO USBE DATA AVAILABLE

JATC-South CE Enrollment and Student Participation

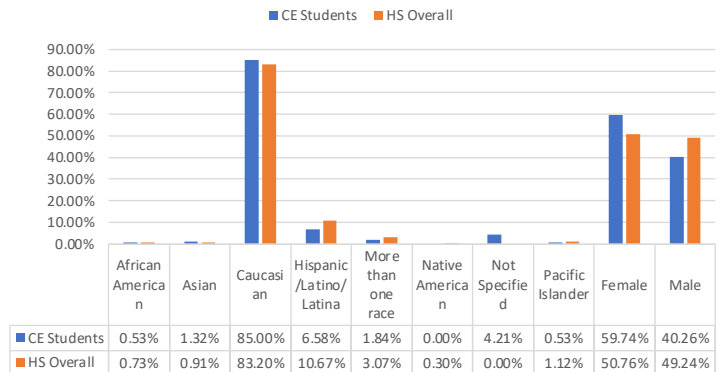


NO USBE DATA AVAILABLE

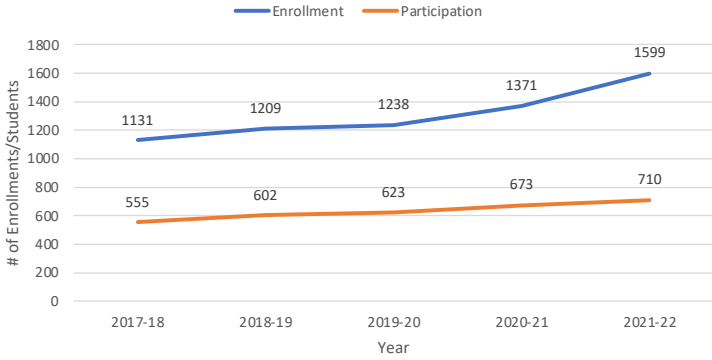
Mountain Ridge High CE Enrollment and Student Participation



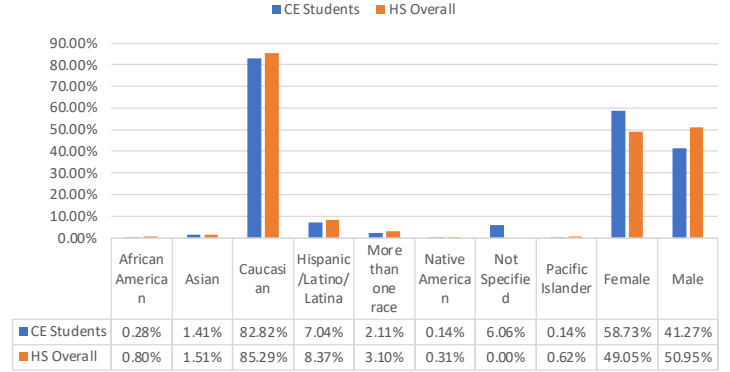
Mountain Ridge High Ethnicity and Gender Comparison



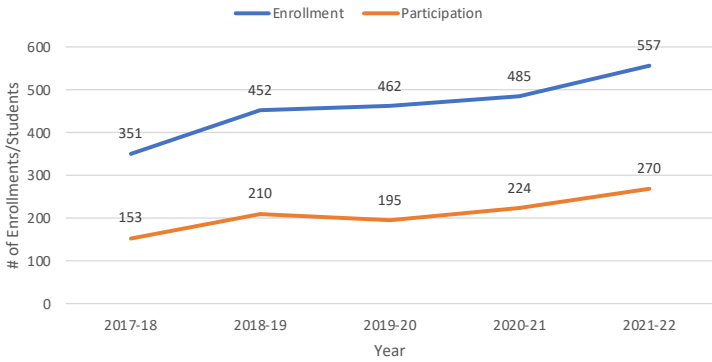
Riverton High CE Enrollment and Student Participation



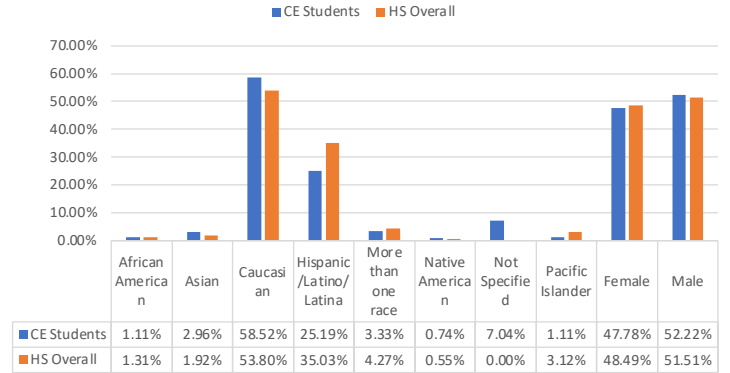
Riverton High Ethnicity and Gender Comparison



West Jordan High CE Enrollment and Student Participation



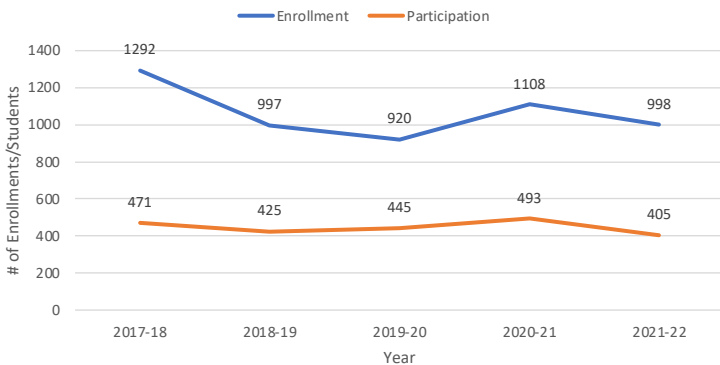
West Jordan High Ethnicity and Gender Comparison



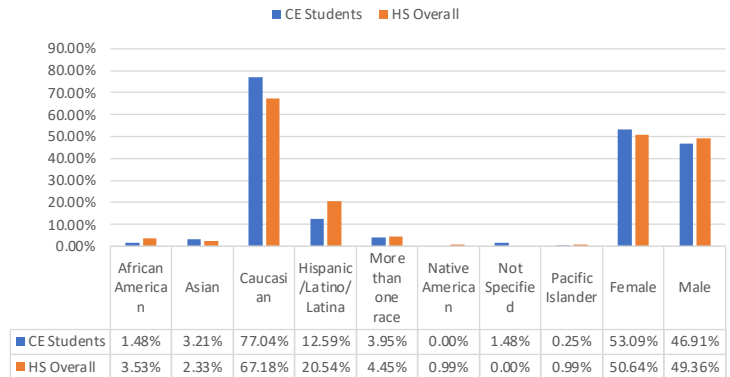
DISTRICT REPORTS: Murray District

The Murray School District saw a **-9.9% decline in total CE enrollments** and a **-17.8% decline in the number of unique students participating** between 2020-21 and 2021-22, from **1108 enrollments to 998** and from **493 students to 405**.

Murray High CE Enrollment and Student Participation



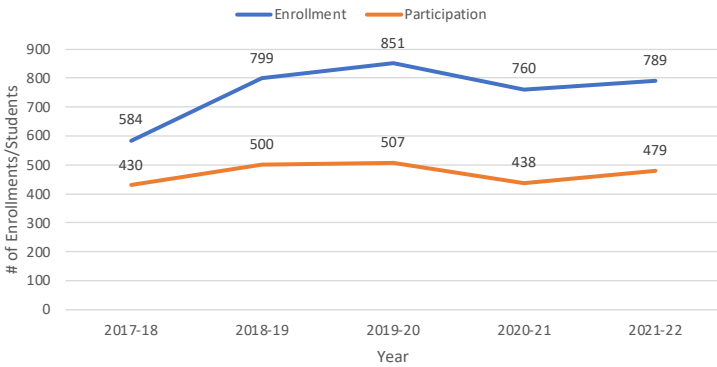
Murray High Ethnicity and Gender Comparison



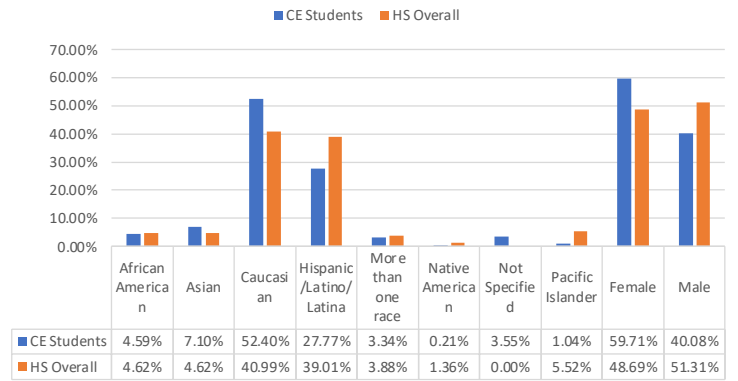
DISTRICT REPORTS: Salt Lake District

The Salt Lake School District saw a **3.8% increase in total CE enrollments** and a **9.3% increase in the number of unique students participating** between 2020-21 and 2021-22, from **760 enrollments to 789** and from **438 students to 479**. Because Innovations does not have its own in-house CE program, Innovation's CE enrollments are embedded within the SLCC On-Campus Program enrollments.

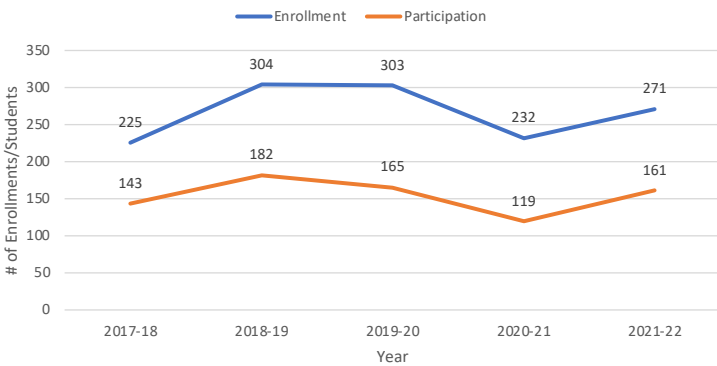
Salt Lake District CE Enrollment and Student Participation



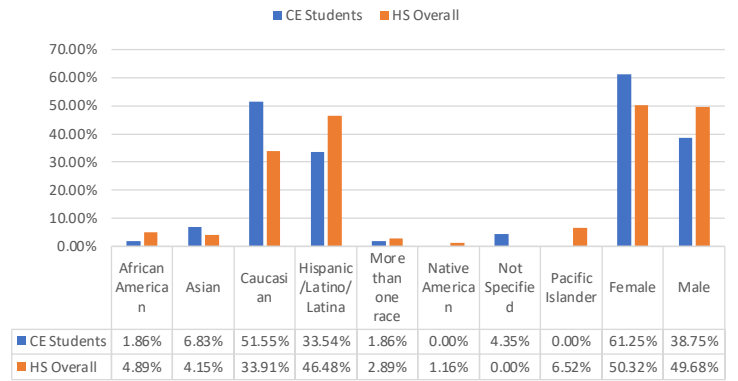
Salt Lake District Ethnicity and Gender Comparison



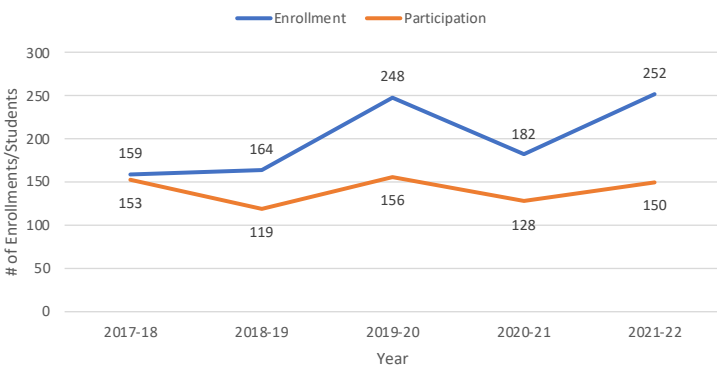
East High CE Enrollment and Student Participation



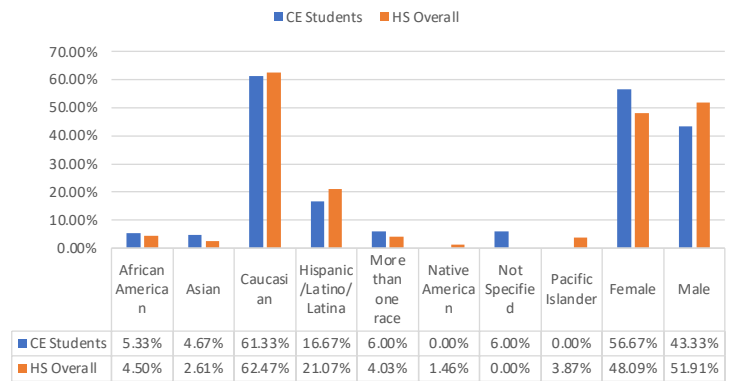
East High Ethnicity and Gender Comparison



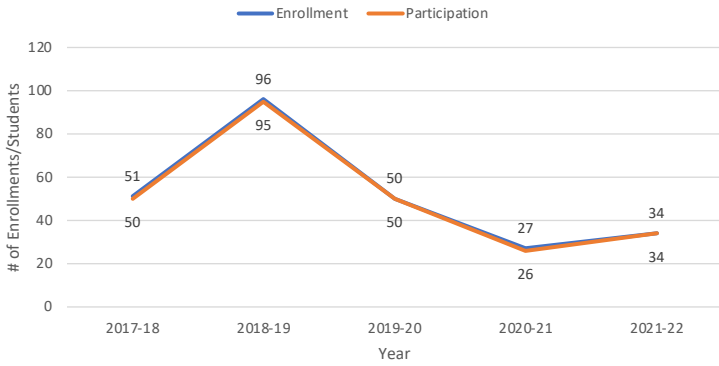
Highland High CE Enrollment and Student Participation



