

# CONCURRENT ENROLLMENT

2018-2019 ANNUAL REPORT



Salt Lake  
Community  
College



[SLCC.EDU/CONCURRENTENROLLMENT](http://SLCC.EDU/CONCURRENTENROLLMENT)



# SLCC CONCURRENT ENROLLMENT WHAT WE DO & WHY WE DO IT

The SLCC Concurrent Enrollment (CE) 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.

Both my parents dropped out of high school. (My dad later got his GED and Bachelors.) Because of the concurrent enrollment program I am planning to get my associates degree by the time I graduate from high school. Not only will this save me years of school down the road it will also save me 3 semesters worth of tuition now (plus the tuition I get from the New Century Scholarship for finishing my Associates). The financial benefit is a huge motivator for me. The concurrent enrollment program allows me to help myself AND my family in the best way.



2018-19 TOTAL STUDENTS PARTICIPATING **8643**

**2%** INCREASE IN NUMBER OF STUDENTS PARTICIPATING  
BETWEEN 2017-18 AND 2018-19 IN THE SLCC SERVICE REGION

2018-19 TOTAL ENROLLMENTS **19,047**

**0.7%** INCREASE IN NUMBER OF ENROLLMENTS  
BETWEEN 2017-18 AND 2018-19 IN THE SLCC SERVICE REGION

**76** PARTNERING HIGH SCHOOLS IN 2018-19

**106** COURSES OFFERED IN 2018-19

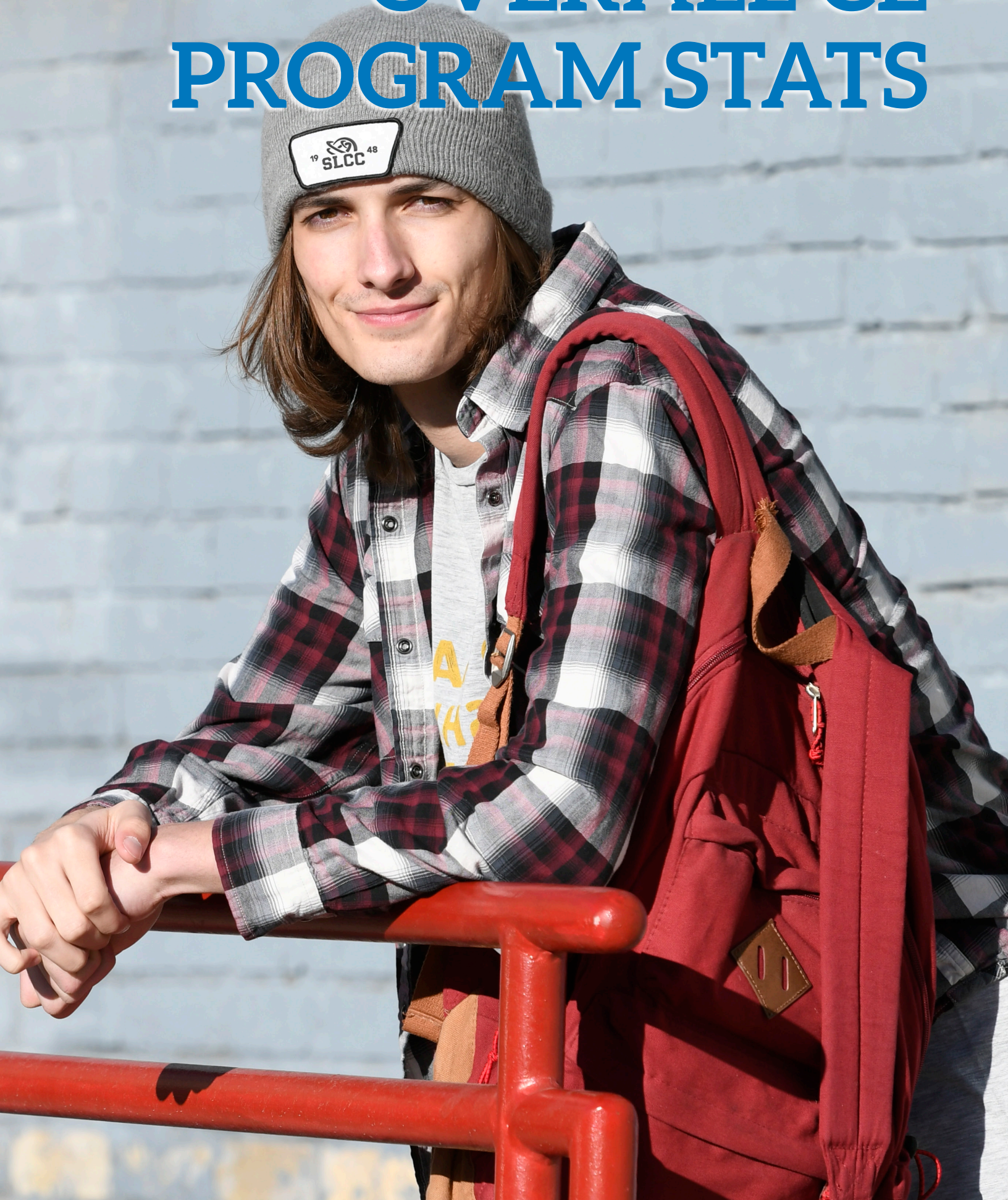
**379** HIGH SCHOOL INSTRUCTORS APPROVED TO TEACH SLCC  
CLASSES FOR 2018-19

**2,523** CONCURRENT ENROLLMENT CLASS SECTIONS IN THE  
HIGH SCHOOLS OR ON A SLCC CAMPUS

STUDENT CLIMATE SURVEY RESULTS: **86%** GOOD - EXCELLENT  
**9%** NEUTRAL **5%** POOR - VERY POOR

**86** CE STUDENTS GRADUATED WITH A DEGREE OR CERTIFI-  
CATE AT THE TIME OF HIGH SCHOOL GRADUATION

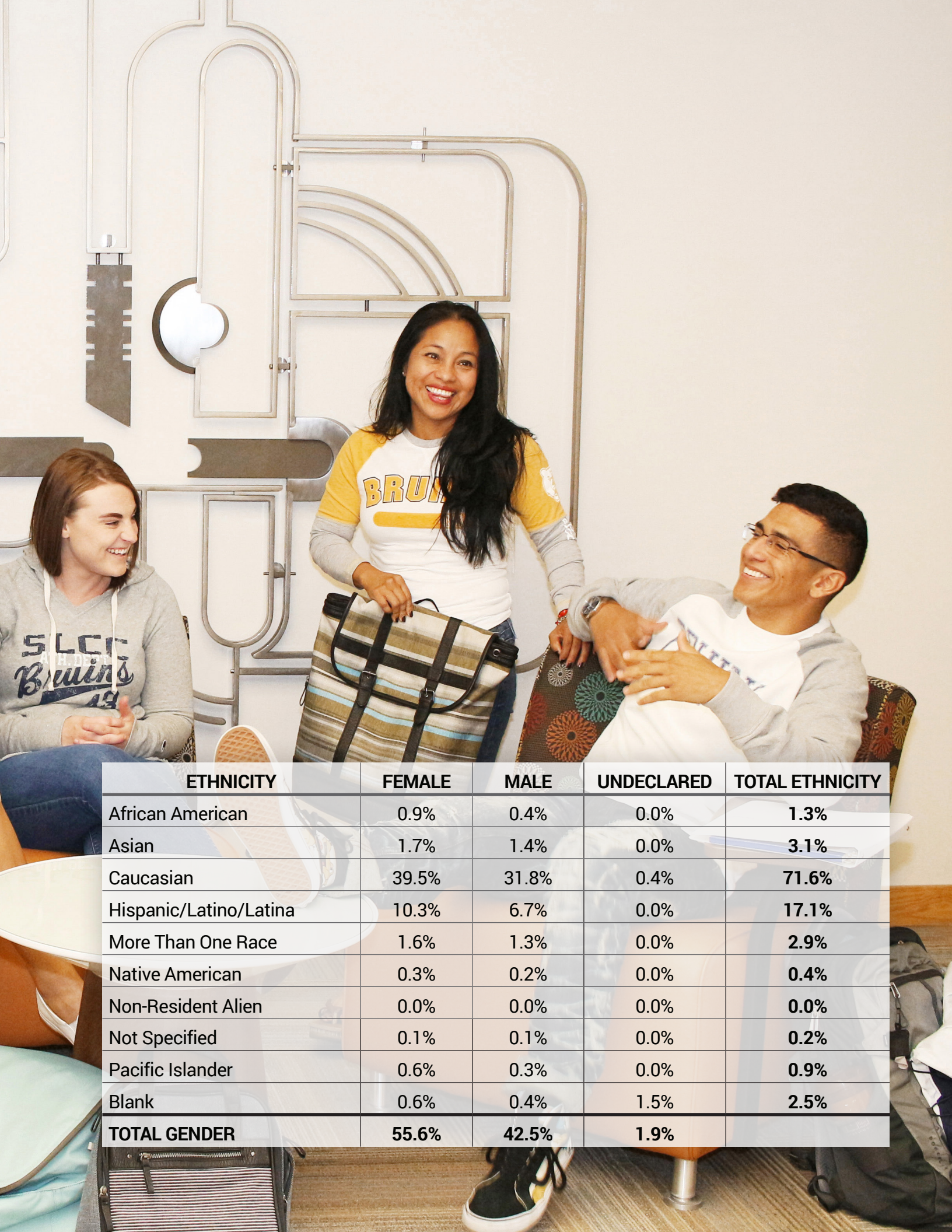
# OVERALL CE PROGRAM STATS




# GENDER & ETHNICITY

Concurrent enrollment prepared me for outside of high school. It's a challenging class that is making me push myself as an individual and also academically. Growing up in a house that is not financially stable and having this opportunity where I can get my college credits out of the way for a cheaper price but also have the small class experience is truly a blessing in my eyes. Being the oldest out of 6 kids I set the example. So I'm very grateful to take this course and look back and tell my siblings to also challenge themselves.