Highland High Ethnicity and Gender Comparison

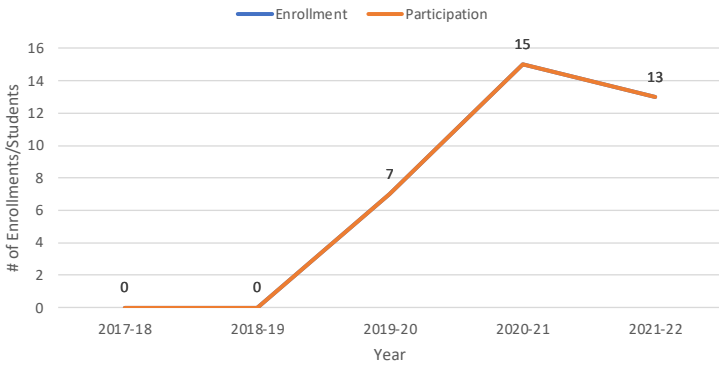


Salt Lake CTC CE Enrollment and Student Participation

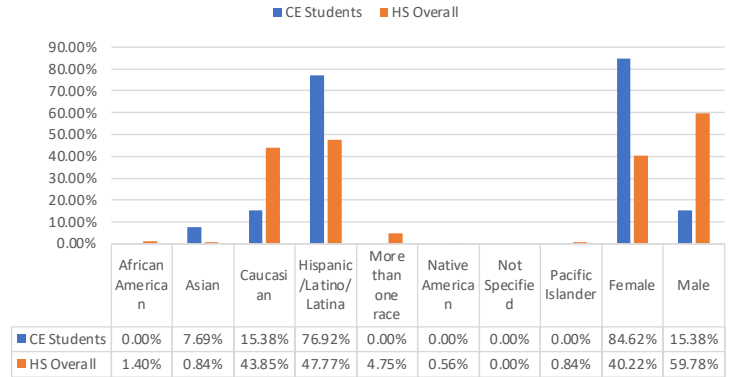


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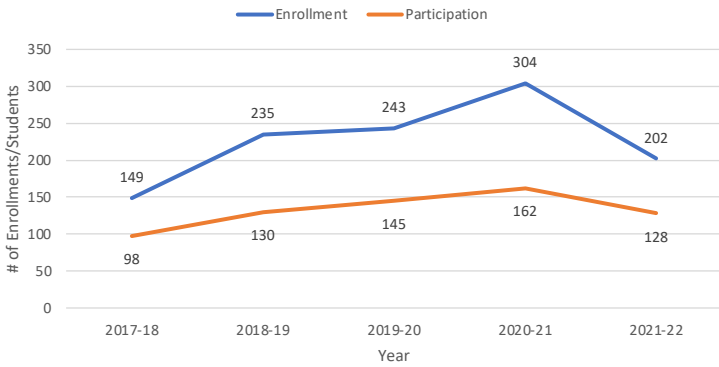
Salt Lake CSE CE Enrollment and Student Participation



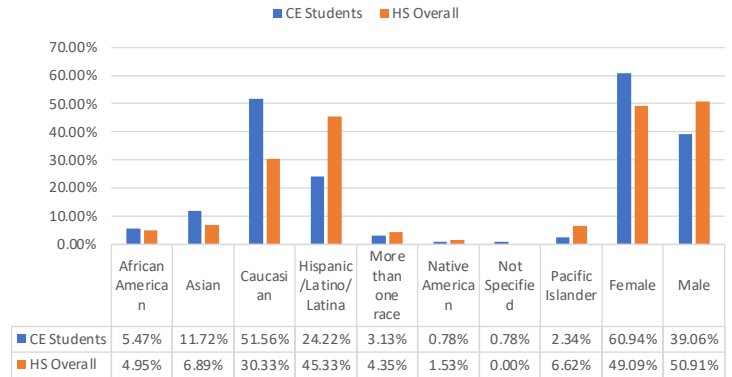
Salt Lake CSE Ethnicity and Gender Comparison



West High CE Enrollment and Student Participation



West High Ethnicity and Gender Comparison

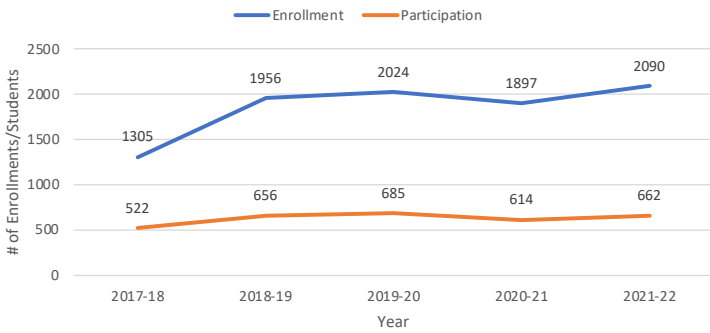


DISTRICT REPORTS:

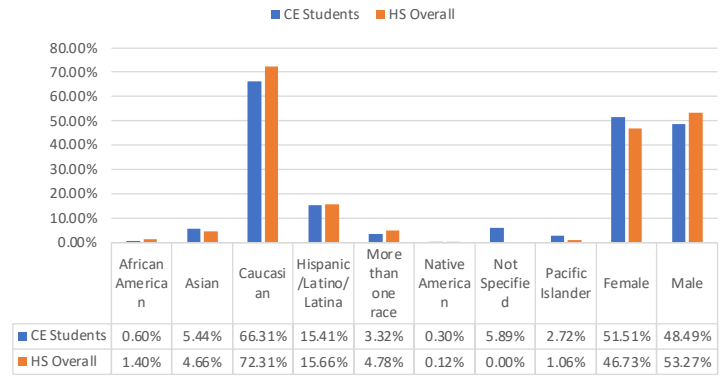
Charter Schools Offering CE Classes at Their Schools

Charter schools that offer concurrent enrollment at their schools saw a **10.1% increase in total CE enrollments** and a **7.8% increase in the number of unique students participating** between 2020-21 and 2021-22, from **1,897 enrollments to 2,090** and from **614 students to 662**.

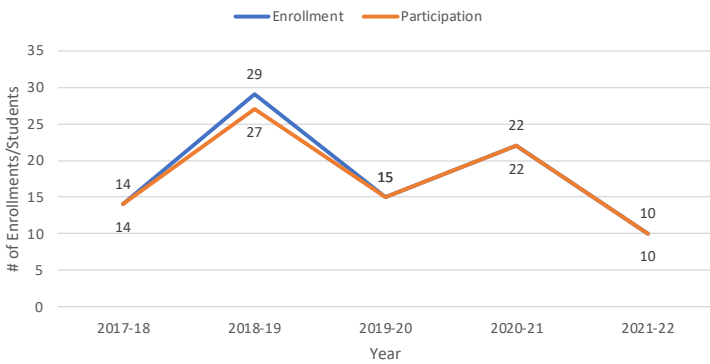
Charter/Private School CE Enrollment and Student Participation



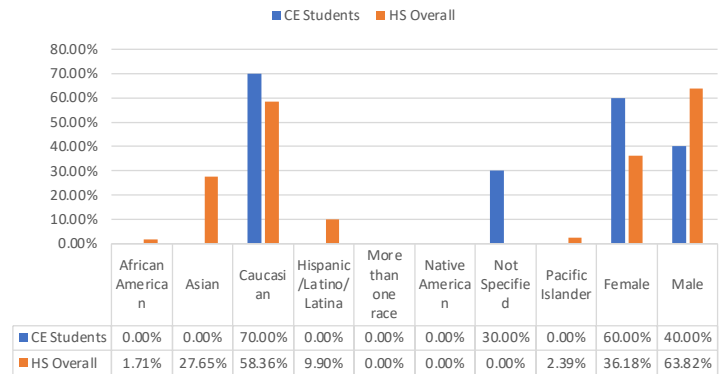
Charter/Private Schools Ethnicity and Gender Comparison



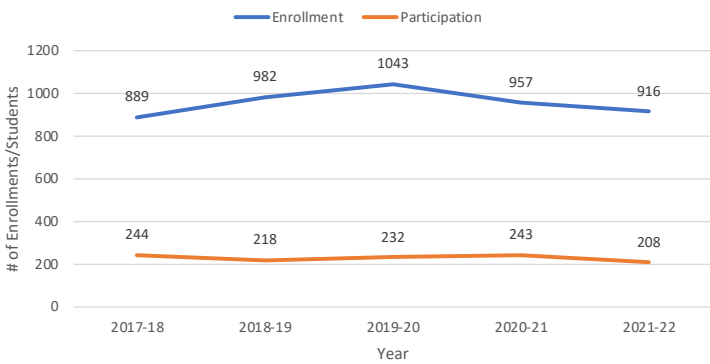
Beehive Academy CE Enrollment and Student Participation



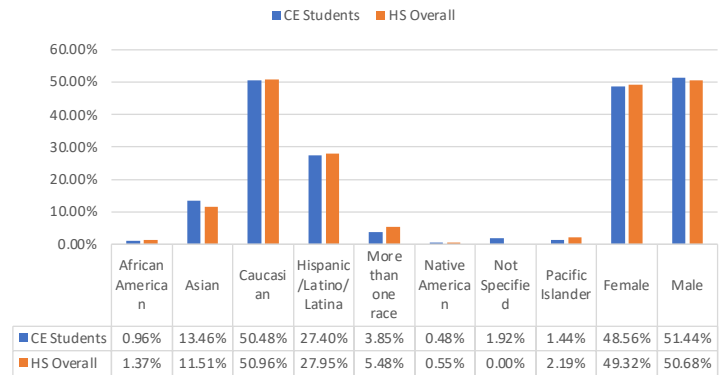
Beehive Academy Ethnicity and Gender Comparison



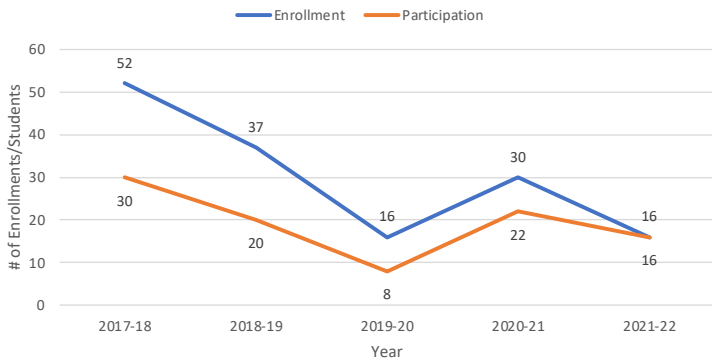
Itineris CE Enrollment and Student Participation



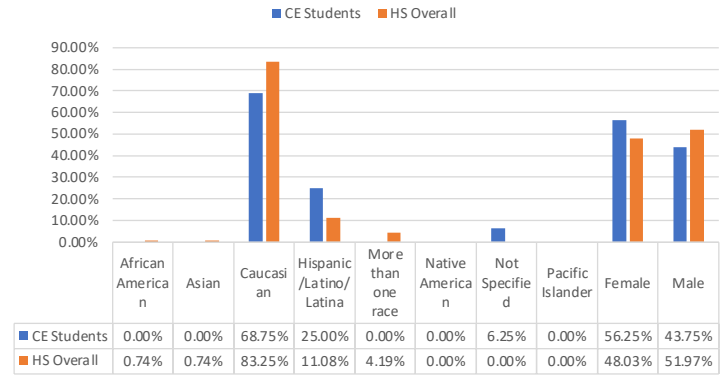
Itineris Ethnicity and Gender Comparison



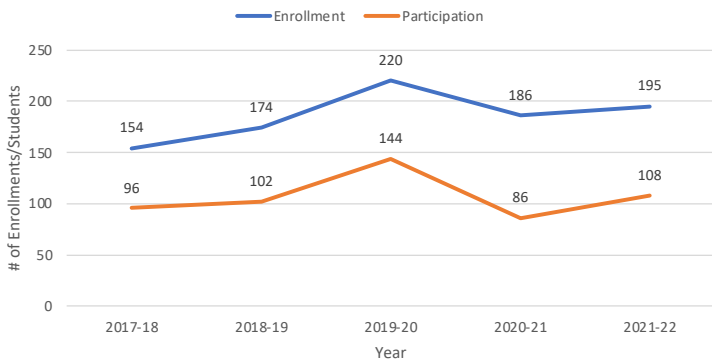
Paradigm CE Enrollment and Student Participation



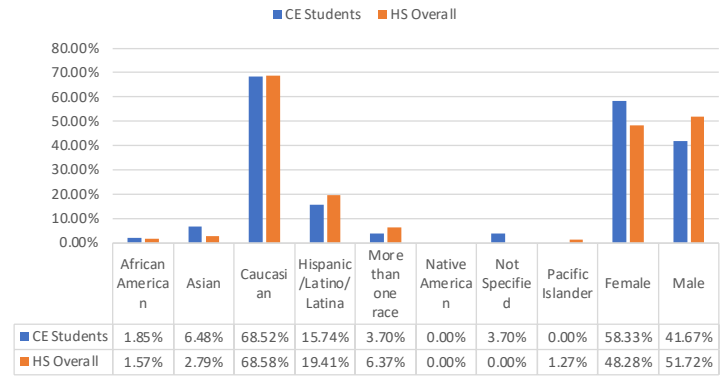
Paradigm Ethnicity and Gender Comparison



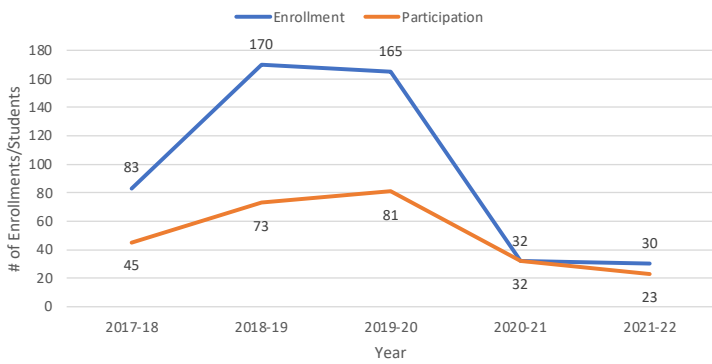
Providence Hall CE Enrollment and Student Participation



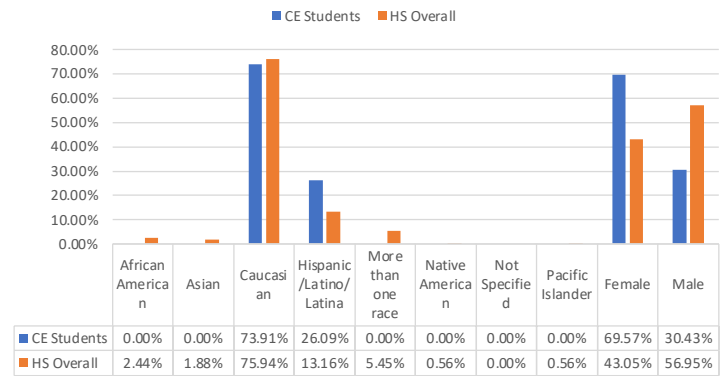
Providence Hall Ethnicity and Gender Comparison



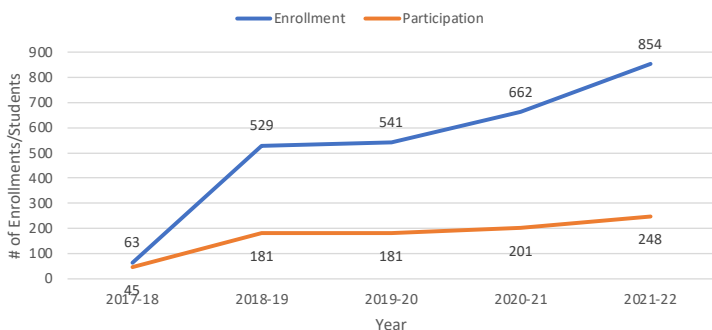
Summit Academy CE Enrollment and Student Participation



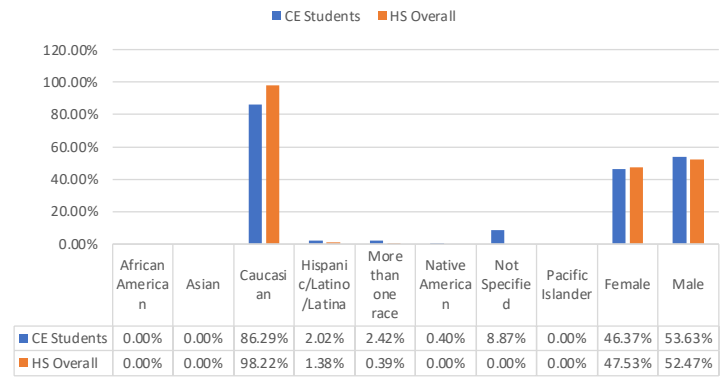
Summit Academy Ethnicity and Gender Comparison



Vanguard Academy CE Enrollment and Student Participation



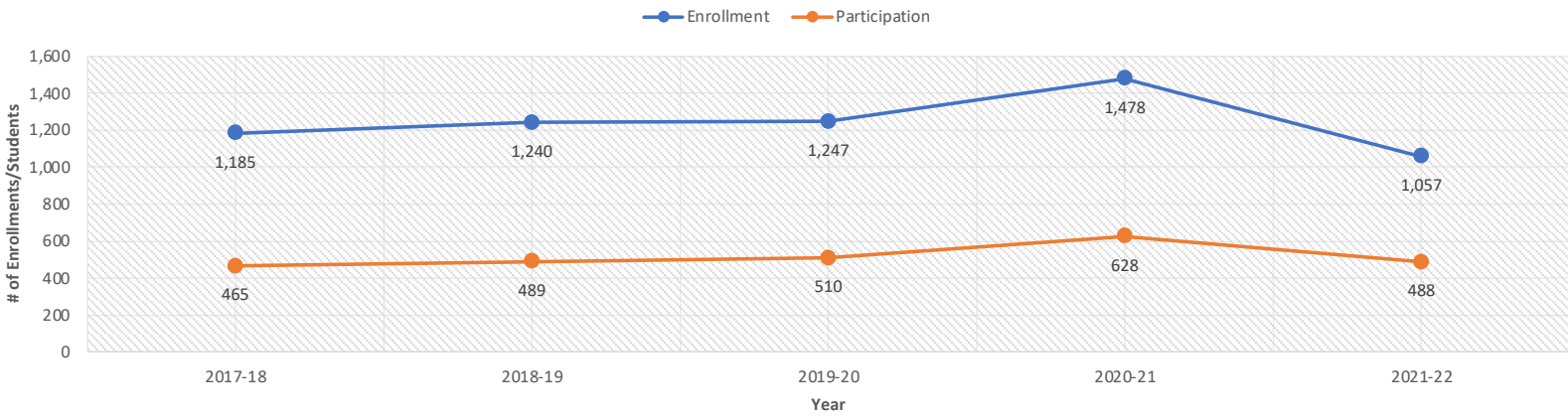
Vanguard Academy Ethnicity and Gender Comparison



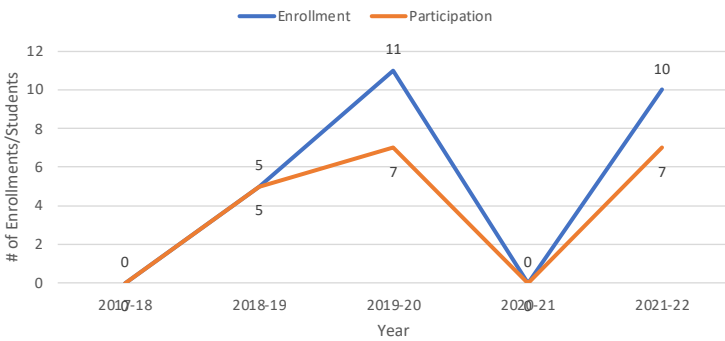
DISTRICT REPORTS: Concurrent On-Campus Program

The Concurrent On-Campus Program saw a significant **-28.5% decline in total CE enrollments** and a **-22% decline in the number of unique students participating** between 2020-21 and 2021-22, from **1,478 enrollments to 1,057** and from **628 students to 488**. There is no equity gap data for On-Campus students.

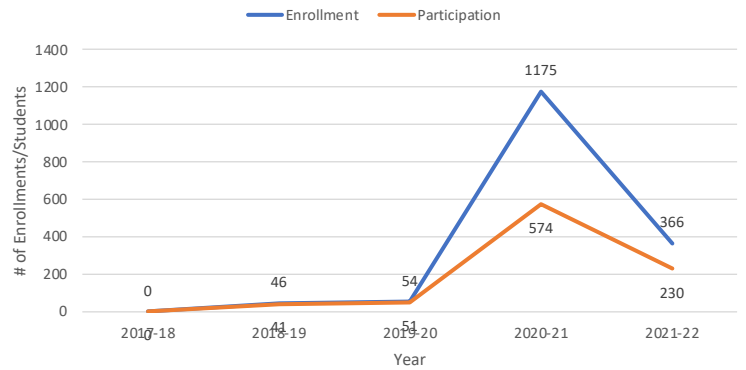
On-campus CE Enrollment and Student Participation



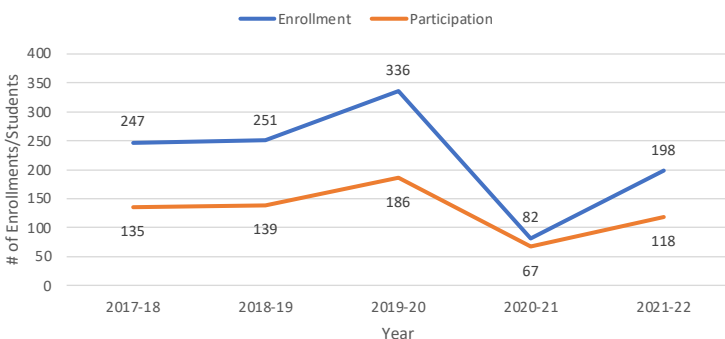
SLCC Herriman Annex CE Enrollment and Student Participation



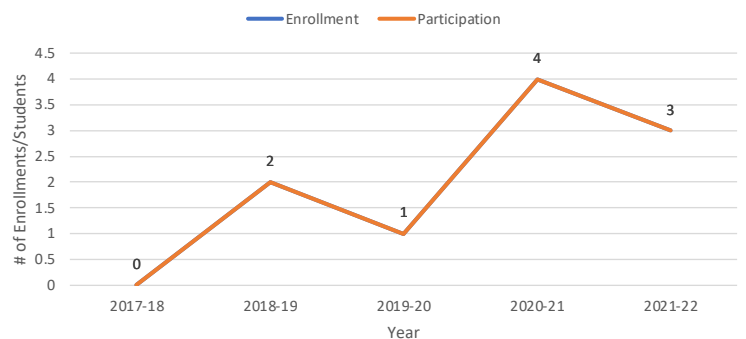
SLCC Online CE Enrollment and Student Participation



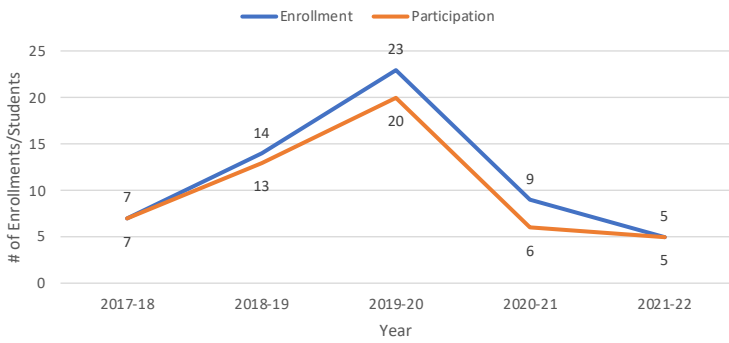
SLCC Jordan Campus CE Enrollment and Student Participation



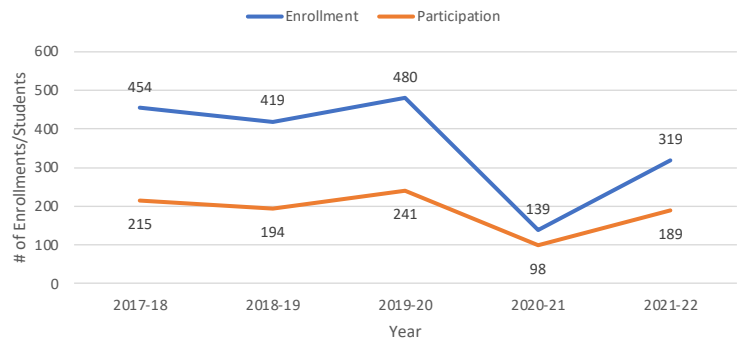
SLCC Library Square CE Enrollment and Student Participation



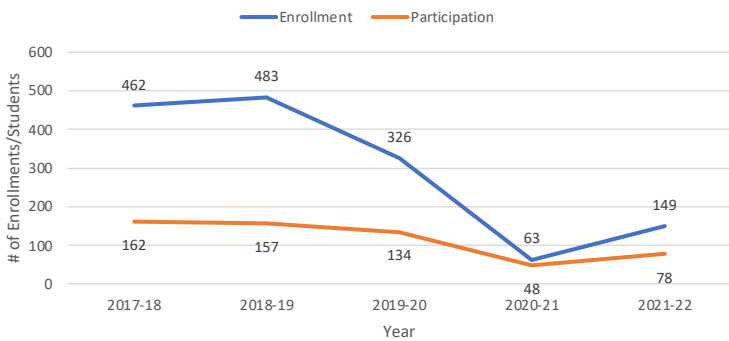
SLCC Miller Campus CE Enrollment and Student Participation



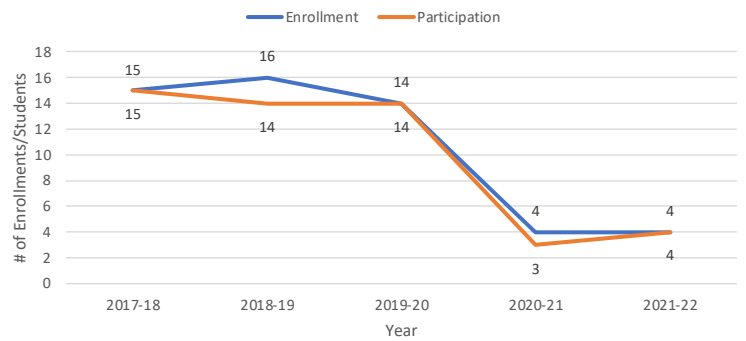
SLCC Redwood Campus CE Enrollment and Student Participation



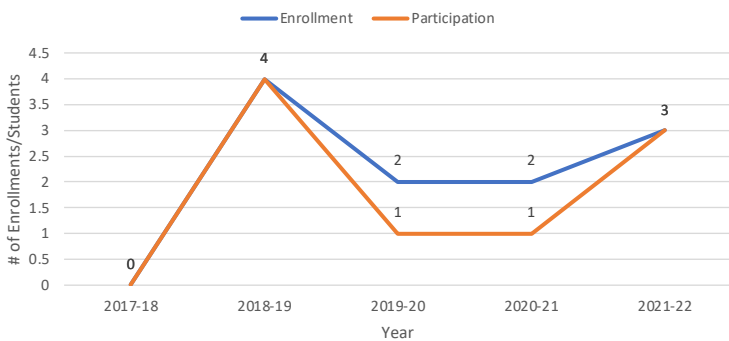
SLCC South City Campus CE Enrollment and Student Participation