ETHNICITY	FEMALE	MALE	UNDECLARED	TOTAL ETHNICITY
African American	0.9%	0.4%	0.0%	1.3%
Asian	1.7%	1.4%	0.0%	3.1%
Caucasian	39.5%	31.8%	0.4%	71.6%
Hispanic/Latino/Latina	10.3%	6.7%	0.0%	17.1%
More Than One Race	1.6%	1.3%	0.0%	2.9%
Native American	0.3%	0.2%	0.0%	0.4%
Non-Resident Alien	0.0%	0.0%	0.0%	0.0%
Not Specified	0.1%	0.1%	0.0%	0.2%
Pacific Islander	0.6%	0.3%	0.0%	0.9%
Blank	0.6%	0.4%	1.5%	2.5%
<b>TOTAL GENDER</b>	<b>55.6%</b>	<b>42.5%</b>	<b>1.9%</b>	

- 
- 1 Process map the teacher and liaisons processes from onboarding to entering final grades (for teachers) and submitting all required work requests for content and college experience liaisons. Once the maps are built, we will identify waste and holes in the process, and then refine the process to ensure that both teachers and liaisons receive the information, resources, and support they need, when they need them, to better fulfill their responsibilities.
  - 2 Within the next two years we will map out and improve the student process from onboarding to matriculation to SLCC in collaboration with the SLCC Admissions Office.
  - 3 Improve our current liaison evaluation process to improve the quality of feedback for CE instructors. The major point of modification will be an improved student course evaluation, and the integration of the that evaluation into the liaison evaluation process.
  - 4 Development of teacher best-practice video resources.



# ACTION STEPS

- 5 Introduce a registration hold on students who earn a GPA of 2.0 or lower and work with high schools to develop a process for removing that hold so that students are more likely to be successful in future CE classes.
- 6 Deliver improved counselor resources to high school counselors throughout the SLCC service region in collaboration with with CE/Admissions Advisors.
- 7 Develop a series of training videos for students to better understand academic planning and learn how to use the MyCE academic planning tool.
- 8 Develop a gamified tracking system to help students log the demonstration of skills necessary to navigate the challenges of higher education and be successful in college.
- 9 Improve advertising and notifications for students and for high schools to encourage students to apply for the CE Transition Tuition Waiver.
- 10 Enhance the instructor college experience evaluation process to add greater value to instructors.
- 11 Improved tutorials in various formats (video, webpages, and PDF).
- 12 Improved reminder systems to help students and partners remember to complete certain tasks.
- 13 Webinar series to address important topics.
- 14 Expansion of support tickets to support other processes so that support tickets become a one-stop shop for resolving issues.

# SLCC CONCURRENT ENROLLMENT

## Annual Report 2018-19

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# OVERVIEW & REVIEW

Each year the SLCC Concurrent Enrollment (CE) Office compiles a list of relevant data to both inform partners and develop action plans for moving the program forward and making improvements. This report includes both annual ongoing data as well as special, one-time or multi-year research projects. The report typically goes out during the summer. For questions regarding this report or data in the report, please contact the SLCC Concurrent Enrollment Office.

## Review & Results of 2018-19 Action Plans

During our review of the 2017-18 data we identified the following action plans based on the feedback received and data collected for the 2017-18 annual report. Below you will find a list of action plans implemented during 2018-19 and a summary of results achieved:

**Revise our meeting strategy with our high school and college partners to better collaborate in improving the concurrent enrollment program and ensure that information is delivered to each distinct partner role in a more effective way. Additionally, we are putting together an advisory committee to vet changes and discuss issues.**

- The CE Director met with all principals in the Granite and Jordan Districts twice and the Salt Lake and Canyons Districts once to present information about the goals and direction of the SLCC CE Program and to hear feedback and answer questions/concerns.
- The CE Director hosted a district-level concurrent enrollment meeting at the beginning of the year to meet with district representatives from each of the major districts and discuss the goals and direction of the SLCC CE Program and to hear feedback and answer questions/concerns.
- The CE Director attended the associate dean council twice to present proposed changes and hear feedback on those changes.
- The SLCC CE Office hosted 3 live webinars to discuss pathways, the SLCC placement process, and to discuss how to better align SLCC data with USBE data for a cleaner data match.
- The SLCC CE Office hosted 2 advisory board meetings with ground-level representatives from each district to vet proposed changes and create better resources for high schools.
- The SLCC CE Office hosted a teacher feedback session on the new liaison evaluation and model.
- The SLCC CE Office hosted a fall teacher kick-off event to introduce the new liaison evaluation and model, including a keynote from Christian Moore, author of *The Resilience Breakthrough*.
- In collaboration with the Admissions Office, the SLCC CE Director, Coordinator, and the Admissions Advisors and Manager of Recruitment and CE Advising met with all counselors in all major school districts to introduce tools and resources and answer questions.

**Heavily promote the SLCC CE Transition Tuition Waiver to encourage a more seamless transition to college after high school.**

We sent out a mass email to all high school partners regarding the waiver and included a pre-built letter template to send to students and another to send to parents. Additionally we included information about the waiver on the highly popular student one-sheets, and included a section about the waiver on the landing page of our website. This resulted in 92 students receiving the waiver and many more applying and being awarded larger waiver awards.

**Develop and launch a pipeline activity that incentivizes students to learn and experience all aspects of the college experience so that they are better prepared to transition to SLCC or whichever college or university they choose to attend.**

The SLCC Concurrent Enrollment Department is mid-way through the process of building a game/tracking system that incentivizes students to demonstrate and track a list of skills necessary to navigate the challenges of higher education, in return for being awarded prizes for the completion of those skills. The game leads them to apply for the CE Transition Tuition Waiver and matriculate to SLCC. We anticipate the game will be launched as a pilot for either Fall 2019 or Spring 2020, depending on the site design company and our Canusia developer.

**Implemented a new liaison model to help teachers develop a more robust college experience and improve our relationships with CE instructors that traditionally have had little connection with Salt Lake Community College.**

The new model was launched with very positive feedback. A feedback meeting at the end of the year yielded several suggestions for refinement, which should result in an improved program next year.

**Explore and discuss, with our high school partners, ways to better collaborate with high school counselors. Address the math and counselor disconnect at the SLCC high school counselor conference and work with high school counselors to come up with a solution that accomplishes our goals without adding to the load of the high school counselors. There is significant potential for making a strong impact on student transition and completion rates if we can create a strong, working link between counselors, SLCC representatives, and students.**

We met with all high school counselors in the major Salt Lake Valley districts as mentioned above. During these meetings we received feedback regarding some of our initiatives, and discussed in what ways they would like us to work with them and keep them informed. Moving forward the Admissions Advising and Recruiting team will work directly with the counselors and the CE Office will provide the advisors with information, resources, and support to provide to counselors. Concurrent Enrollment will also be a major player in the annual counselor conference hosted by the Admissions Office.

**Work with SLCC Institutional Marketing to encourage students who do not participate in concurrent enrollment to try it out.**

We attempted to work with Institutional Marketing, but higher priorities arose for their department, and our initial ideas we approached them with fell through. We heard back once or twice after our initial meeting and then nothing further.

**Redesign the Concurrent Enrollment website landing page to make the site more student friendly and easier to navigate for students who are trying to get through the admissions and registration process.**

We worked with the SLCC Web Designer to re-design the landing page of the SLCC Concurrent Enrollment website in order to make it more student driven. We later used analytics to make some refinements and now have a landing page that our partners and students seem to find easy to navigate and use.

**Develop an automated series of reminder emails to go out to students to remind them of important deadlines and processes that they need to complete. These emails will be crafted to instruct students on what they need to do to meet deadlines and complete college processes their first semester and then empower them to continue to do so successfully during subsequent semesters without the aid of email prompts.**

This has been delayed, pending the launch of the new admissions CRM. Now that it has been launched we will work with Admissions to develop those emails.

**Introduce registration holds on students whose GPA drops below a certain range. This will help us prevent students who are habitual low performers from further damaging their college transcript.**

The academic standing hold will go on CE student accounts Fall semester 2019 and will affect their registration for Spring semester 2020. During this summer the CE office will be developing a process which will allow a student to get the hold removed.

**Email students directly instead of asking CE instructors to invite students to complete course evaluations.**

This year we emailed both the student and the teachers. However, what we found was that the impact on response rates was negligible. This next year we will attempt significantly reducing the length of the evaluation and align it with the liaison evaluation to make it easier for the student to complete and more useful to the instructor.

**Work more closely with parents to help them understand the value of allowing their students to navigate and complete the college processes on their own, with support and guidance from the parent and high school.**

We developed a parent one-sheet which has been very popular and are in the process of developing a video for parents.

**Work with our high school partners to find ways to attract the “reluctant learners” into at least one concurrent enrollment class before they graduate from high school, preferably during their junior year so that if they choose to pursue more classes and work toward their one-year general education certificate of completion, they will have time to pursue those opportunities.**

The CE Director sent out an email to all high school partners, including counselors, inviting them to encourage “reluctant learners” to take a chance on concurrent enrollment. Approximately 50% of the 150 high school partners who received the email responded in the affirmative that they support the idea. Additionally, this concept was brought up at the annual counselor conference, during meetings with principals and district administrators, and at the annual teacher event.

**Work at strengthening the CE programs at high schools which struggle to gain support or enrollments. These efforts would include additional training and support, brainstorming sessions to identify weak points that need improving, and meetings with the administration to better inform them of the benefits and resources available.**

The SLCC CE Coordinator, Jill Gardner, has gone to great lengths over the last year to ensure that all CE Coordinators in the high schools are thoroughly trained, and at this point all of them have sat down one-on-one with Jill to go through the two hour training session. The CE Director has also discussed with principals our observations that the most successful programs are those with strong administrator support and has spoken to them about the value of concurrent enrollment in their schools. During the annual principals luncheon the CE Director invited the principals with the biggest program and the program that had seen the most growth to talk with the other principals about what they did to create such success.