SLCC West Valley Campus CE Enrollment and Student Participation



SLCC WestPointe Center CE Enrollment and Student Participation

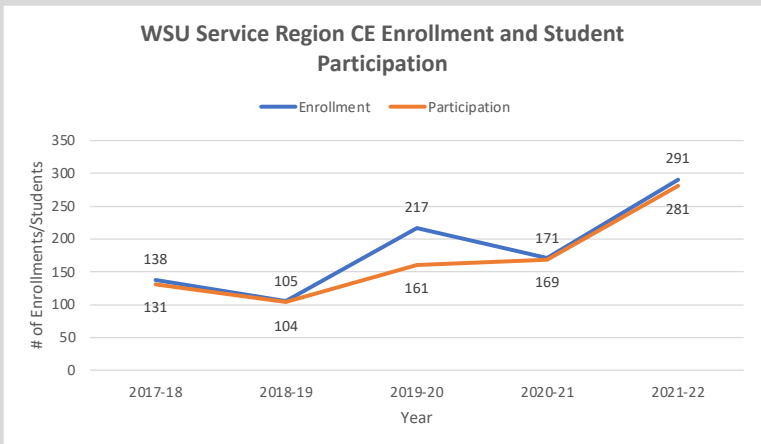
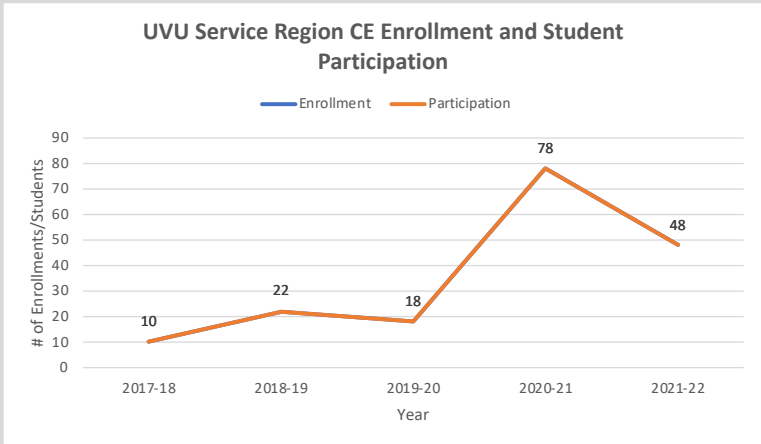
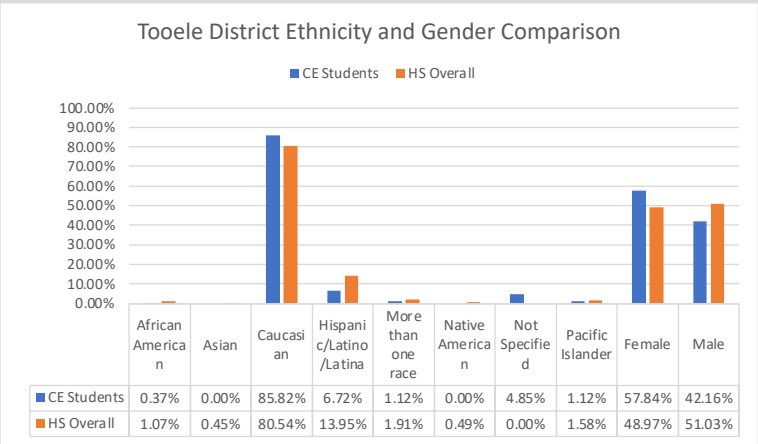
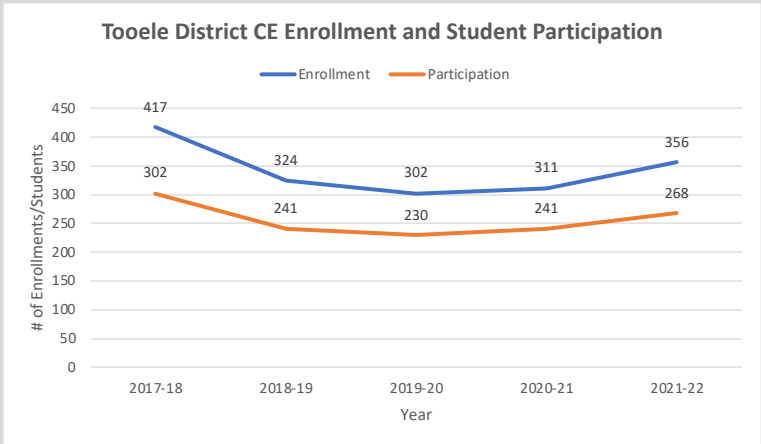


“ I didn't want to take a concurrent enrollment class out of fear that it would put far too much work on plate and I would be left with little to no free time at home. A great thing I learned in this class is that it's ultimately up to me how much work I get done” and now I kinda wish I took more of these classes to fully engross myself in subjects that I was interested in. ”

- CE STUDENT

DISTRICT REPORTS: Out-of-Service Region Districts

Excluding UVU, districts that SLCC serves in the Tooele and WSU service regions saw a **14% and 66% increase in total CE enrollments respectively** and a **11% and 66% increase in the number of unique students participating respectively** between 2020-21 and 2021-22.



PROCESS IMPROVEMENT

EXECUTIVE SUMMARY

Definitions

KEY STAKEHOLDERS: Individuals who are in any way impacted by the advising program. These include: students, counselors, CE coordinators, CE instructors, SLCC CE advisors, CE office staff, SLCC Admissions leadership, and SLCC Academic Advising.

Business Case

During the 2019-20 academic year we looked at the total number of students accumulating 12 or more credits during their concurrent enrollment experience. We found that over 1,700 students, at the time we ran the report, had crossed this 12 credit threshold. Of those 1,700 students, however, only a few hundred had received any form of academic advising from one of our 5 advisors/recruiters under our current advising model.

Problem Statement

After gathering feedback from key stakeholders and performing process walks, we collectively identified the following problems with the current advising model.

- We discovered that hundreds of students were accumulating a significant amount of college credit with very little guidance. This increases the chances that a student will end up with duplicated credit that doesn't count toward a degree and limits future federal financial aid eligibility.
- We discovered that everyone seemed to have a different idea about the purpose and intent of the SLCC Concurrent Enrollment Advising Program.
- We discovered that we had identified very few ways to measure the success of the advising program.
- We discovered that many high schools had lost confidence in their advisors due to high turnover rates among advising staff, many of whom saw the recruitment/advising position as a stepping stone in advancing their larger career objectives.

- We discovered that most advisors during their appointments with students repeated the same baseline, introductory college information over and over, which takes time away from building academic plans, resulting in fewer students served.
- We discovered that most information sessions delivered by the advisors were very poorly attended.

Solutions Being Pursued

Solutions identified in collaboration with key stakeholders include:

- Clearly defining our collective purpose as an advising program with key internal stakeholders and getting stakeholder buy-in.
- Narrowing our advising focus to the General Education Certificate of Completion and taking classes along an introductory pathway.
- Partnering with high school counselors to advise students; providing training and resources to make academic planning as easy as possible.
- Developing improved measures to monitor improvement, identify weakness and opportunities, and measure success.
- Developing a clearly defined and consistent academic planning process for students beginning at the point they learn about concurrent enrollment, through high school graduation. This will ensure that students have a consistent experience regardless of where or how they participate in advising.
- Designing a system to create consistency amidst high advising-staff turnover, so that turnover becomes less disruptive.

Project Results

Many of the solutions will be implemented during the 2022-23 academic year. By the end of Spring 2023 we will be able to report on the results and impact of the solutions implemented.

Scope In/Out

PROCESS START: The first time a student hears about concurrent enrollment from a high school or SLCC representative.

PROCESS END: Student matriculates to SLCC after high school graduation to continue their academic plan.

IN: Any part of the advising process from early awareness about the importance of selecting concurrent enrollment classes with purpose to the actual building of the academic plan and carrying on that plan after high school graduation.

OUT: Any process that is not directly related to helping students select the best classes for a student's academic goals and helping students to be successful in those classes.

Timeline

PHASE	START DATE	END DATE
Initiate	6/3/2021	7/30/2021
Plan	8/1/2021	9/30/2021
Purpose Refinement	7/1/2021	7/30/2021
Initial Data Gathering/Equity Audit	7/1/2021	7/30/2021
Consolidate Initial Solutions	9/1/2021	9/30/2021
Resource Audit	9/1/2021	9/30/2021
Form Advisory Group	9/15/2021	10/15/2021
Consolidate and Finalize Initial Solutions w/ Advisory Group	10/15/2021	11/15/2021
Build and Implement Solutions	11/15/2021	7/1/2022
Evaluate Success	7/1/2022	11/1/2022
Close	11/1/2022	12/15/2022

DEFINITION OF THE PROBLEM

Key Take Away

Before we could begin identifying effective solutions to one person's definition of the problem, the Concurrent Enrollment Department and the Admissions Advising/Recruitment team came together to collectively define and agree upon the root problem(s). We identified four parts to the problem.

Core Problem #1

When it comes to advising, we don't have a clear definition of what we are trying to accomplish. Everyone has their own idea, but no collective vision.

Core Problem #2

We have over 1,700 students who are accumulating 12 or more credits that we need to ensure are not taking excess credits. The current model is only reaching a small fraction of those students, and it is consuming a lot of advisor time.

Core Problem #3

As a consequence of having no clear collective vision, we also do not have a system to measure whether or not we are successfully accomplishing that. What measures do we need to put in place to determine (1) whether we are accomplishing our vision, (2) if we aren't, what metrics would help us identify where the problem lies, and (3) if we are, what metrics would help us identify opportunities that we could leverage to do more and better with the same resources?

Core Problem #4

High schools that used their assigned advisors have lost confidence in the program because of high advising-staff turnover. We can't control turnover, but we can control how things are structured so turnover isn't disruptive and doesn't have a negative impact on the confidence of the high schools in the advising and recruitment program.

SOLUTION REFINEMENT

Key Take Away

After identifying and agreeing on the problems associated with the advising program, the Concurrent Enrollment Department and the Admissions Advising/Recruitment team brainstormed ideas for addressing the problems. Once an initial list was compiled we met with key stakeholders to gather feedback and further refine the solution list. Once all key stakeholders had weighed in we narrowed the list down to 13 improvements.

Solutions

- 1 Transition away from advising for the AS degree so that we are advising solely for the One-Year General Education Certificate of Completion and introductory pathways.
- 2 Train and empower high school counselors to do the majority of advising, provided we can make it so easy to advise for the General Education Certificate of Completion and introductory pathways that the counselors agree that it is doable on top of their current counseling responsibilities. CE advisors would then shift their responsibilities to work with student outliers and more actively assist and train counselors.
- 3 Develop a pipeline for prompting students to complete certain tasks and different phases of their concurrent enrollment journey with academic planning at the core of their experience.
- 4 Find ways to leverage and integrate other key stakeholders into the advising process such as CE instructors, CE coordinators, and liaisons in order to expand our reach and better funnel students into the advising pipeline.
- 5 Develop easy-to-use processes, tools, and resources, collaboratively with high school counselors, coordinators, and students, at each stage of the pipeline, so that students and counselors are more likely to use what we develop.
- 6 Develop with consistency in mind. If everyone is doing the same thing when it comes to the academic planning processes, the students will get a consistent experience regardless of whom they are working with at each phase of their journey.
- 7 Develop a training checklist for SLCC CE advisors to use for counselor trainings to ensure consistency.

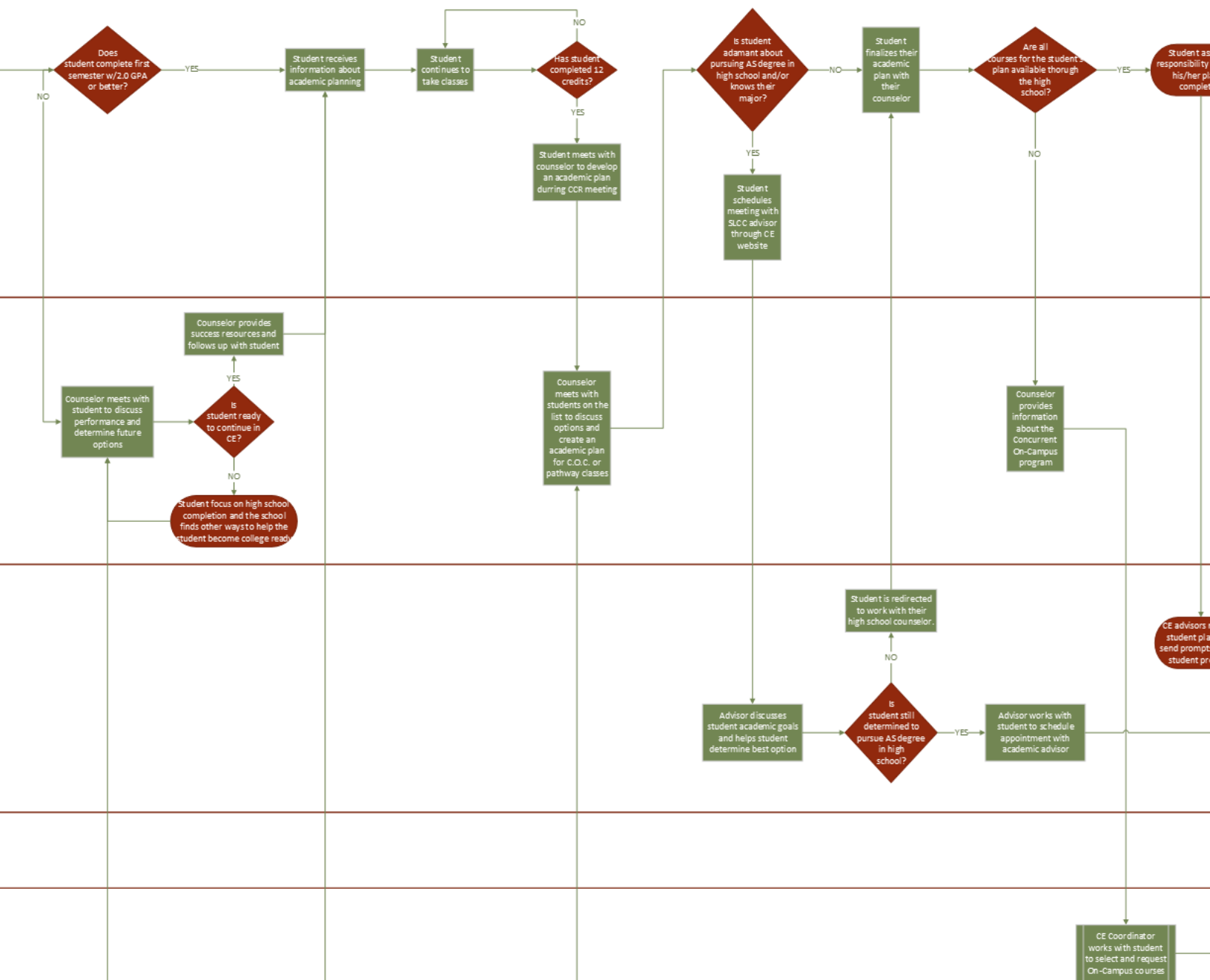
- 8 Identify ways to increase the number of CE students matriculating to SLCC after high school graduation so that they finish their certificate and/or associates degree at SLCC, regardless of how far they have progressed in high school.
- 9 Establish a single point of contact for advising scheduling and for advising questions. This way the counselor or student can be routed to the appropriate advisor or tool if staff turnover occurs.
- 10 Flag students after completing their first semester and provide next step instructions.
- 11 Build calendar reminders in a shared calendar to ensure we are sending consistent prompts at key moments in the process for both counselors, coordinators, and students to complete certain steps of the advising process, important tasks, or remind them of expectations.
- 12 Determine ways to better leverage the counselor conference as a mechanism for moving these academic planning initiatives forward.
- 13 Improve the onboarding process for SLCC CE Advisors/Recruiters and counselors.