**Make an aggressive effort in November to better inform instructors on the options for teaching CE classes and how to qualify, by developing information resources and working with high schools to deliver those to instructors.**

We designed and distributed a CE instructor one-sheet and asked the high schools to distribute those to prospective teachers that the high school administration felt might be good candidates for teaching concurrent enrollment. Additionally, the Salt Lake District invited the CE Director to talk with teachers at each high school about the process and benefits of teaching concurrent enrollment. While there was a lot of interest, because of qualifications only 2 new teachers were added for the next year in the Salt Lake District as a result of that push.

**Work with high school administrators to help them understand some of the lesser-known yet extremely powerful benefits of concurrent enrollment and better understand their critical role in building a strong and robust program at their school.**

This was accomplished at the principals and district level meetings and at the principals’ luncheon. Based on conversations with several principals, many see the value, but are limited because of instructor qualification requirements and lack of resources.

**Re-distribute responsibilities for tracking and sending reminders for certain instructor responsibilities.**

We did not make progress on this during the 2018-19 academic year; however this will be a big push during 2019-20 as we work on refining processes in our program.

**Redesign our instructor evaluations to add greater value to CE instructors and strengthen the relationship between liaison and instructor and continually revise and improve that throughout the year.**

We launched the new instructor evaluation and received mostly very positive feedback and some suggestions for improvement. Overall the instructors saw the new evaluation and the liaison model as significantly better than past evaluations. Over 2019-20 we will use CE instructor feedback to continue to evolve the evaluation and evaluation process to add greater value to CE instructors.

**Develop new resources, including: a new teacher training video with a checklist of things that instructors need to do, a slight re-structure of our website to make information easier to find, and new tools in MyCE so that instructors and CE coordinators can better help students.**

During 2018-19 we developed a new teacher training video and did a massive reset where we asked all teachers, whether they were new or not to watch the video and submit a worksheet to get paid for their time. At this point 99% of teachers have completed the training. We revised our website content to simplify and update the information for all partners. Finally, we added several new features to MyCE such as support

requests, additional reports, an academic planning tool, parent permission form, and are working on the game mentioned above.

# STUDENT ENROLLMENTS

## Summary/Methodology

The following report lists total concurrent enrollments over a 5-year period by district and high school. The data is extracted from the SLCC CE MyCE system which generates a list of all classes for each term using the report called "Class Section Export." For each class, it includes total number of students, credits attempted, and credits earned. Enrollments are duplicated, meaning that a student taking three classes, would count as three enrollments. This report looks specifically at the total number of students enrolled in each class, which means it includes those who earned a W or E grade, which is about 5% of students.

## Observations/Analysis

Over the past 4 years since 2015-16 we have seen a 18.1% increase in enrollments which takes us out of a steady multi-year decline prior to that. Last year that growth slowed to a 0.7% increase, year to year. As we looked closer at the data we suspect the slowing in growth has to do with:

1. The discontinuation of courses:
  - a. BIOL 2000 level course discontinuation resulted in a decrease of approximately 37 enrollments.
  - b. BTEC discontinuation resulted in an approximate 300+ enrollment decrease.
  - c. MATH 1010 being pulled from the high schools and made available only through Concurrent On-Campus resulted in an approximate 500+ enrollment decrease. However, there was a decline of 161 enrollments across all math enrollments. It could be that those students who would have taken MATH 1010 are now being re-directed to other math courses that better align with their area of study.
  - d. PILT program discontinuation resulted in an approximate 190 enrollment decrease.
2. Denial of FHS teachers who were previously approved under a standard that conflicted with accreditation, and who failed to obtain the necessary credentials after three years resulted in a decrease of roughly 400+ enrollments.
3. Inability of the high schools to replace a qualified teacher who left the high school.
4. Instructor discontentment with SLCC curricular requirements.

Over the next year we expect to see continued growth with the addition of a new high school in Herriman. The addition of new high schools seems to be a determining factor of growth in UVU and WSU's service regions. Additionally, as we continue to improve our relationships, resources, processes, and the overall customer experience we expect to see increased participation as students and high schools increasingly find greater value in the concurrent enrollment experience.

## Action Steps Moving Forward

Over the 2019-20 academic year we will be focusing our efforts on enhancing the customer experience by improving our processes, continuing to strengthen relationships with our high school and SLCC partners, and developing new resources to help students and our partners stay better informed and better engaged in the concurrent enrollment experience.

## DATA: Concurrent Enrollment Student Enrollments Over Time (Fall 2014 to Spring 2019)

Red indicates a decrease in enrollments over the previous year and green indicates an increase in enrollments over the previous year.

High School/District	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2017/18 Percentage +/-	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2018/19 Percentage +/-
<b>Canyons</b>	<b>1790</b>	<b>1551</b>	<b>1742</b>	<b>2340</b>	<b>2380</b>	<b>1.7%</b>	<b>966</b>	<b>778</b>	<b>990</b>	<b>1413</b>	<b>1577</b>	<b>11.6%</b>
Alta	384	278	386	437	484	10.8%	236	168	215	260	350	34.6%
Brighton	240	219	276	408	409	0.2%	163	59	93	138	184	33.3%
CTEC	468	405	358	467	481	3.0%	134	142	151	224	251	12.1%
Corner Canyon	287	284	360	364	410	12.6%	140	172	243	370	376	1.6%
Hillcrest	192	157	111	255	268	5.1%	160	85	89	160	169	5.6%
Jordan	219	208	251	409	328	-19.8%	133	152	199	261	247	-5.4%
<b>Charter</b>	<b>615</b>	<b>809</b>	<b>707</b>	<b>817</b>	<b>1040</b>	<b>27.3%</b>	<b>492</b>	<b>483</b>	<b>504</b>	<b>523</b>	<b>919</b>	<b>75.7%</b>
AAI						0.0%					10	0.0%
AISU		3				0.0%						0.0%
Beehive Academy				14	26	85.7%					3	0.0%
City Academy	6					0.0%						0.0%
East Hollywood						0.0%						0.0%
Itineris	471	671	529	564	522	-7.4%	417	408	402	360	463	28.6%
Juan Diego	34	38	21	24	25	4.2%	18	19		26		-100.0%
Paradigm	21	27	36	39	20	-48.7%	9		22	13	17	30.8%
Providence Hall			49	90	83	-7.8%			23	64	91	42.2%
Summit Academy	83	70	72	54	104	92.6%	48	36	57	29	66	127.6%
Vanguard Academy				32	260	712.5%		20		31	269	767.7%
<b>Granite</b>	<b>2203</b>	<b>2194</b>	<b>2205</b>	<b>2492</b>	<b>2390</b>	<b>-4.1%</b>	<b>1250</b>	<b>1385</b>	<b>1003</b>	<b>1360</b>	<b>1213</b>	<b>-10.8%</b>
Cottonwood	216	183	178	272	377	38.6%	194	146	149	231	237	2.6%
Cyprus	85	196	212	317	259	-18.3%	79	123	93	132	85	-35.6%
Granger	161	123	137	279	257	-7.9%	173	149	119	167	195	16.8%
GTI	373	325	354	331	429	29.6%	90	70	92	197	175	-11.2%
Hunter	382	397	349	326	234	-28.2%	204	275	160	210	206	-1.9%
Kearns	242	213	224	117	145	23.9%	23	50	32	32	14	-56.3%
Olympus	313	350	460	583	436	-25.2%	253	301	181	268	188	-29.9%
Skyline	294	315	168	85	57	-32.9%	169	216	118	50	28	-44.0%



High School/District	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2017/18 Percentage +/-	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2018/19 Percentage +/-
Taylorsville	137	92	123	182	196	7.7%	65	55	59	73	85	16.4%
<b>Jordan</b>	<b>3344</b>	<b>2948</b>	<b>3342</b>	<b>3772</b>	<b>3478</b>	<b>-7.8%</b>	<b>2253</b>	<b>2006</b>	<b>2203</b>	<b>2491</b>	<b>2524</b>	<b>1.3%</b>
Bingham	655	543	657	639	630	-1.4%	446	420	472	537	533	-0.7%
Copper Hills	768	508	610	815	808	-0.9%	531	461	521	617	595	-3.6%
Herriman	569	544	529	607	604	-0.5%	468	299	370	397	478	20.4%
JATC - North	603	625	579	596	207	-65.3%	393	366	345	317	201	-36.6%
JATC - South			150	176	208	18.2%			62	80	76	-5.0%
Riverton	596	613	673	762	807	5.9%	313	354	337	369	402	8.9%
West Jordan	153	115	144	177	214	20.9%	102	106	96	174	239	37.4%
<b>Murray</b>	<b>1038</b>	<b>880</b>	<b>793</b>	<b>828</b>	<b>631</b>	<b>-23.8%</b>	<b>606</b>	<b>522</b>	<b>464</b>	<b>464</b>	<b>371</b>	<b>-20.0%</b>
Murray	1038	880	793	828	631	-23.8%	606	522	464	464	371	-20.0%
<b>On-Campus</b>	<b>328</b>	<b>302</b>	<b>453</b>	<b>525</b>	<b>547</b>	<b>4.2%</b>	<b>495</b>	<b>289</b>	<b>676</b>	<b>660</b>	<b>692</b>	<b>4.8%</b>
SLCC Internet	33	28			46	0.0%	39	17				0.0%
SLCC Jordan	117	109	142	107	85	-20.6%	234	121	223	140	170	21.4%
SLCC Library Square					1	0.0%					1	0.0%
SLCC Miller	7	10	7	7	12	71.4%	10	4	6		2	0.0%
SLCC South City	79	54	157	216	229	6.0%	63	74	211	246	254	3.3%
SLCC Taylorsville	92	101	130	188	161	-14.4%	143	70	226	266	258	-3.0%
SLCC West Valley			17	7	11	57.1%		3	10	8	5	-37.5%
SLCC Westpointe Center					2	0.0%	6				2	0.0%
<b>Salt Lake</b>	<b>410</b>	<b>306</b>	<b>447</b>	<b>345</b>	<b>462</b>	<b>33.9%</b>	<b>197</b>	<b>218</b>	<b>228</b>	<b>239</b>	<b>363</b>	<b>51.9%</b>
East	131	159	179	142	174	22.5%	71	93	104	83	130	56.6%
Highland	111	70	127	102	82	-19.6%	54	81	55	57	82	43.9%
Horizonte						0.0%	4					0.0%
Innovations					13	0.0%						0.0%
SL Tech Center	36	17	23	25	63	152.0%	24	2	16	26	33	26.9%
SLCSE			34		13	0.0%		10				0.0%
West	132	60	84	76	117	53.9%	44	32	53	73	118	61.6%
<b>Tooele</b>	<b>180</b>	<b>135</b>	<b>256</b>	<b>234</b>	<b>196</b>	<b>-16.2%</b>	<b>96</b>	<b>147</b>	<b>135</b>	<b>183</b>	<b>130</b>	<b>-29.0%</b>
Grantsville					7	0.0%						0.0%