PROCESS MAPPING

Key Take Away

To flesh out the process from beginning to end the Concurrent Enrollment Department and the Admissions Advising/Recruitment team met together to build out the map of the advising process from beginning to end, integrating the proposed solutions into the map, which would later be used as a way to identify specific tasks that needed to be completed.

AFTER FIRST CLASS



TASK LIST & MOVING FORWARD

Key Take Away

Once the process map was complete the Concurrent Enrollment Department and the Admissions Advising/Recruitment team reviewed the map and identified the tasks that needed to be completed in order to build the new advising process and program. Tasks were then added to Microsoft Planner and Agantty and assigned timeframes, deadlines, and individuals responsible for each task. We estimate these tasks will be completed by the end of July 2022 and ready to pilot for Fall semester.

Planner

The screenshot displays the Microsoft Planner interface for a project titled "CE Process Improvement". The interface is divided into three main columns representing different task categories: "Admissions/Registration", "Instructor/Liaison", and "Advising".

CE Process Improvement (Linked plan)

- Admissions/Registration** (Pink bucket):
 - Research and report on best student delivery mechanisms** (In progress, Medium priority, Due 04/22/2022). Assigned to TR, RT, KG, WB. Notes include: "Identify both the best mechanism for delivering information to students as well as the best messaging to get them to notice and respond to that." and "We need to research this and see what students agree are the best method to reach them and grab their attention. There is no point in developing or maintaining anything if students don't use it or won't pay attention to it." Attachments include "FocusGroupQuestions.docx" and "Microsoft Form for Entering".

Advising (Yellow bucket):

- Build advising data tracking into CE data dashboard** (To do, Due 08/19). Assigned to Brandon Ko...
- Build and Finalize Document Management Plan** (To do, Due 04/01). Assigned to BL.
- Create a plan for notifying counselors and students when a student hits the credit thresholds** (To do).



IMPACT OF CE ON BUDGET-RELATED ENROLLMENTS

DATA SCIENCE & ANALYTICS RESEARCH STUDY

Background

For decades, individuals across the college have asked whether or not concurrent enrollments have a positive or negative impact on enrollment at SLCC. While this is a very difficult question to answer, the following report examines whether there is enough evidence to potentially help us answer that question one way or another.

Summary: Impact of concurrent enrollment

Background and Methods: Over the last several years, concurrent enrollment at SLCC has increased while budget-related enrollment has declined. This report explores whether there is any evidence that former concurrent students' college enrollment decisions have changed over time, or whether there have been relevant changes in the Salt Lake County population.

We used data on concurrent and budget-related enrollment from SLCC's data warehouse, supplemented by data on high school enrollments in Salt Lake County from the National Center for Education Statistics. We separately modeled the distinct steps in the high school → concurrent → SLCC pipeline.

Key Findings:

1. The number of concurrent students is increasing, both because the number of high school students overall in Salt Lake County is increasing and because more students are choosing to participate in concurrent enrollment (likely due in part to the greater availability of concurrent classes).
2. Former concurrent students are just as likely as ever to choose to enroll at SLCC. Combined with the overall increase in the number of concurrent students, this means that SLCC is seeing a modest increase in the number of first-time former concurrent students each year.
3. The number of concurrent Hispanic students is increasing. This increase is due mostly to the growing Hispanic population in Salt Lake County, and possibly to a small increase in Hispanic students' likelihood of participating in concurrent enrollment.
4. We found no pattern of enrollment by former concurrent students that would contribute to a decline in the number of new SLCC students. Some groups of former concurrent students are more likely to enroll at SLCC than others, but for each predictor we identified, we found that these groups with a high likelihood of coming to SLCC have either grown in recent years or at least remained stable.

Caveats and Recommendations: Concurrent enrollment, in addition to providing a valuable service to high school students who do not plan to enroll at SLCC, continues to provide a robust pipeline for budget-related SLCC enrollment. If anything, enrollment by former concurrent students has increased slightly in recent years. These findings are consistent with the observation that the overall decline in SLCC enrollment is occurring, not because new students aren't showing up at the college (whether former concurrent or not), but because existing students are becoming less likely to return.

Introduction

BACKGROUND

SLCC has seen a trend of increasing concurrent enrollment over the last several years, due in part to the expansion of the concurrent enrollment program (both in eligibility and in the number of high schools where it is offered). At the same time, SLCC has seen substantial declines in budget-related enrollment in non-concurrent classes. This report explores the relationship between concurrent and budget-related enrollment at SLCC.

Concurrent enrollment serves students in several ways. One intended outcome (although not the only one) is that students who otherwise might not attend college after high school will be encouraged by their concurrent experience to do so. To the extent that this happens, we might expect concurrent enrollment patterns to affect budget-related enrollment patterns later on:

- Students who take concurrent classes through SLCC might choose to attend SLCC (as opposed to another institution) because they are already familiar with the college, or because they had a good experience. This pattern, if it is real, would imply a *positive* relationship between concurrent and budget-related enrollment: more concurrent students would mean higher budget-related enrollment a year or two later.
- Students who use concurrent classes to fulfill general education requirements might enroll directly in a four-year institution (such as the University of Utah) after graduating from high school, instead of taking those general classes at SLCC. This pattern, if it is real, would imply a *negative* relationship between concurrent and budget-related enrollment: more concurrent students would mean lower budget-related enrollment a year or two later.

This report explores whether there is evidence for either of these two patterns. It particularly asks whether either of these patterns could help explain the trends seen in recent years of increasing concurrent enrollment and decreasing budget-related enrollment. We do not, of course, have ready data about concurrent students' decision-making processes after they graduate from high school. Instead, we ask whether patterns of enrollment for various groups of students are consistent, or not, with either of the narratives described above – and whether we see enrollment patterns changing over time.

DATASET AND MODELS

Our dataset consists of students who participated in concurrent enrollment at SLCC between Fall 2013 and Spring 2020, plus students whose first regular term at SLCC was between Fall 2014 and Spring 2021; this information comes from SLCC's data warehouse. In addition, we obtained enrollment data on Salt Lake County high schools by gender, ethnicity, grade and school from 2011 to 2020 from the National Center for Education Statistics.

To understand enrollment patterns, we built four models:

Concurrent enrollment: This model predicts the number of concurrent students in a given year and demographic group from the number of high school students in Salt Lake County in that same year and demographic group. Demographic groups were defined by gender, ethnicity,

high school, and grade (9th/10th/11th/12th).

Post-concurrent enrollment: These two models predict where former concurrent students choose to enroll within their first year after graduating from high school. The predictors in these models include demographic predictors from the previous model (gender, ethnicity, and high school), plus predictors related to students' choices during concurrent enrollment (e.g., how many credits they earned and whether they took an advanced STEM class). We built two sub-models: one that predicts whether the student enrolled at SLCC (as opposed to at a four-year institution or nowhere), and one that predicts whether the student enrolled at a four-year institution (as opposed to SLCC or nowhere).

Post-non-concurrent enrollment: This model predicts the number of new never-concurrent students in a given year and demographic group at Salt Lake Community College from the number of non-concurrent high school seniors in Salt Lake County in the previous year and the same demographic group. Demographic groups were defined in the same way as in the first model, except that grade was excluded.

Of these four models, the post-concurrent model of SLCC enrollment is the most important; it directly addresses the question of whether concurrent students later enroll at SLCC. The other three models provide helpful context, and we consulted them in order to better understand the implications of the primary model.

In what follows, we describe how the high school → concurrent → SLCC pipeline has, or has not, changed since 2013 for various groups of students. For each set of findings, we ask two questions:

1. How has the student population at this step changed as a result of **changes in the underlying demographics** at the previous step? For example, if the number of high school students in Salt Lake County increases, then all else being equal we would also expect the number of concurrent students to increase, because there's a larger pool of students to draw from. Or, if the percent of the Salt Lake high school population that is Hispanic increases, then all else being equal we would also expect the percent of concurrent students who are Hispanic to increase. (In practice, of course, the number of concurrent students is limited by the number of classes SLCC is able to offer, which is in turn limited by the number of available instructors.)
2. How has the student population changed as a result of **changing decision-making patterns**? For example, if the number of concurrent students increases, is any part of that increase due to students becoming more likely to choose to participate in concurrent enrollment?

Findings: Overall enrollment

As mentioned above, we are primarily concerned with the step from concurrent high-schoolers to SLCC students: what factors affect whether former concurrent students choose to enroll at SLCC? However, for context, this section reviews the overall entire high school → concurrent → SLCC pipeline.

The number of concurrent students has been increasing, *both* because there are more high school students in Salt Lake County *and* because high school students are becoming more likely overall to choose to participate in concurrent enrollment.

Figure 1 estimates the relative size of these two contributing factors. The two graphs on the top left show the effect of changing demographics: the upper graph shows the size of the Salt Lake County high school population over time, and the lower graph shows how the concurrent population would have changed due to changing demographics alone. We can see that the population increase by itself would have resulted in about 200 more concurrent students in 2019-2020 compared to 2013-2014. The two graphs on the top right show the effect of changing decision-making patterns: the upper graph shows our model’s estimate of students’ likelihood of choosing to participate in concurrent enrollment, and the lower graph shows how the concurrent population would have changed due to changing decisions alone (with no underlying population increase). As shown in the middle right graph, we’re less certain about the size of the effect of students’ changing decisions, but it’s at least as large as the effect of the changing population, and probably larger – on the order of 1,000 additional students in 2019-2020 compared to 2013-2014.

Contributions to the concurrent population

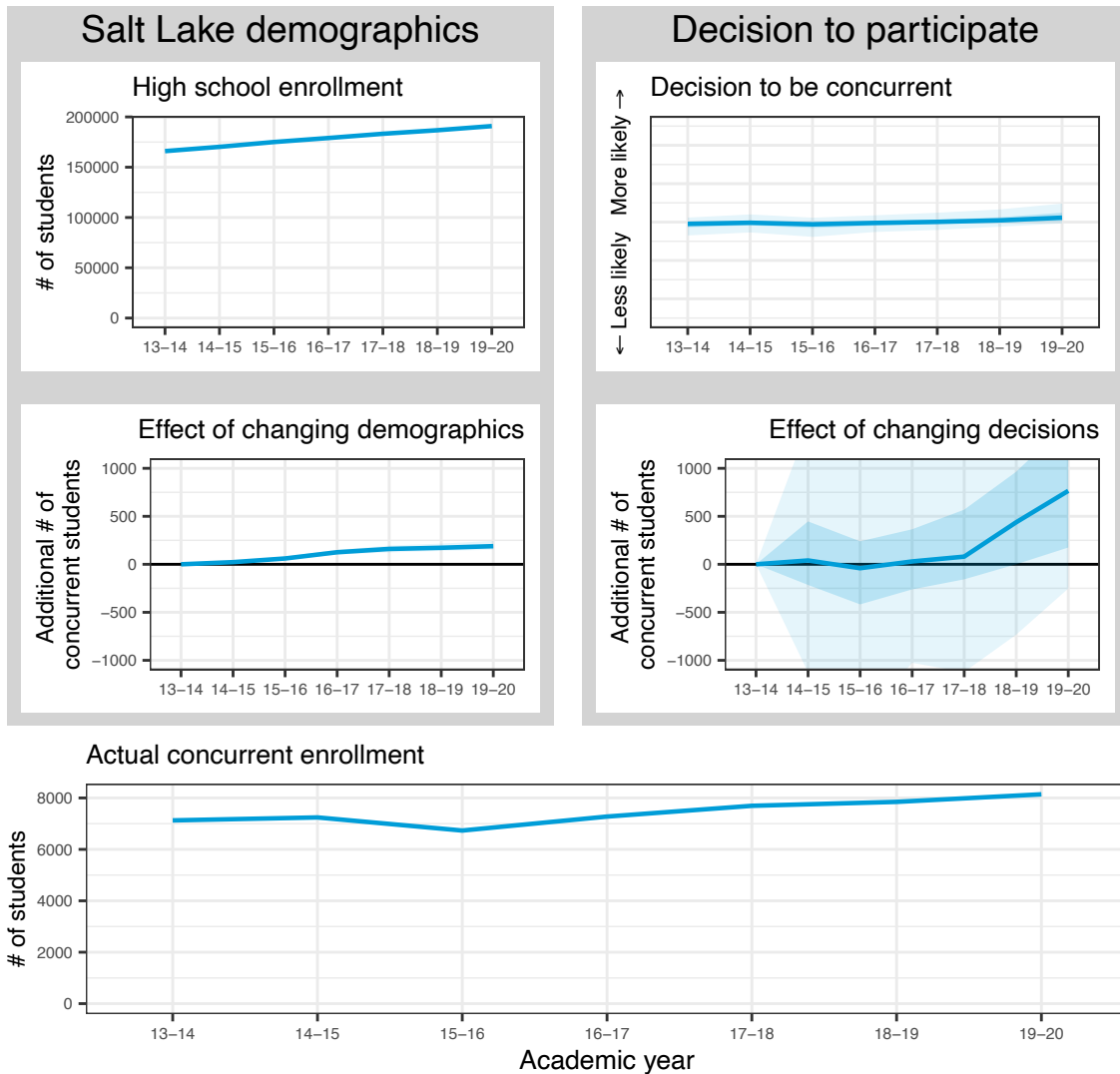


Figure 1: Size of the concurrent student population over time.