High School/District	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2017/18 Percentage +/-	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2018/19 Percentage +/-
Stansbury	52	23	91	118	69	-41.5%	24	52	29	93	55	-40.9%
Tooele	49	10	57	29	40	37.9%	14	34	20	16	5	-68.8%
TCLC	79	102	108	87	80	-8.0%	58	61	86	74	70	-5.4%
<b>TOTAL - SLCC SERVICE REGION</b>	<b>9908</b>	<b>9125</b>	<b>9945</b>	<b>11353</b>	<b>11124</b>	<b>-2.0%</b>	<b>6355</b>	<b>5828</b>	<b>6203</b>	<b>7333</b>	<b>7789</b>	<b>6.2%</b>
<b>USU SR</b>	<b>30</b>					<b>0.0%</b>	<b>22</b>					<b>0.0%</b>
Mountain Crest	30					0.0%	22					0.0%
<b>UVU SR</b>	<b>149</b>	<b>57</b>	<b>13</b>	<b>10</b>		<b>-100.0%</b>	<b>51</b>	<b>16</b>			<b>22</b>	<b>0.0%</b>
American Fork						0.0%					2	0.0%
Liahona	8	10				0.0%	8					0.0%
Maple Mountain						0.0%					20	0.0%
North Summit	5					0.0%						0.0%
Park City	40					0.0%	30					0.0%
Spanish Fork	38	8	13	10		-100.0%		12				0.0%
Timpanogos	58	39				0.0%	13	4				0.0%
<b>WSU SR</b>	<b>788</b>	<b>344</b>	<b>573</b>	<b>133</b>	<b>56</b>	<b>-57.9%</b>	<b>312</b>	<b>223</b>	<b>164</b>	<b>84</b>	<b>56</b>	<b>-33.3%</b>
Bountiful			18			0.0%	31	37				0.0%
Clearfield	18	47	59	8	7	-12.5%	35	4	15		5	0.0%
Davis High School						0.0%						0.0%
Fremont	51		104	24		-100.0%	24	33				0.0%
Layton	115	32	56	17	18	5.9%	13	16	12	1		-100.0%
Northridge	58	67	65	32		-100.0%	34	22	36	15	7	-53.3%
NUAMES	293	155	213	41		-100.0%	148	79	73	57	24	-57.9%
Syracuse	124	17	12			0.0%	18	18	16			0.0%
Viewmont	75	16	25			0.0%						0.0%
Weber	46					0.0%						0.0%
Woods Cross	8	10	21	11	31	181.8%	9	14	12	11	20	81.8%
<b>TOTAL - ALL SERVICE REGIONS</b>	<b>10875</b>	<b>9526</b>	<b>10531</b>	<b>11496</b>	<b>11180</b>	<b>-2.7%</b>	<b>6740</b>	<b>6067</b>	<b>6367</b>	<b>7417</b>	<b>7867</b>	<b>6.1%</b>

# STUDENT PARTICIPATION

## Summary/Methodology

The dataset that we used to generate this report is the “Class Section Export with Students” report in our MyCE program management system. This report basically pulls a class list for every concurrent enrollment class. We then do a distinct count of students for each academic year and filter that by district and by school. The SLCC Concurrent Enrollment Office places special attention on student participation (or unduplicated headcount) data over enrollment data because of the alignment of this data with our broader purpose to impact individual student lives in helping them learn how to navigate the challenges of higher education and earn meaningful credit, as opposed to simply helping students amass credit.

## Observations/Analysis

Over the past few years the SLCC Concurrent Enrollment Office has had the audacious goal of increasing the number of students participating in concurrent enrollment by 100%. The intention of this goal was to force us to re-examine our program and ask what the barriers are that currently prevent us from achieving this kind of growth. As a result of asking these questions we changed how we approached our relationship with our partners, re-structured our faculty liaison model and teacher evaluation process, become more intentional about our partner meeting structure, changed how we advise students and what we advise them towards, changed how we train our partners, created better resources for our partners, and simplified our policies, procedures, and processes.

While we didn’t achieve our goal of 100% growth in student participation, we did see 21.8% growth in the number of students since the 2015-2016 year in the SLCC service region and a 15.4% growth for all service regions. This percentage was found by the change in students between the 2018-2019 and 2015-2016 academic years and dividing by the number of students that enrolled in a CE class for the 2015-2016 year.

While this year we saw only a 2% increase in the number of students participating there were declines across several high schools. Our observations and analysis of these declines can be found under the Student Enrollment Observation/Analysis section of this report on page 6.

## Action Steps Moving Forward

As mentioned in the Student Enrollments section of this report, over the 2019-20 academic year we will focus our efforts on enhancing the customer experience by improving our processes, continuing to strengthen relationships with our high school and SLCC partners, and developing new resources to help students and our partners stay better informed and better engaged in the concurrent enrollment experience. We expect these efforts to result in an increase in the overall student participation numbers as we develop new ways to add greater value to the customer and partner experience.

## **DATA: Concurrent Enrollment Unduplicated Headcount (Unique Students Participating in the SLCC Service Region) Over Time (Fall 2015 to Spring 2019)**

High School/District	2015-16	2016-17	2017-18	2018-19	2 Year Percentage Increase
<b>Canyons</b>	<b>1419</b>	<b>1588</b>	<b>1909</b>	<b>2007</b>	<b>5.1%</b>
Alta	291	370	377	481	27.6%
Brighton	203	205	272	269	-1.1%
Canyons Technical Education Center	252	260	341	308	-9.7%
Corner Canyon	350	409	503	536	6.6%
Hillcrest	169	153	192	219	14.1%
Jordan	220	258	325	307	-5.5%
<b>Charter</b>	<b>424</b>	<b>414</b>	<b>522</b>	<b>658</b>	<b>26.1%</b>
American Academy of Innovation				10	0.0%
American International School of Utah	3				0.0%
Beehive Science and Technology Academy			14	27	92.9%
Itineris	251	239	244	220	-9.8%
Juan Diego Catholic High School	54	20	48	25	-47.9%
Paradigm	25	34	30	20	-33.3%
Providence Hall		60	96	102	6.3%
Summit Academy	71	61	45	73	62.2%
Vanguard Academy	20		45	181	302.2%
<b>Granite</b>	<b>1697</b>	<b>1590</b>	<b>1948</b>	<b>1803</b>	<b>-7.4%</b>
Cottonwood	120	119	210	241	14.8%
Cyprus	180	167	256	189	-26.2%
Granger	180	144	198	198	0.0%
Granite Technical Institute	277	277	302	360	19.2%
Hunter	269	236	235	220	-6.4%
Kearns	181	184	134	131	-2.2%
Olympus	304	319	425	327	-23.1%
Skyline	204	120	123	69	-43.9%
Taylorville	90	107	170	180	5.9%
<b>Jordan</b>	<b>2300</b>	<b>2416</b>	<b>2639</b>	<b>2618</b>	<b>-0.8%</b>
Bingham	431	473	504	511	1.4%
Copper Hills	446	489	566	556	-1.8%
Herriman	461	449	500	553	10.6%
JATC - North	565	555	516	253	-51.0%
JATC -South		67	62	90	45.2%
Riverton	499	481	555	602	8.5%
West Jordan	123	128	153	210	37.3%
<b>Murray</b>	<b>504</b>	<b>479</b>	<b>471</b>	<b>427</b>	<b>-9.3%</b>
Murray	504	479	471	427	-9.3%
<b>Salt Lake</b>	<b>412</b>	<b>486</b>	<b>430</b>	<b>500</b>	<b>16.3%</b>
East	162	170	143	182	27.3%
Highland	147	172	153	119	-22.2%

High School/District	2015-16	2016-17	2017-18	2018-19	2 Year Percentage Increase
Innovations				13	0.0%
Salt Lake Career & Tech Center	19	38	50	83	66.0%
Salt Lake Center for Science Education	10	17			0.0%
West	82	101	98	130	32.7%
<b>SLCC</b>	<b>281</b>	<b>409</b>	<b>465</b>	<b>486</b>	<b>4.5%</b>
SLCC Internet	41			41	0.0%
SLCC Jordan Campus	152	180	135	142	5.2%
SLCC Library Square				2	0.0%
SLCC Miller Campus	13	13	7	13	85.7%
SLCC South City Campus	51	122	162	157	-3.1%
SLCC Taylorsville-Redwood Campus	120	144	215	191	-11.2%
SLCC West Valley Campus	3	20	15	14	-6.7%
SLCC Westpointe Center				4	0.0%
<b>Tooele</b>	<b>183</b>	<b>274</b>	<b>302</b>	<b>243</b>	<b>-19.5%</b>
Grantsville				7	0.0%
Stansbury	69	118	174	118	-32.2%
Tooele	38	75	40	42	5.0%
Tooele Community Learning Center	85	103	98	90	-8.2%
<b>TOTAL – SLCC SERVICE REGION</b>	<b>6986</b>	<b>7410</b>	<b>8346</b>	<b>8510</b>	<b>2.0%</b>
<b>UVU SR</b>	<b>59</b>	<b>13</b>	<b>10</b>	<b>22</b>	<b>120.0%</b>
American Fork				2	0.0%
Liahona Preparatory Academy	10				0.0%
Maple Mountain				20	0.0%
Spanish Fork	20	13	10		-100.0%
Timpanogos	29				0.0%
<b>WSU SR</b>	<b>455</b>	<b>597</b>	<b>186</b>	<b>111</b>	<b>-40.3%</b>
Bountiful	37	18			0.0%
Clearfield	50	74	8	12	50.0%
Fremont	30	104	24		-100.0%
Layton	46	64	18	18	0.0%
Northridge	61	76	31	7	-77.4%
NUAMES	157	181	91	24	-73.6%
Syracuse	35	28			0.0%
Viewmont	16	25			0.0%
Woods Cross	23	33	14	50	257.1%
<b>TOTAL – ALL SERVICE REGIONS</b>	<b>7500</b>	<b>8020</b>	<b>8527</b>	<b>8643</b>	<b>1.4%</b>

# STUDENT CLIMATE & MATH PATHWAYS SURVEY

## Summary/Methodology

During the first part of April, the SLCC Concurrent Enrollment Office sent out a Climate Survey to students who had participated during the 2018-19 academic year. This year the survey instrument attempted to elicit points of frustration and student suggestions for improvement to help us determine areas of focus for 2018-19 and to identify weaknesses in our current processes. Additionally, we again looked at the correlation between the student's area of study and whether or not the students were taking the appropriate math class.

The Student Climate Survey was administered via email. Last year, to increase our response rate for the Student Climate Survey, we tried 16 variations of emails. This year we used a combination of the versions that received the highest response rate and condensed that into a single email. Ultimately, our response rate ended up being lower than the previous year by about 80 responses or 10%. This could be a function of the time of year it was sent out or random variation. Based on this our assumption is that the content of the email is not a significant factor in response rates.

In total we received 694 responses or an 8% response rate.

## Observations/Analysis

**Student Experience:** While, overall, students seem to be having an overwhelmingly positive experience with the SLCC Concurrent Enrollment Program, the biggest barriers to a positive student experience tend to fall into two main categories (1) the experience in the classroom and (2) the experience navigating college processes.

**Math Pathways:** Based on the student climate survey, overall, 53.6% of the students took an appropriate math class based on their area of study; keep in mind this is a very small subset of the total number of students taking concurrent enrollment math. Looking at all the students' pathways from the survey against the actual math enrollments from 2018-2019, the percentages are comparable. Where there seems to be some disconnect is in Math 1040. There were 54% of the survey that declared a social and health science pathway, but only 20.7% of the actual math enrollments were for Math 1040. This is supported by the fact that only 28.2% of those in the survey that took a math class and declared social and health sciences as their area of student actually took Math 1040. Based on this survey, it may be beneficial for high schools to offer more sections of MATH 1040 to better support the large number of students interested in health and social sciences.

## Action Steps Moving Forward

During the 2019-20 academic year we will be working on several projects that will hopefully significantly reduce the barriers or frustrations students are encountering:

1. An overhaul of our teacher and liaison processes to improve onboarding, support, and training of concurrent enrollment teachers, so that we can improve the classroom experience.
2. Modifications to our current liaison evaluation process to improve feedback for CE instructors to help them grow. The major point of modification will be an improved student course evaluation, and the integration of that evaluation into the liaison evaluation process.
3. The development of teacher best-practice video resources.
4. Within the next two years we will map out and improve the student process from onboarding to matriculation to SLCC in collaboration with the SLCC Admissions Office.

## DATA: Climate Survey Results

**Question #1:** *How would you rate your overall experience with concurrent enrollment this year?*

Rating	Total	Percentage
Excellent	291	44.0%
Good	277	41.9%
Neutral	58	8.8%
Poor	23	3.5%
Very Poor	12	1.8%
<b>TOTAL</b>	<b>661</b>	

**Question #2:** *Did you experience any difficulties or frustrations in connection with your concurrent enrollment experience this year?*

Response	Total	Percentage
No	430	65.3%
Yes	228	34.7%
<b>TOTAL</b>	<b>658</b>	

**Question #3:** For those who responded “yes” the survey students were asked to select from a category of difficulties or frustrations listed below. For those who responded “no” they were redirected to the pathways questions below.

Difficulty or Frustration	Total	Percentage
My Teacher	95	14.1%
My Counselor	12	1.8%
My SLCC Concurrent Advisor	11	1.6%
Registering for My Classes	67	1.9%
The SLCC Concurrent Enrollment Office	26	3.9%
My Parents	5	0.7%
Myself	47	7.0%
Something Else (Explain)	42	6.2%

**Question #4:** Next students were then asked, *was there anything you tried to do to alleviate those difficulties or frustrations?* The purpose of this questions was to weed out unproductive complaints from productive and more informative complaints.

Response	Total	Percent
No	32	16.1%
Yes	167	83.9%
<b>TOTAL</b>	<b>199</b>	

**Question #5:** Those who answered yes were then asked *did you run into any barriers when you tried to alleviate those difficulties or frustrations?*

Response	Total	Percent
No	72	48.6%
Yes	76	51.4%
<b>TOTAL</b>	<b>148</b>	

In questions 2-5 above students were asked describe the frustrations, what they did to alleviate those frustrations, and what barriers they ran into. A summary of those open-ended responses is provided below, with the number of responses included in parenthesis, along with some examples of student quotes:

1. Had trouble navigating Canvas and/or ePortfolios. (10)
2. Had negative customer service experience at the high school—rude, didn't have answers, gave false information, etc. (counselor, coordinator, etc.) (7)

*My high school counselors knew very little about concurrent enrollment. Last year, when I was first starting, several of the counselors didn't even know what concurrent enrollment was. After wandering around the school with no idea where to start, a kind teacher led me to ██████████ the SLCC Concurrent Adviser. ██████████ was usually able to accurately provide the help I needed and knew how to find out if she didn't know. My high school counselor didn't know what classes I was allowed to sign up for and was not able to guide me in my CE pursuits. ██████████ was able to help me most of the time (and I usually went straight to her instead of the HS counselors), but I did have a bit of difficulty signing up for concurrent on campus. I had to figure out much of it myself and, while that wasn't inherently negative, I often felt that I had to work around my HS counselors and that they made things difficult more often than they helped. I have also had a bunch of trouble, as I've prepared for graduation, with syncing my SLCC concurrent on-campus credits with my high school ones.*

3. Found registering for classes, paying tuition, navigating SLCC and/or CE website, and on-campus classes confusing and daunting. (46)

*Registering for Concurrent Enrollment classes was confusing and stressful. The first time I attempted to register I was at my computer for hours trying to figure out why I needed an account, how to create an account, and how anything on the ridiculously excessive student page actually helped me. I think I cried tears of joy when I was finally registered.*

*No one knew what they were doing and didn't know how to help me set up my schedule so my stepdad had to do it. No one ever checks up with me to make sure everything is working or if I'm track. No one seems to care about any progress that I'm making or cares to help. I have to get permission from several people to just sign up for a class. I have to go above and beyond to pre-register for class. I have to re enroll and get a letter from my high school counselor to say that i can handle college classes even though I've been doing them for most of my high school career. The concurrent enrollment program is poorly set up and is poorly managed. If i didn't have someone who could help me aka my stepdad I would've never been close to getting my associates. This program is not setup for success.*

4. Felt teacher was incompetent, poorly educated, inappropriate, uncaring, or didn't teach or manage classroom effectively. (65)

*The teacher used the same curriculum she uses for middle schoolers, offering a less than lackluster education. Her grading was based on her personal opinion of the artist and not on the rubric she had set in place, and she would endlessly refute the fact when she was asked about it. She would not help in explaining why the grade had been marked down, nor would she help before the grading had happened. The teacher did not offer to teach the lesson and instead left students almost completely to their own devices. She also went against her syllabus and copied art when explicitly asked not to. When asked about material she would not do anything but yell and claim she had already taught us this material at a previous unmentioned date. This class was nothing short of a waste of time and disaster.*



I have for the past three years have generally great experiences with my concurrent enrollment teachers. However, this year I have had a teacher who is completely unaware of his subject material. The [REDACTED] teacher here at [REDACTED] was given his complete course 2 weeks before the start of the semester and had no previous knowledge of any course information. He continuously changed the set up of the course, was forced to show us Vox videos because he was unprepared, sent out passive aggressive emails about completing assignments which were not due for several weeks, playing BMX videos in class, and trying to teach us [REDACTED] in possibly the most convoluted way possible. The class has been forced to learn all material by themselves while the teacher fumbles along reading word for word from the book because he himself does not know any material. His class is not to the caliber of a college course and the lack of oversight from any SLCC adviser is disheartening.

I love my English teacher and her class. My [REDACTED] class was an actual nightmare. I am very disappointed with this course. I hate having to assign blame but I do not believe [REDACTED] was emotionally stable enough or prepared enough to teach this course. She is an extremely smart woman but gets so frustrated when someone doesn't understand a subject. She quite honestly gave up teaching during the middle of first quarter. She would come to class everyday with no lesson planned and would straight up tell us "sorry I didn't plan anything I was too tired." She even admitted to not knowing the material and was "learning it with us." She holds grudges against students, not me personally, but would call them out and basically make fun of them in the middle of class. She even told us that she prayed on her way to school one of our classmates wouldn't show up so she wouldn't be annoyed all class. I could write an essay on everything rude she said but I'm going to save time and I should honestly just report her. We were constantly used as free therapy and she cried multiple times. She openly discussed her divorce and how she feels about the LDS church. WE SPENT A WEEK IRISH DANCING INSTEAD OF DOING [REDACTED]. This class was a mess. There were multiple assignments we never did just because our teacher didn't want to and she would throw in 100s on our scores to make it seem like we did them. We didn't even take the 3rd test. She just made copies of our final exams and graded the third page. She even leaked exam scores to one of our peers then proceeded to tell him why each student didn't pass. I just feel this is very inappropriate. I have had amazing experiences with concurrent enrollment through SLCC and unfortunately this was not one of them. If we had actually followed the SLCC syllabus and requirements I could have learned a lot in this class. The only thing me and my peers learned was how to teach ourselves and each other the material. Bless the man who made youtube videos teaching the modules because he is the only reason a passed the final (barely and with a lot of studying).