Figure 2 addresses the next stage in the high school → concurrent → SLCC pipeline: how many concurrent students choose to enroll at SLCC after they graduate? As shown in the top right graph, concurrent students’ likelihood of enrolling at SLCC has been steady since 2013. Therefore, we do see an overall increase in new former concurrent students – but the increase is due entirely to the fact that there are more concurrent students in the first place (top left graphs), not because students’ decision-making patterns are changing.

(In the top left graph, there is a substantial dip in the number of concurrent seniors in 2018-2019. We believe that this is a data quality issue: we have reason to suspect that a substantial number of students who graduated in 2019 are incorrectly recorded in our dataset with a graduation year of 2018. However, unraveling that question is beyond the scope of this report; we are currently unable to determine whether the problem is in the way high school graduation data is recorded in Banner, the way students with multiple high school records are treated in the data warehouse, or something else.)

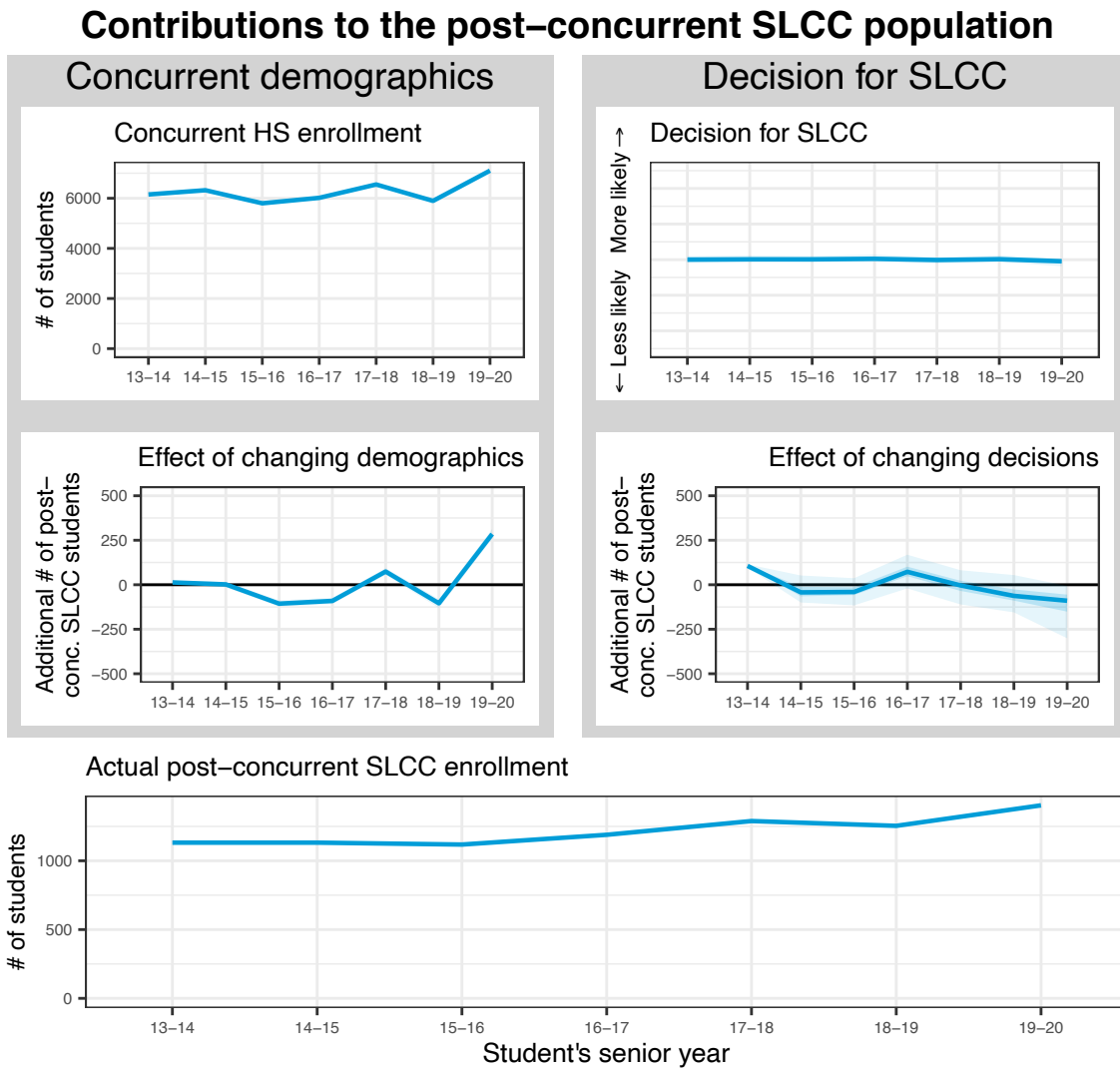


Figure 2: Size of the post-concurrent SLCC student population over time.

By contrast, there has been a substantial increase in SLCC enrollment by students who never participated in concurrent enrollment. As shown in figure 3, this increase is due both to the increasing number of high-schoolers (a small effect) and these students' increasing propensity to enroll at SLCC (a larger effect).

Contributions to the post-non-concurrent SLCC population

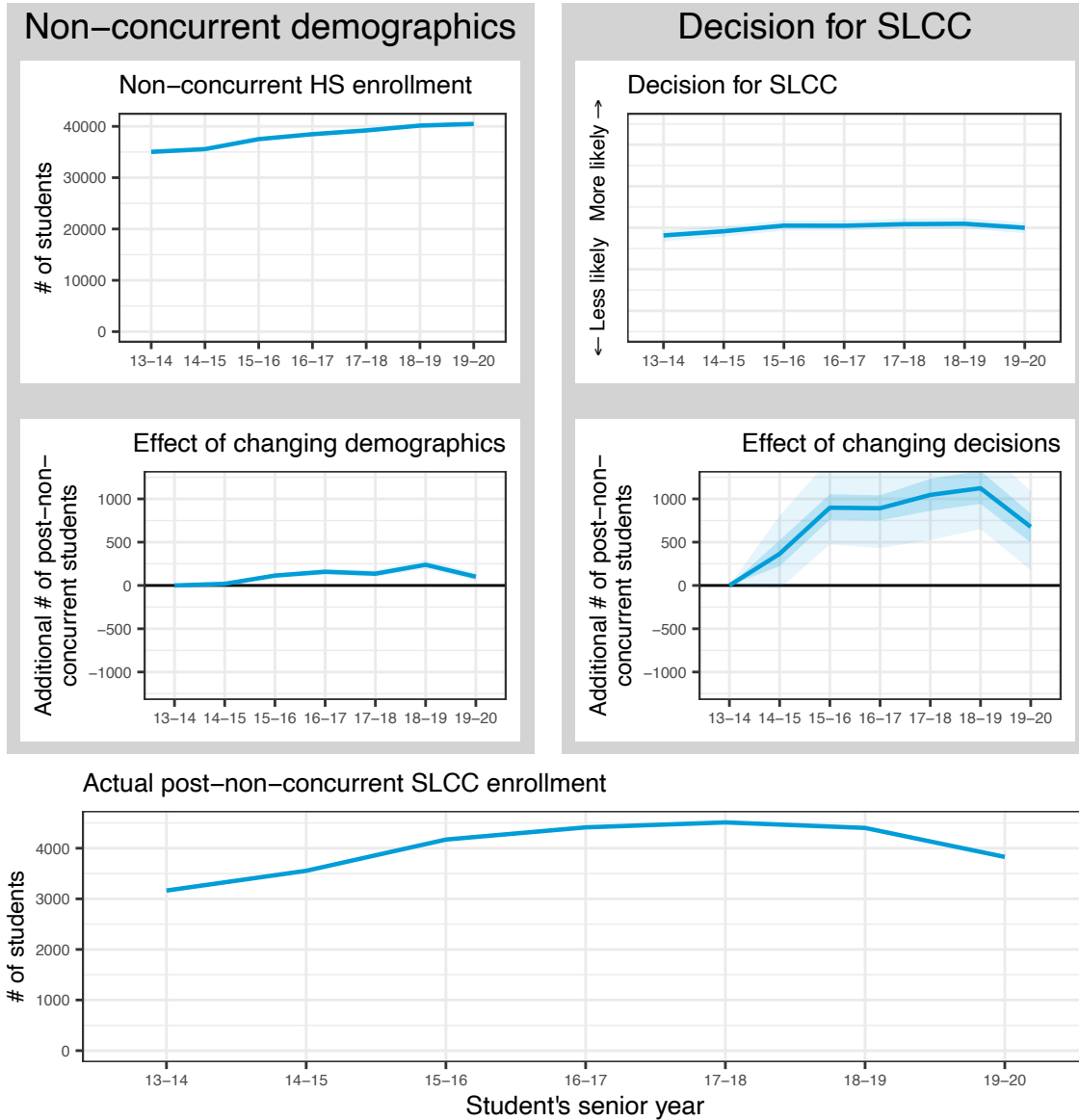


Figure 3: Size of the post-non-concurrent SLCC student population over time.

Findings: Demographic effects

HIGH SCHOOL

We observed a few high schools whose overall population has changed, or whose students have become more likely to participate in concurrent enrollment. However, no single high school is large enough to be responsible for a substantial proportion of the concurrent population. Moreover, no high school showed evidence of students becoming more or less likely to participate in concurrent enrollment, or to enroll at SLCC, over time.

GENDER

Female high school students are more likely than male high school students to choose to participate in concurrent enrollment, and are also – regardless of whether or not they participated in concurrent enrollment – more likely than male students to enroll at SLCC. This pattern is consistent with the nation-wide phenomenon of greater college participation by women, and it has held steady at SLCC since 2013.

Salt Lake County has seen a slight increase in the number of female high school students (relative to the number of male students), with the result that the proportion of female students at SLCC (both concurrent and non-concurrent) has risen as well. However, the effect is a small one.

ETHNICITY

Salt Lake County has seen a strong and sustained increase in the number of Hispanic high school students. This demographic trend has resulted in an increase in the number of Hispanic concurrent students, about 100 more in 2019-2020 than in 2013-2014 – a larger increase than for any other ethnic group. We also see evidence that Hispanic students have become slightly more likely to choose to participate in concurrent enrollment over the same time period, although the change isn't obviously linear. These changing decision patterns *may* have contributed somewhat to the increase in Hispanic concurrent students over the last few years.

Contributions to the concurrent population by ethnicity

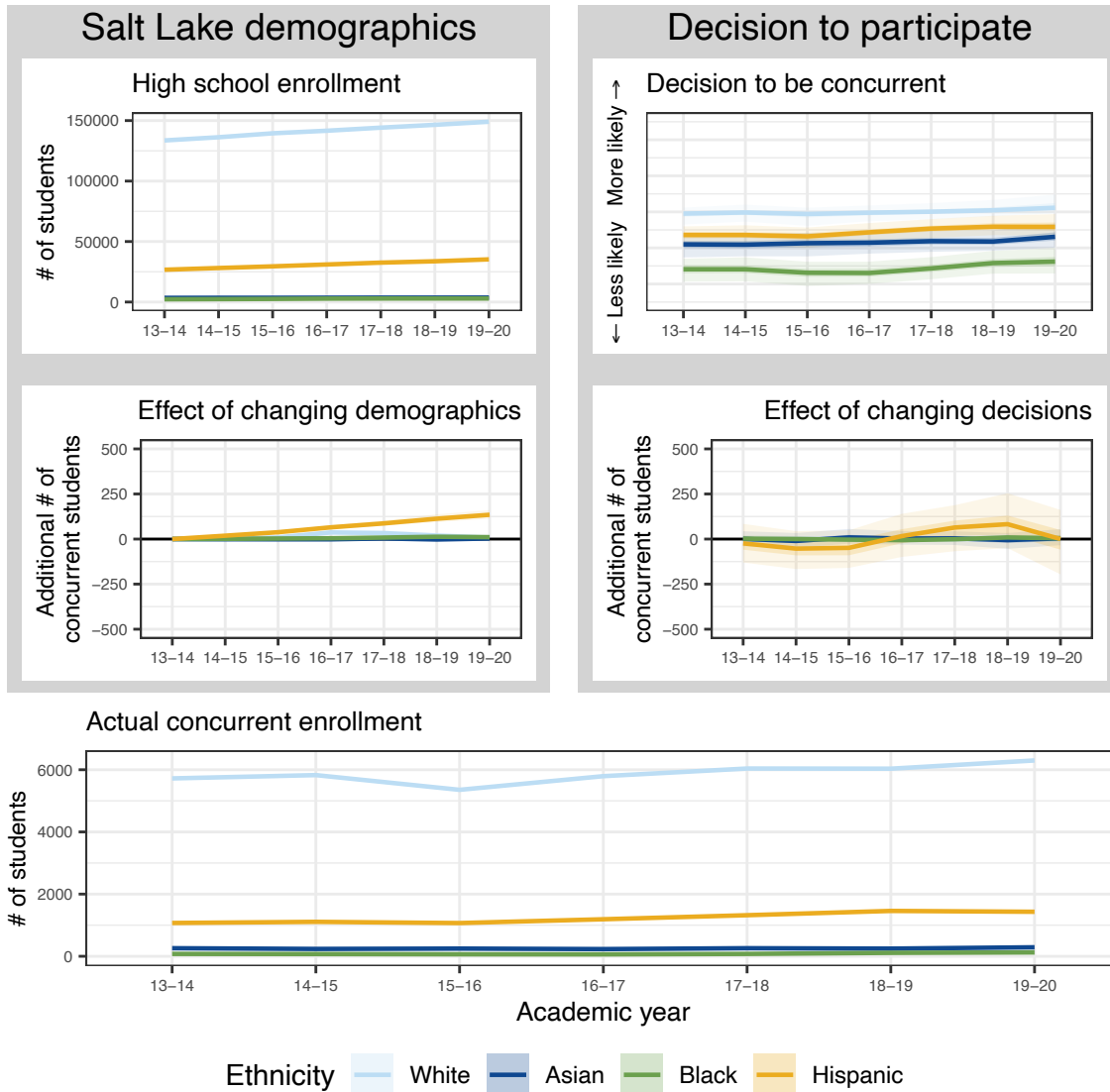


Figure 4: Size of the concurrent student population by ethnicity over time.