5. Felt that limit on number or types of CE classes offered was a barrier. (7)
6. Felt that curriculum or pace or tools (e.g. MathXL, videos) used in a class or disruptive students were hampering his/her ability to learn. (14)
7. Personal issues/shortcomings made things difficult. (8)
8. Poor advising on classes to take, transfer of credits, etc. from SLCC (4)

I had like 4 different SLCC advisors and they kind of all said different things. One of them messed up my schedule a lot and it really stressed me out about whether or not I was going to graduate high school with my associate. The other three helped fix my schedule and were very knowledgeable about my concerns and emailed me back quickly.

I feel like there isn't much help offered to students trying to graduate with their associates degree from SLCC as a high school senior. I had to figure out a lot of it on my own. And when I did finally get to see my concurrent enrollment advisor they just said yep you're on track to graduate here's an application for graduation. And she didn't tell me that you had to sign up to be on the commencement program by March 22nd so now my name won't be on it. I feel like there isn't much communication between SLCC and those students and there needs to be. Also it's a pain to enroll for concurrent classes on campus because you have to get it approved by the concurrent enrollment office. Thus meant I wasn't able to get some of the classes I wanted because I had to wait for the approval to register for them.

**Question #6: What college major or field of work are you most interested in pursuing? (Students were allowed to select multiple choices.)**

Major or Field of Work	Total	Percent
Arts, Communication, and Digital Media	149	22.1%

Business	96	14.2%
Computer Science and Information Technology	73	10.8%
Health Sciences	179	26.6%
Humanities	53	7.9%
Manufacturing, Construction, and Applied Technologies	24	3.6%
Science, Engineering, and Math	141	20.9%
Social & Behavioral Sciences, Education, and Human Services	185	27.4%

Students were then asked *if they had taken a concurrent enrollment math class this year*. We asked this question in conjunction with the question about their major or career pathway above to decipher whether or not high schools were properly advising students toward the right math pathway. Looking at the classes individually, below is the percentage of students that needed that class for their Math Pathway. The percentage was found by looking at what percentage of the total students that took the class also declared the recommended pathway.

#### Math Pathways Summary Data

Math Course	Total Students	Recommended Pathway (s)	Percentages Who Followed the Appropriate Math Pathway
MATH 1010	11	Business & STEM	36.4%
MATH 1030	85	General Studies, Humanities, Arts & Communication	42.4%
MATH 1040	61	Social & Health Sciences	57.4%
MATH 1050	77	Business & STEM	36.4%
MATH 1060	24	Business & STEM	45.8%
MATH 1210	5	Business & STEM	80.0%

In total, there were 224 students that took at least one math class. Based on the Math Pathway(s) they chose, we wanted to determine how many took an appropriate math class along their Math Pathway(s). The number of students on the correct pathway was found by finding all instances where the math class taken matched the chosen pathway. The percentage is the number of students on the correct pathway divided by the number of students that chose a particular pathway(s).

Student's Chosen Pathway	Number of Students on Correct Math Pathway	Percent of Students Correctly Advised on Particular Pathway
General Studies, Humanities, Arts & Communication	36	50.0%
Social & Health Sciences	35	28.2%
STEM	37	48.7%
Business	12	41.4%
<b>Total</b>	<b>120</b>	<b>53.6%</b>

We then ran a report to show the total math enrollment for the 2018-2019 academic year. This was used to compare it to the results of all students that declared a pathway in the survey (not just the ones that took a math class during the year). The percentage of students with the pathway was found by dividing the number that had a particular math pathway by the total number of students that took the survey. The percentages do not add up to 100% since students could choose more than one pathway.

<b>Math Course</b>	<b>Total Students Enrolled</b>	<b>Percent of Total</b>	<b>Percent With Pathway</b>	<b>Recommended Pathway (s)</b>
MATH 1030	1256	37.9%	30%	General Studies, Humanities, Arts & Communication
MATH 1040	687	20.7%	54%	Social & Health Sciences
MATH 1050	1013	30.6%	35.1%	Business & STEM

**Question #7: Do you have any final comments or suggestions?**

**COMMENTS BY CATEGORY**

**Positive, General Comments**

*I love the concurrent enrollment program and hope this continues for many years to come.*

*I loved my experience with concurrent enrollment.*

*I think that concurrent enrollment is a great opportunity that my friends and I are taking and I'm glad that you guys offer it to our high school.*

*Keep doing what you guys are doing!*

*To keep supporting students and motivating them and not give up on them.*

*Concurrent enrollment was amazing!!*

*It is a really good program. I like it a lot more than AP classes.*

*I truly enjoyed my concurrent enrollment experience and I wish I would have known about it earlier. This was a great way for me to eliminate the initial fear of starting college. Taking classes on SLCC-campus was one of the best choices I have made because I am better prepared to start my first semester at SLCC in the Fall of 2019! Apart from this, I would suggest that students receive more information about concurrent enrollment at their high schools (and on SLCC-campus) so that they can participate as soon as they feel ready.*

*I am excited to be taking more concurrent enrollment classes next year.*

**Negative, General Comments**

*More seating*

*I wouldn't wish the class I took and all that ensued with it on my worst enemy.*

*I just want to know that me and my peers' experiences are being heard.*

**Comments About Teachers Teaching**

*Make sure the teachers don't just spend the entire class period talking about their own life experience and actually teach us the concepts so we don't have to take our own free time to do what should've been accomplished in class.*

*The concurrent enrollment teacher for financial literature isn't the best. While not awful, I feel as though I have learned nothing in the class even though we're halfway through the semester.*

*My teacher, Elena Martinova of East High, is of the highest caliber and made my concurred enrollment experiment a positive one.*

*I strongly enjoyed my courses in criminal justice and criminal law. Wolthuis is a very helpful teacher and is as friendly as possible. He tries his best to make the class entertaining even when the content may not be. Other teachers should strive to be more like him.*

*My teacher was amazing !!!*

*Mrs. Bingelli is an excellent teacher and makes difficult subjects enjoyable to learn.*

*It was good and a nice environment to learn in. Good teacher also.*

*Some teachers don't seem all the way qualified but that's OK I guess.*

*The teacher for math was really good!! She covered the subject extremely well!*

*Concurrent Enrollment was wonderful for me. Although it really just depends on the teacher, my teacher was the best. Thank you for giving me this opportunity.*

Mr. Shelley is one of the best math teachers I have ever had. He makes the process of learning difficult concepts simple and individualized.

The CNA program is so amazing, all thanks to the teacher Julie Huffman. I can't wait to attend SLCC full time.

I think you guys do amazing with concurrent enrollment classes. The only thing that is a little bit hard is that the teacher isn't always at the school, but I probably should just get used to it now that I am starting to do college classes.

Make sure teachers are better equipped to teach the class and have the educational level to ensure that students are well prepared.

I loved my teacher Aubrie Johnson. She was incredible.

Review [REDACTED] and ask his general art students their opinion as well as the ap/cc students.

Sutherland is an amazing teacher.

Mrs. Stone is AWESOME!!!

Alan Scott was great!

My class was extremely hands on and taught me things I would've never thought I was interested in before. Mr. Lehai was the only teacher I think that could have kept my class as engaged as we all were. It was a great learning environment where we felt comfortable asking questions and discussing current events in a proctored manner.

Mr. Gardner, the English 1010 teacher at Brighton, is a great teacher and probably deserves to be paid more.

Make sure the teachers know to help and instruct us on the ePortfolio. My FHS 2400 Marriage and Family teacher as well as my English 1010 and 2010 teacher are BRILLIANT at this and mentioned it early on and gave us time to work. My [REDACTED] teacher has not, and the same teacher didn't in my friend's [REDACTED] class so she had to figure it out by herself. And many people in my [REDACTED] class have never taken concurrent enrollment before and don't know about ePortfolios yet.

My [REDACTED] teacher has NO IDEA what he was teaching. He showed us a powerpoint and expected us to just know and teach ourselves. If we asked him a question he clicked on the question help button on mathxl which I could have done myself.

Not much, but the teachers that I had for cc were fantastic. They taught things very well.

Rebecca Blommer is doing a fantastic job teaching concurrent English 1010 at Highland. The class is engaging and expands upon the principles of writing in ways that cause the student to really take accountability for their learning.

Have a way where every student is learning in a way where we are never bored. I get bored during notes of nonsense that aren't on my test and it loses my focus. Please actually have an interest in my education and my future. Have the teachers talk to us personally on how they can improve. It doesn't help when they don't act like they care about your education. If a teacher sees that I'm not doing to well then have the teacher talk to me. I only get a selected amount of teachers each year that make learning enjoyable. My teacher is just teaching to get us on to the next unit. Get more teachers certified to teach concurrent enrollment that actually care and have a good productive learning environment. I'm getting sick and tired of adults telling me that they care about my future, yet there action aren't even proving their words. Seriously, just listen and evaluate on what Imm saying. You need to actually take what the students are saying please.

The teacher made class difficult but also very entertaining. I was always engaged and excited to learn.

Stone is an incredible teacher and has been super helpful throughout the semester.

Tell teachers that if they are going to give projects to go over it in class because I had NO idea how to do almost everything on the projects because they wouldn't really have anything to do with what we actually learned.

My teacher assumed we understood what was happening so he would skip steps all the time assuming we knew what was happening but I was so lost and I know I was not the only one who felt lost from his teaching method.

Professor [REDACTED] barely speaks English and is hard to learn from due to the language barrier.

This class was unfair because this teacher was so bad.

Ms. Syphus, Ms. Teuscher, and Ms. Fotu are not only incredible teachers but kind and understanding as well.

Make sure your teachers are good teachers. If the class average on a test is under 80, maybe realize it's not the student's fault, and that the teacher has some problems with their teaching style.

Considering everything that happened, I feel like you did a really good job and have a lot of really great teachers. They try to do what's best for everyone, especially their students.