Hispanic, Black, and Asian concurrent students are more likely to enroll at SLCC than White concurrent students. As a result, due to the increasing number of Hispanic students, there has been a small increase in the number of Hispanic former concurrent students at SLCC. Otherwise, this pattern has not changed since 2013-2014.

Findings: Academic choices during concurrent enrollment

CLASSES TAKEN

Students who take certain high-level MATH or CHEM concurrent courses are less likely to choose to enroll at SLCC (and more likely to enroll at a four-year institution) than students who do not. However, the number of students who take these concurrent classes has, if anything, decreased since 2013-2014, while the number of students who do *not* take these concurrent classes has increased substantially; the result is that this pattern favors *more* SLCC enrollment.

Contributions to the post-concurrent SLCC population by STEM course taken

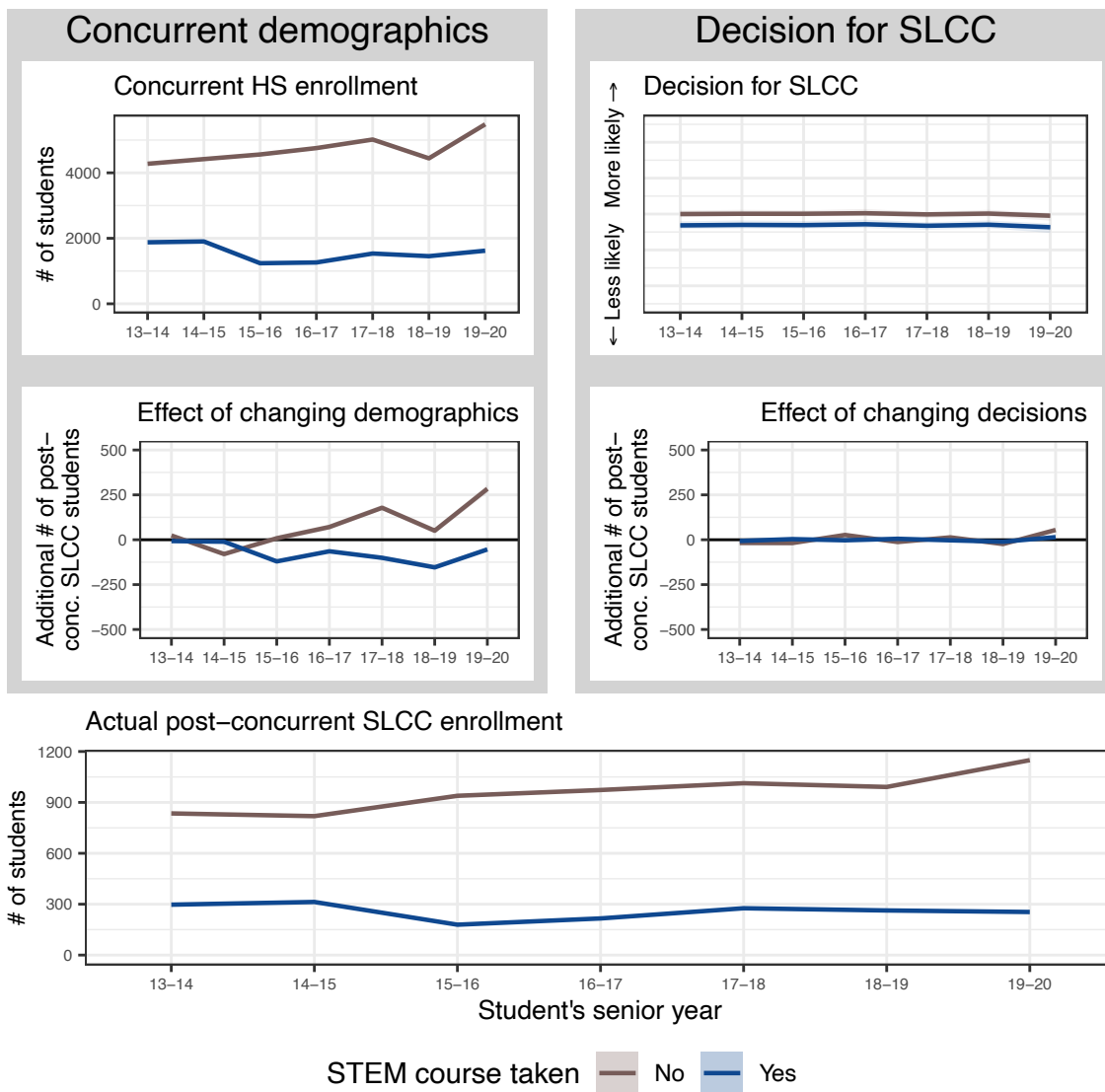


Figure 5: Size of the concurrent student population by advanced STEM class taken over time.

Students who take a concurrent language class (Spanish or French) are slightly more likely to choose to enroll at SLCC than students who do not. Additionally, the number of students who take a concurrent language class has increased substantially since 2013-2014. The result is an overall increase in post-concurrent SLCC enrollment.

Contributions to the post-concurrent SLCC population by language course taken

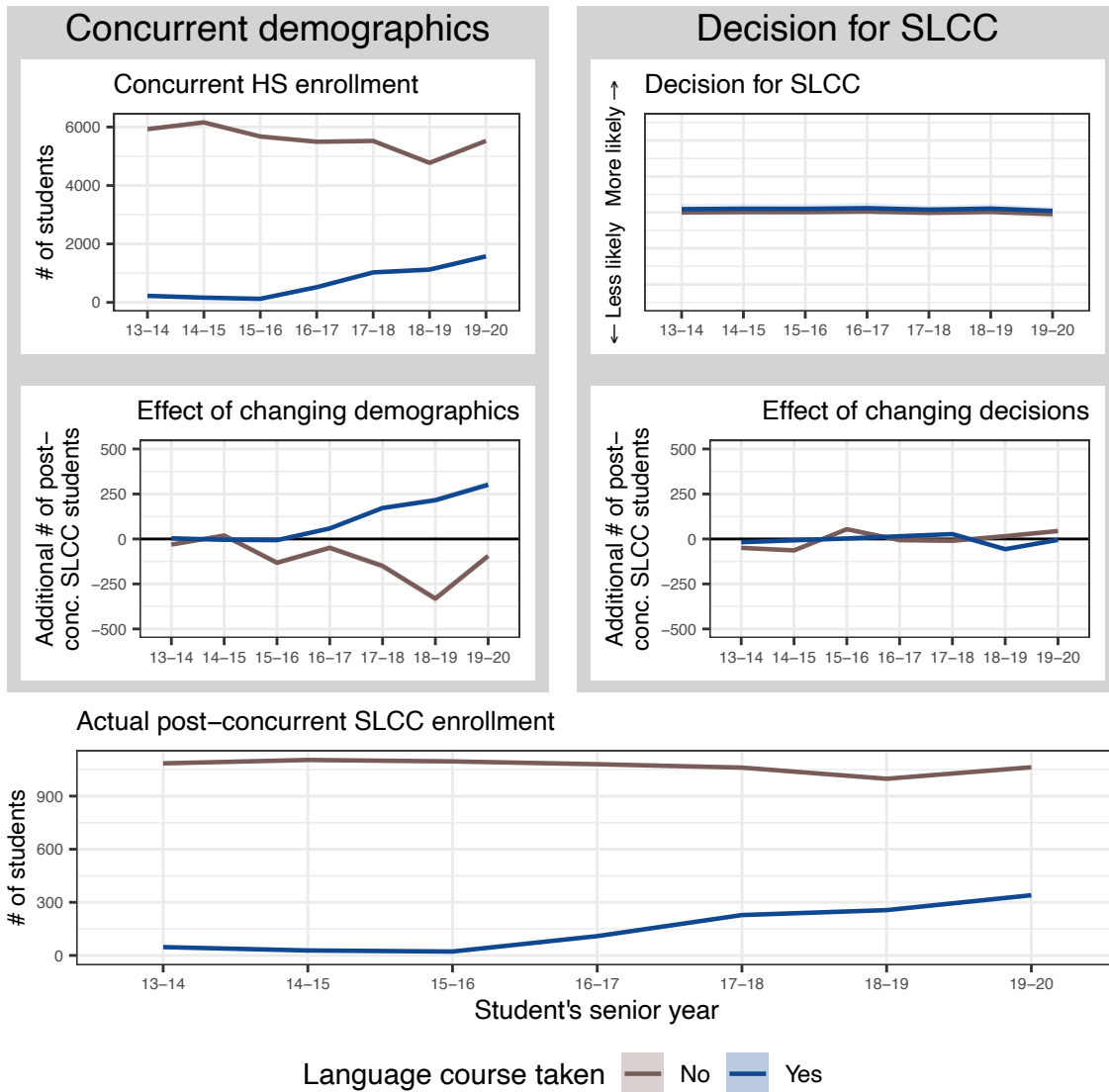


Figure 6: Size of the concurrent student population by language class taken over time.

CREDITS EARNED

It is possible for students who participate in concurrent enrollment to complete an entire Associate’s degree before graduating from high school, or to complete a large number of general education requirements that they can transfer to a four-year institution. If students are doing this, then we might expect that students who earn more concurrent credits would be less likely to enroll at SLCC – either because they have already earned a degree, or because they have earned enough credits to go straight to a four-year institution after high school.

As it turns out, though, students who earn a total 30 or more credits through concurrent enrollment are *more* likely to choose to enroll at SLCC than students who earn fewer credits. However, the number of students who earn that many credits is very small; this difference is not a major driver of enrollment. Moreover, the difference between the two types of students has not changed since 2013-2014.

Contributions to the post-concurrent SLCC population

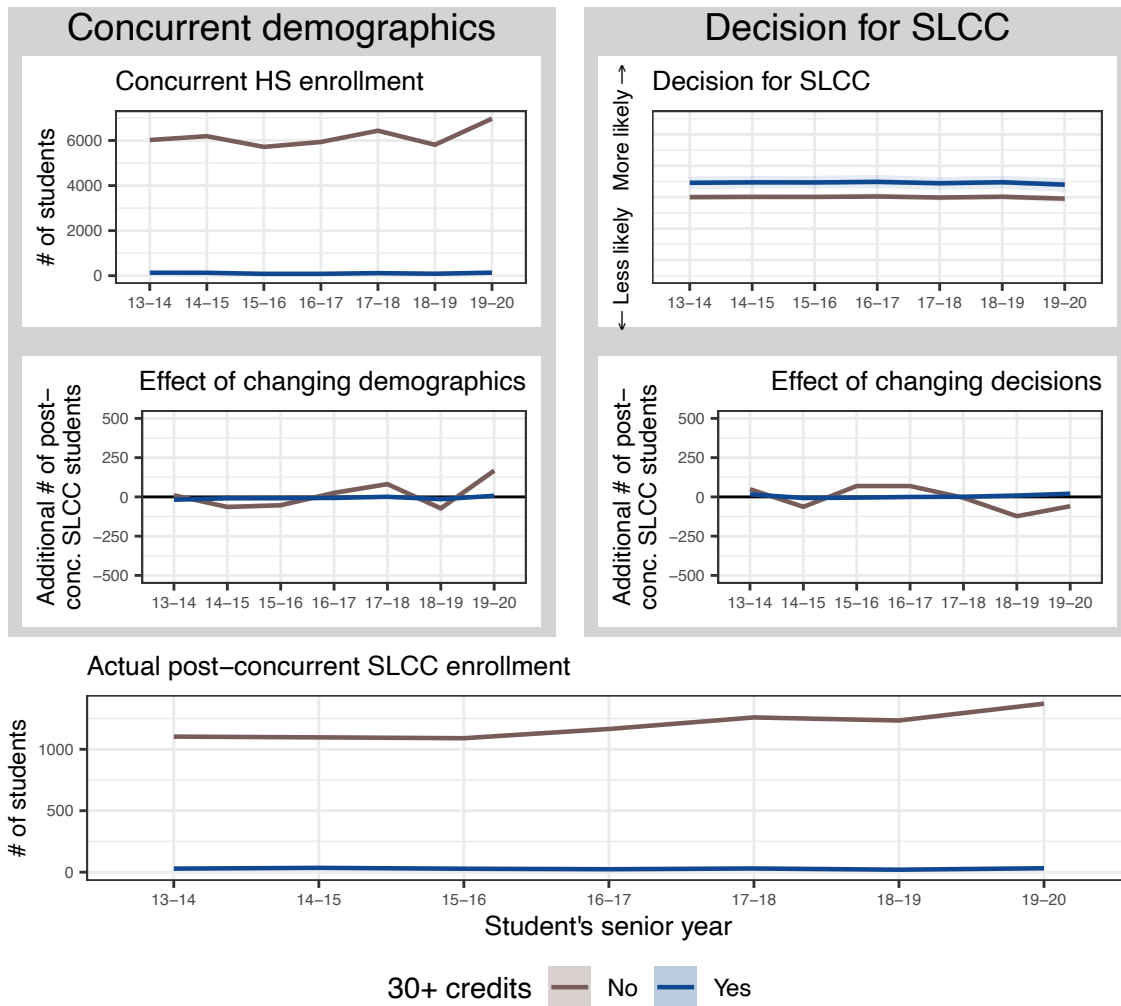


Figure 7: Size of the post-concurrent student population by 30+ credits earned over time.