### **Comments About Classes & Curriculum**

I am taking English 1010, and I love the curriculum. I feel prepared for more college classes while taking the class, and I feel that I have learned valuable information that I can apply to other classes and my own life experiences. I like how the class is built on improving your writing strategies and being able to analyze texts in effective ways. I truly feel that it has helped my understanding of English and writing more than I did before I entered the class.

This school year I took Math 1030, English 1010, and am currently taking English 2010. With English I would have twice as much homework in comparison to my math class, but I would still manage to do my assignments and understand the material on time. My professor was very helpful and was always there for her students. I think my only concern with concurrent enrollment courses is that they should be taught by professionals who will know how to do the job.

Overall, I enjoyed my experience with Concurrent Enrollment. It was much more enjoyable than the AP classes I have taken in the past. I felt that I had learned more through Concurrent Enrollment since it wasn't centered so much around passing an AP test. While the final tests and projects we did in my Concurrent classes were important and focused upon as well, I felt that that wasn't their only focus. I also liked how I was able to earn college credit based off of my assignments, projects, and tests.

As much as I love the concurrent enrollment Art class, I think that the GPA needed for the class should be the same as the rest of the other concurrent enrollment classes.

Hardest class I've ever taken. Never felt like I belonged in the class because the teacher didn't make me feel good. Got my lowest grade in math 1040 because I didn't have all the help and resources I needed.

This concurrent class is literally a waste of time and has no viable use in any colleges besides SLCC and even there it's a very specific credit. I also didn't originally sign up for a concurrent class but about a month into the school year it changed to concurrent, so I never wanted to take concurrent. I never planned on it. I would rather take AP classes.

The only negative experience I've had with concurrent enrollment has been in the math class I am currently taking which is 1040. All of the rest of the concurrent classes I have taken up my high school have been wonderful experiences and have had amazing teachers teaching them.

The classes themselves have been incredible. I just don't think I would ever go through the stress of SLCC CE again if I had the choice.

The class is fast paced and I hate it.

I had a fun time in the class and was satisfied with the information-rich lectures.

I did zero work for 1050 and failed an easy class so there's that.

The math program was hard because of rounding. The computer would only take one answer with up to three decimal points. Other than that it was alright.

It was ok. I feel like a good description about what this class was and the speed and everything would have been really helpful for me.

Stop using mathxl

There were some technical issues through the canvas website. Overall, the curriculum and assignments were understandable and helpful.

### **Comments About Concurrent Enrollment Program Process & Policies**

*I really wish that there were more concurrent enrollment classes offered.*

*More Biology/Forensics/Science classes would be great.*

*I really enjoy taking concurrent enrollment classes through slcc. They always get back to you very quick and they always seem to put you first. Thank you!*

*I'm not sure. I would say opening up more options. I was going to tackle down three classes over the span of the summer, but it conflicts with my school schedule (May 13th), along with limited classes and tuition.*

*C-Tec needs more funding.*

*Maybe make concurrent on campus more workable into a high school schedule (A days and B days).*

*Need more classes please.*

*I would have liked math 1220 to be concurrent. I decided not to go farther in math in 10th grade when I could have because I would have had to stop my math classes until after graduation.*

*Clarify fees and how many college credits all concurrent enrollment classes are worth! Compare CE classes to classes needed to finish an associate's degree.*

*Make the process of signing up more simple.*

*Allow more options in Aviation. Allow Sophomores to take more classes.*

*Be more upfront with payments. Maybe clearly say everything that needs to be paid when applying.*

*ePortfolio platform was quite complicated. Personally, I chose to use weebly but it almost seemed like enforcement of a SLCC platform can only work if it is straight-forward, which it wasn't.*

*I am so happy and glad that I have the opportunity to take concurrent enrollment classes to get done with schooling faster; however, would it be possible for SLCC to offer summer CE classes at my high school?*

*I would have liked a little more guidance on my ePortfolio since I hadn't heard of it at all before taking my first concurrent class.*

*Great resolution for problems in a timely fashion!*

*I love the way your Canvas classes are set up and the videos are well selected. I love the class and the content is fantastic. More discussions on fun things related to topics in each chapter.*

*You could toy with the idea of doing English 1010/2010 online as the projects are fairly self explanatory. This would help weed out the useless assignments/busy work assigned by teachers.*

*I had a great time in all of my Concurrent classes this year. I would recommend trying to get students to get registered for SLCC during the summer or the semester before their concurrent class so so much class time at the beginning of the semester doesn't have to be spent on how to register for SLCC and the class.*

*Frustration on what transfers to other schools. Basically, I don't know if this class will even do me any good if I transfer to another school after HS.*

*Making the website and portfolio site easier to find and navigate would be helpful. I really like having grades done at semester instead of the quarter. Which I know is just a college thing in general.*

*More communication between the program and the students, also for final exams and such.*

*Make it a little more clear on how to enroll in the classes online.*

*Registering and eportfolio process could be easier. Confusing set up and hard to get a hold of help.*

*Customer service sucks and your website is weird.*

*Have your concurrent enrollment advisors be more helpful and know how to answer our questions.*

*Make registration easier & more straight forward online.*

*As a student pursuing many goals, it would be very helpful if Salt Lake Community College offered summer concurrent enrollment classes (on campus).*

*I was introduced to the program my sophomore year during the process of class options for scheduling the next year. My junior year I got offered a tour in one of my classes and found interest in many more classes. I personally think that if a sophomore or even freshman were to have a physical tour and meet some of the teachers, it would interest them more.*

*When you sign up for the class make it clear that the specific person needs to take a test to take the class in skyward.*

*Maybe make a list of due dates when certain things for registration come up so that everyone already knows ahead of time.*

*It's a good program. I feel like you might need a person who runs and works with students trying to graduate with their associates degree from SLCC as a high school senior. They can send out important info and make sure they are on track and help them know the process.*

*It would be nice if Cyprus would offer Hist 1700 as a concurrent enrollment class again. I'm planning to take it over the summer because they dropped it.*

*Allow innovations students to take more than three classes per semester again, please. I need 4 each semester to graduate and need the financial support of not having to pay for generals.*



# STUDENT CREDIT LOADS & SUCCESS

## Summary/Methodology

This section is an overview of concurrent student credit loads and success rates.

The following data was pulled from the “Class Section Export” and “Class Section Export with Students” in MyCE which pulls a list of all student enrollments with the associated grades along with data for each class on the number of students who attempted and then successfully completed the class with a D- or better.

This report uses the “Student Total Credits Earned” report in MyCE. The “Student Semester Credit Load” report allows us to select any given semester, and the system captures a list of any student registered for classes during the semester(s) selected and then totals the number of credits they have taken during the selected semester(s).

The “Student Total Credits Earned” report behaves similarly to the Semester Credit Load report, only instead of totaling credits earned during the selected semesters, it looks at the entire student academic history and totals all earned credits. Students in this report vary in class status from freshman to seniors. Most of the students who have accumulated large numbers of credits are most likely seniors.

## Observations/Analysis

While students overall are performing well in their concurrent enrollment classes, there are a significant number of students who are performing poorly, approximately 11.9%. The good news is that the majority of those poor performers have only taken between 1-3 concurrent enrollment classes, which, with some intervention, should be fairly easy for the student to repair.

Concurrent Enrollment is an excellent place for a student to have these experiences because of the robust support structure built into the high schools, provided the high schools are cognizant of students when they start to struggle and are helping the students to engage in a reflective thought process to learn from the experience.

## Action Steps Moving Forward

During Fall of 2019 concurrent enrollment students who earn a 2.0 or lower GPA will have a registration hold placed on their account, which will impact their registration for Spring 2020. The Concurrent Enrollment Office will work with high schools to develop a process for removing the hold which will likely involve meeting with a counselor or CE coordinator to have that crucial, reflective conversation regarding what went wrong and how to avoid failing college courses moving forward.

## DATA: Student Success Rates, Grade Distribution, Credit Loads, and GPA

### Total Credits Earned & Successful Completions

This table shows the total number of students enrolled in CE classes for any given term along with the total credits those students attempted, the number of students who failed or withdrew from those classes, the total number of credits not earned due to the student failing or withdrawing, and the total actual credits earned because the student received a D- or better grade.

Term	Total Enrollments	Credits Attempted	Students Failing/Withdrawing	Percent Students Failing/Withdrawing	Credits Not Earned (due to W or E grades)	Total Credits Achieved (D- or better grades)
2016 Fall	10,531	32,456	541	5.1%	1,702	30,754
2017 Spring	6,367	19,499	309	4.9%	960	18,539
2017 Fall	11,465	33,080	568	5.0%	1,602	31,478
2018 Spring	7,435	22,980	308	4.1%	962	22,018
2018 Fall	11,178	34,701	568	5.1%	1,792	32,909
2019 Spring	7,867	24,222	315	4.0%	987	23,235

### Concurrent Enrollment Student Credit Loads

The table below is a snapshot of the total credits students have accumulated at that point in their academic history for the 2017-18 and 2018-19 academic years. For those students who are graduating, this would be a snapshot of the total credits they will have earned through concurrent enrollment. For students who are in their sophomore or junior years, they may continue to accrue credit.