The cutoff of 30 credits was suggested by preliminary exploratory data analysis. When we treat the number of concurrent credits earned as a continuous predictor, we find a similar (but not identical) pattern. As shown in figure 8, in 2013 and 2014 earning more concurrent credits *may* have made students less likely to enroll at SLCC, although the effect is not quite reliably different from chance. However, the effect has seen a steady trend in the opposite direction since then, with the result that concurrent students who graduated in 2018-2019 were *more* likely to enroll at SLCC the more credits they had earned. It is possible, then, that concurrent credits may have discouraged students from enrolling at SLCC in the past – but if so, that is no longer the case.

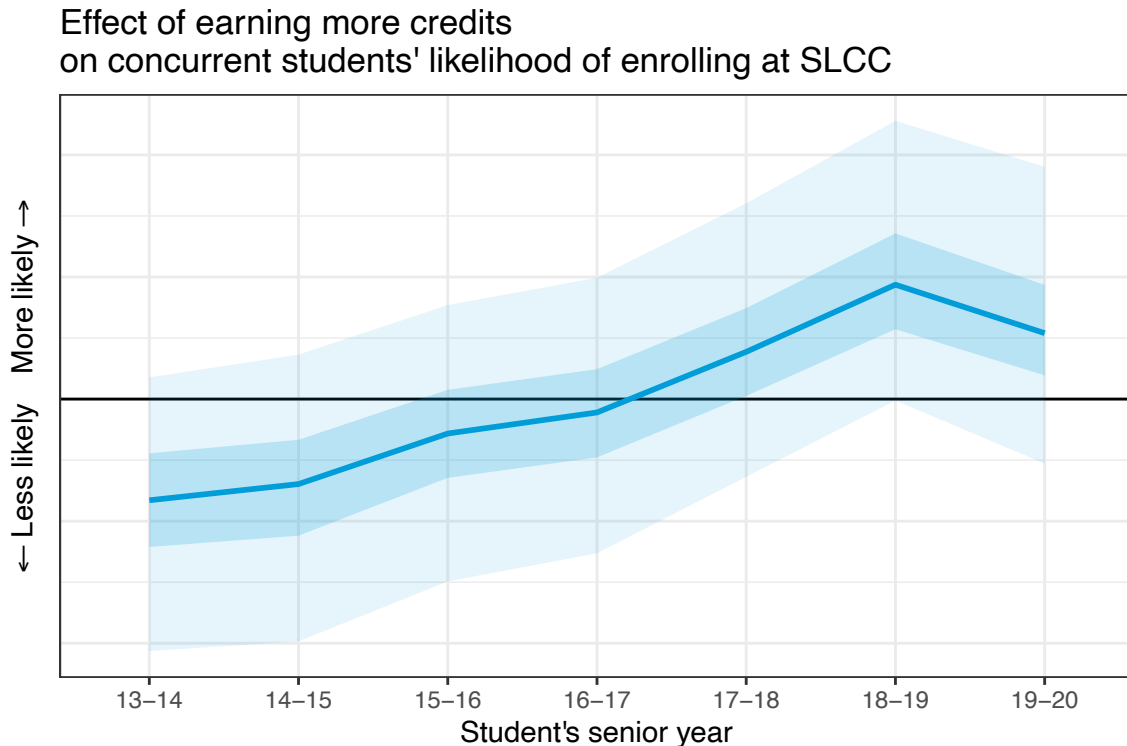


Figure 8: Effect of earning more credits on concurrent students' likelihood of enrolling at SLCC over time.

Besides influencing whether a student chooses to enroll at SLCC at all, it's also possible that the number of concurrent credits a student has could influence how many credits a student takes at SLCC. Indeed, SLCC's marketing materials explicitly tell prospective students that the concurrent program can save them time and money in college – presumably because they will arrive with more college credit and therefore won't need to take as many classes. However, as shown in figure 9, it turns out that former concurrent students take just as many credits at SLCC as never-concurrent students on average; if anything, they may even take a few *more* credits.

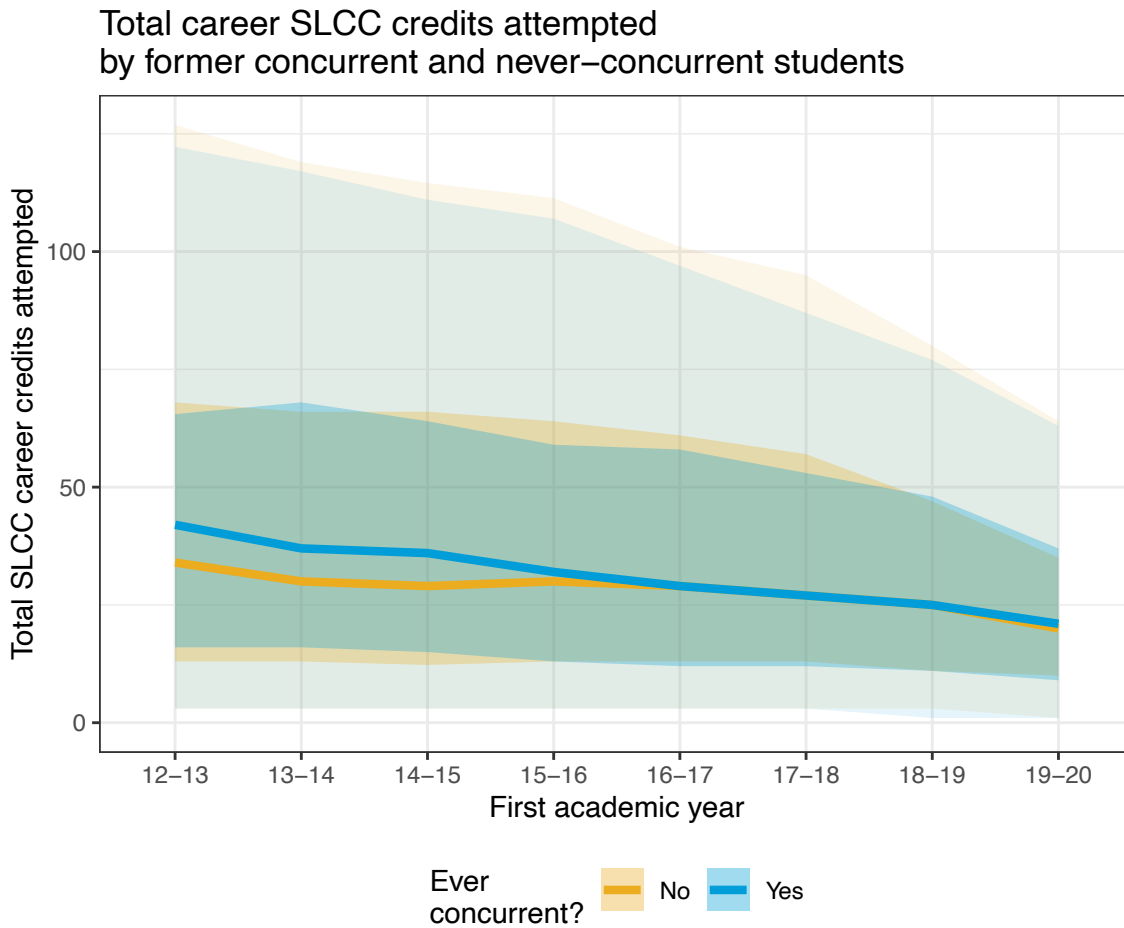


Figure 9: Number of career SLCC credits attempted, by students' first academic year. Lines show median credits attempted; dark and light ribbons show 50% and 95% of the overall range of the data, respectively.

Finally, figure 10 explores the relationship between the total SLCC credits a student attempts and the *number* of concurrent credits the student earned (not just whether the student was concurrent at all). We can see that students who earn a large number of concurrent credits do indeed tend to take fewer credits at SLCC. However, consistent with the pattern observed in figure 7, this effect is observed only for students who earn a very large number of concurrent credits (30 or more), and there simply aren't many of these students. For students who earn fewer credits (the vast majority), the effect is severely attenuated or nonexistent.

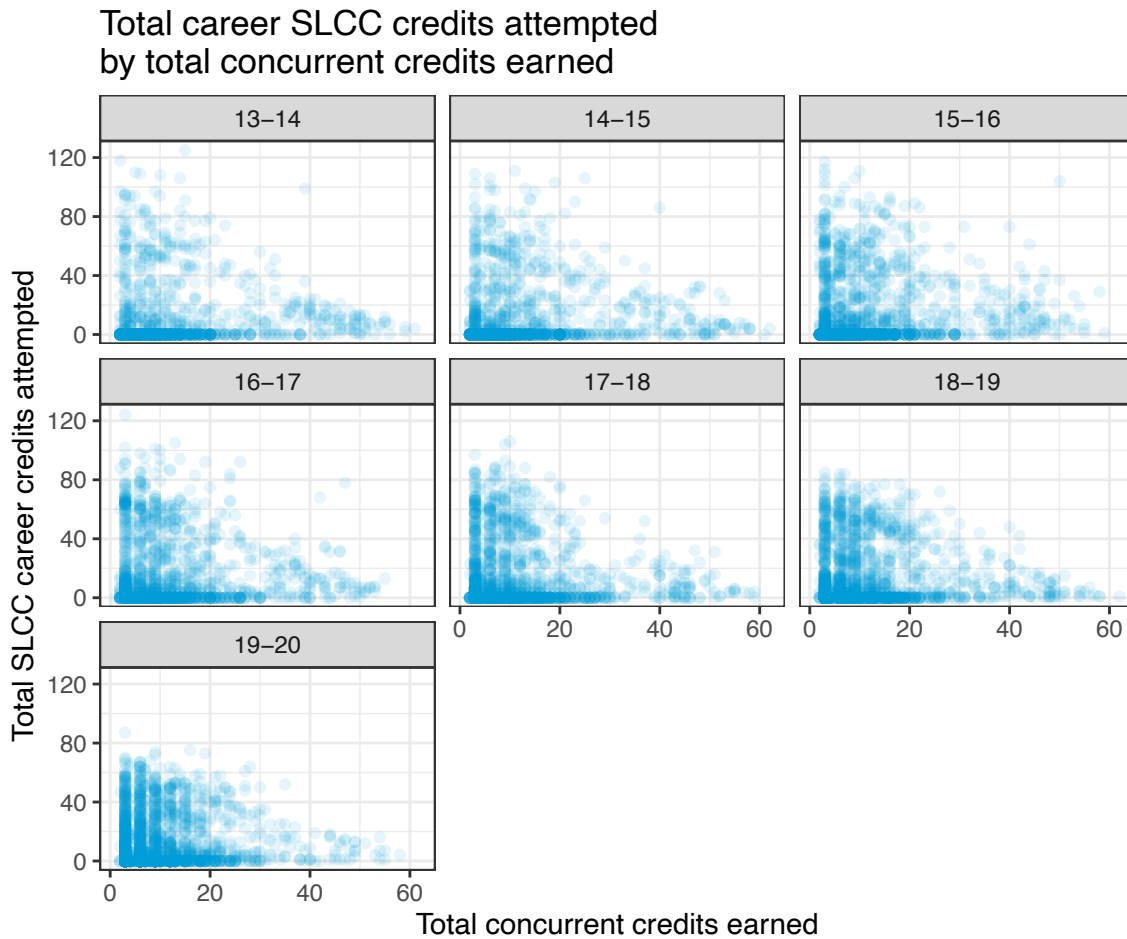


Figure 10: Number of career SLCC credits attempted, by number of concurrent credits earned. Lines show the overall trend of the relationship between concurrent and SLCC credits.

Summary

Overall, we found little evidence that the concurrent enrollment program has a negative effect on budget-related enrollment at SLCC. Rather, observed enrollment patterns suggest that the concurrent program has been neutral, or even a net positive factor, over the last several years. To review:

1. **The number of concurrent students is increasing.** This increase has two causes: the number of high school students in Salt Lake County is increasing, and high school students are becoming more likely over time to choose to participate in concurrent enrollment. (This latter change may reflect students' increasing willingness to try concurrent enrollment, the greater availability of concurrent classes, or both.)
2. **Former concurrent students are just as likely as ever to choose to enroll at SLCC.** Combined with the overall increase in the number of concurrent students, this means that SLCC is seeing a modest increase in the number of first-time former concurrent students each year.
3. **The number of Hispanic students is increasing.** This increase is due mostly to the growing Hispanic population in Salt Lake County, and possibly to a small increase in Hispanic students'

likelihood of participating in concurrent enrollment. Former concurrent Hispanic students are more likely than White students to enroll at SLCC, a pattern that has not changed since 2013.

4. **We found no pattern of enrollment by former concurrent students that would contribute to a decline in the number of new SLCC students.**
 - a. Students who take a high-level concurrent STEM class (math or chemistry) are less likely to enroll at SLCC than students who do not take such a class. However, the effect has held steady since 2013, and the number of students who *do* take these classes has actually decreased.
 - b. Students who take a concurrent language class are slightly *more* likely to enroll at SLCC than students who do not. The number of students who take a concurrent language class has increased substantially since 2013.
 - c. Students who earn at least 30 concurrent credits are more likely to enroll at SLCC than students who earn fewer credits. However, the number of these students has always been very small. There is some evidence that, since 2013, earning more concurrent credits has become an increasingly positive predictor of the number of credits the student will take at SLCC.
 - d. Former concurrent students earn just as many credits during their SLCC careers as never-concurrent students.
 - e. Students who earn a very large number of concurrent credits take fewer SLCC credits. However, the vast majority of former concurrent students do not take enough concurrent credits for this effect to matter.

“ Concurrent enrollment classes have given me insight on how college will work especially with classes and study habits. I've learned new ways to communicate with teachers new study habits and other important skills. These skills and ideas have greatly helped me in high school and has prepared me more for the college life. **”**

- CE STUDENT

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