Credits	2017-18 Total	2017-18 Percent	2018-19 Total	2018-19 Percent
Total Students	8462		8645	
Students with 1-4 Credits	3094	37%	3278	38%
Students with 5-8 Credits	2111	25%	2045	24%
Students with 9-12 Credits	1616	19%	1744	20%
Students with 13-29 Credits	1437	17%	1397	16%
Students with 30-45 Credits	186	2%	142	2%
Students with 46+ Credits	18	0.2%	39	0.5%
Average Credits Earned	8.5		8.4	

### Overall Concurrent Enrollment Grade Distribution

Grade	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
<b>A</b>	41.3%	40.4%	40.4%	40.6%	42.0%	41.1%
<b>A-</b>	12.9%	11.7%	12.0%	12.6%	13.1%	12.4%
<b>B</b>	9.5%	9.9%	9.9%	10.4%	9.5%	10.1%
<b>B-</b>	5.5%	6.3%	5.4%	5.6%	6.3%	5.7%
<b>B+</b>	8.3%	8.3%	8.6%	8.9%	8.4%	8.9%
<b>C</b>	4.2%	5.4%	4.4%	5.0%	4.5%	4.7%
<b>C-</b>	1.8%	2.5%	2.3%	2.3%	2.3%	2.2%
<b>C+</b>	3.7%	4.0%	3.7%	3.7%	3.6%	4.3%
<b>D</b>	2.4%	2.8%	2.9%	3.1%	2.3%	2.9%
<b>D-</b>	1.2%	1.4%	1.3%	1.7%	1.1%	1.4%
<b>D+</b>	1.2%	1.3%	1.2%	0.9%	1.2%	0.9%
<b>E</b>	2.9%	3.1%	3.8%	3.6%	3.7%	3.1%
<b>I</b>	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
<b>NG</b>	2.8%	1.2%	2.8%	1.0%	0.3%	0.3%
<b>W</b>	2.2%	1.7%	1.2%	0.6%	1.3%	0.8%

## Student GPA

The following tables show both the overall student GPA for concurrent enrollment students during the 2018-19 academic year, and the total number of students with a GPA less than 2.0. The table showing students with a less than 2.0 GPA also shows the total number of credits that students in each GPA range have attempted. Keep in mind that this is a snapshot. Some students may continue to take CE classes and improve their GPA, and others may be seniors who are about to graduate.

**Overall student GPA 2018-19**

<b>GPA</b>	<b>Total Students</b>	<b>Percent of Total</b>
<b>0.0 - 0.5</b>	298	3.4%
<b>0.5 - 1.0</b>	139	1.6%
<b>1.0 - 1.5</b>	280	3.2%
<b>1.5 - 2.0</b>	308	3.6%
<b>2.0 - 2.5</b>	694	8.0%
<b>2.5 - 3.0</b>	831	9.6%
<b>3.0 - 3.5</b>	1638	18.9%
<b>3.5 - 4.0</b>	4439	51.3%
<b>TOTAL</b>	<b>8645</b>	

**Students with a 2.0 or Lower GPA**

<b>GPA with Total Credits Attempted</b>	<b>Total Students</b>
<b>0.0 - 0.5 GPA</b>	<b>298</b>
2-11 Credits	288
12-21 Credits	10
<b>0.5 - 1.0 GPA</b>	<b>139</b>
2-11 Credits	117
12-21 Credits	21
22-31 Credits	1
<b>1.0 - 1.5 GPA</b>	<b>280</b>
2-11 Credits	251
12-21 Credits	27
22-31 Credits	2
<b>1.5 - 2.0 GPA</b>	<b>308</b>
2-11 Credits	240
12-21 Credits	56
22-31 Credits	9
32-41 Credits	2
42-51 Credits	1
<b>Total Students with a 2.0 GPA or Lower</b>	<b>1025</b>

# COUNSELOR CLIMATE SURVEY

## Summary/Methodology

During the first part of April, the SLCC Concurrent Enrollment Office sent out a Climate Survey to all high school counselors at participating high schools. This year the survey instrument attempted to elicit points of frustration and counselor suggestions for improvement as well as to identify how well we had done in providing quality counselor resources and developing productive relationships with them.

The Counselor Climate Survey was administered via email. In total we received 26 responses, or a 13% response rate from the original 199 counselors we reached out to.

## Observations/Analysis

Counselors are hungry for information and resources, but many don't seem to know where to find those or how to use them. While we made a concerted effort this past year to inform counselors on the resources we have created for them, we have some work to do in getting word out about these resources. Those who have attended an event or used the resources seem to have found great value in what we have provided for them.

## Action Steps Moving Forward

During 2018-19 the SLCC Admissions Recruitment and CE Advisement team faced significant turnover in SLCC Representatives assigned to offer concurrent enrollment support and advising and the various high schools throughout the SLCC service region. This resulted in some high schools receiving excellent support and developing strong relationships with SLCC Representatives and other high schools receiving little or no support and developing little or no relationship with a SLCC representative.

Given the resource challenges, the Concurrent Enrollment Office, in collaboration with the Recruitment and CE Advisement team, made a concerted effort to ensure that all high school counselors received basic information, resources, and support by visiting with all high school counseling staff in each of the 5 major districts in the SLCC service region. After making this effort, and now better understanding the needs of high school counselors and how we can provide more and better concurrent enrollment education and resources, the SLCC Admissions and Concurrent Enrollment Offices will improve future collaborations with high schools in the following ways:

1. The Admissions Recruitment and CE Advisement Team will make targeted efforts to improve relationships in the schools and districts where there was high turnover last year.
2. The Concurrent Enrollment Office Staff will no longer be involved in annual counselor meetings, with a fully staffed and fully functioning Recruitment and CE Advisement Team, but will work with the SLCC Representatives to ensure they have up-to-date concurrent enrollment resources to deliver to high school counselors during their annual or semi-annual meetings with high school counseling staff and student information sessions.
3. The Concurrent Enrollment Office will play a more regular, active role in participating in the annual counselor conference hosted by the Admissions Office.

## DATA: Counselor Climate Survey

**Question #1:** *Rate the quality of your relationship with the following individuals:*

Group	Negative	Positive	No Contact
SLCC Concurrent Enrollment Office Staff	1	17	7
SLCC Concurrent Enrollment Advisor assigned to my school	1	16	7

**Question #2:** I attended the following meeting(s) with a SLCC representative during the 2018-19 academic year:

Meeting	No	Yes
SLCC Counselor Conference	32%	60%
SLCC Concurrent Enrollment Student Information Session at my high school	60%	36%
Meeting at my high school with SLCC Concurrent Enrollment Staff	56%	44%
Meeting at my district with SLCC Concurrent Enrollment Staff	60%	28%

**Question #3:** Which of the following tools or resources do you use:

Resource	Frequently	Sometimes	Rarely	Never
Concurrent Enrollment Website	60%	36%	0%	4%
MyCE	12%	28%	16%	44%
MyCE Academic Planning Tool	0%	12%	28%	60%
Concurrent Enrollment Office Staff	8%	40%	28%	20%
Student One-Sheet	4%	16%	28%	52%
Parent One-Sheet	4%	16%	24%	56%
Counselor One-Sheet	12%	12%	28%	48%
AP/CE Comparison Chart	20%	44%	24%	12%
Math Pathways Sheet	36%	36%	20%	4%
Degree Comparison Sheet	12%	40%	4%	36%
GE Certificate of Completion Sheet	24%	32%	28%	16%

**Question #4:** *Did you experience any difficulties or frustrations in connection with your concurrent enrollment experience this year?*

Response	Total	Percentage
No	18	72%
Yes	7	28%

**Question #5:** *Please describe those difficulties or frustrations:*

**COMMENTS (Summarized)**

1. ESL Testing
2. Updating status from CE after graduation
3. Change from Accuplacer to Decision Tree
4. Students no longer getting S-number immediately
5. Confusing requirements
6. Not allowing qualified teachers to teach CE
7. Student was confused while working with [REDACTED]
8. CE classes from other colleges not transferring to SLCC

**Question #6:** *What is the best thing SLCC could do to help you in your work with concurrent enrollment students?*

**COMMENTS (Summarized)**

1. Train on resources/ Trainings about CE (5)
2. You do an amazing job/CE staff is helpful (2)
3. Help with Decision Tree (1)
4. Quarterly HS events (1)
5. easy links on CE website/ less searching (1)
6. Informing us of changes (1)
7. Help students understand they need to enroll previous year (1)
8. Clarification on giving final grades for course (1)
9. Help students understand how to transition beyond SLCC (1)
10. Help students understand how credits work (1)
11. Help students understand the opportunity for credit beyond HS (1)
12. Increase CE class options (1)
13. Schedule presentations at HS to use MyCE planning tools (1)

**Question #7:** *Any other comments or suggestions you would like to share regarding your experience in working with SLCC and Concurrent Enrollment?*

**COMMENTS (Summarized)**

1. CE website is confusing
2. More clarification on one year certificates
3. CE office getting better/ works w/ HS more
4. The Math CE has become more understandable to explain to students
5. Keep doing what you are doing
6. CE is great for many students
7. CE advisors lack experience/support in needed areas

**Question #8:** *Do you have any recommendations for additional resources the SLCC Concurrent Enrollment Office could develop that would be valuable to you?*

**COMMENTS (Summarized)**

1. Big blue button on CE website
2. More 2 year sample schedules for majors

3. Love sheet created, will use in College/Career planning
4. Need more info on new assessment that replaced Accuplacer
5. I like forms that have been developed
6. How-to videos on planning tools

**COMMENTS (Quoted):**

*We are having the most difficult time getting someone out here to train us on SLCC CE procedures. I am barely limping through the year trying to help my students the best I can. I do not even have the correct permissions through MY myCE account.*

*We have had some staff changes this year. Everyone in the "transition" phase has been very helpful and I'm sure the new hire will be a good addition to our support from SLCC.*

*Come train us please. I have not heard of most of the resources you just listed.*

*I think you are all doing a fantastic job. I have not accessed all that you have yet but hearing the information at our district meeting this will all change. I hope to be using MyCE a lot more in helping students and myself understand the process*

*Keep training us and informing us of changes.*

*Keep attending training for CE whenever possible.*

*You do an amazing job! We love you!*

*I feel like the CE office is trying to get better and work with the schools more.*

*The math CE has gotten more understandable for me to describe to students over the years.*

*I actually love the sheet you have created for us" and will use them next year in our College and Career Planning meetings with students. I love to send my students to SLCC. You are an amazing resource for ALL students and families in Utah!*



# ACADEMIC ADVISING REPORT

## Summary/Methodology

The following information was gathered from data provided by the SLCC CE/Admissions Advisors. Information Session data was pulled from EventBrite, an app used to manage registrations and attendance at each event. Student Advising appointments come from ScheduleOnce, an online app used by the advisors to schedule advising sessions with students. Degree and Certificates awarded comes from a report compiled by Jeremiah Borrowman in the Graduation Office. CE Transition Tuition Waiver data was provided by Alisa Woodbrey in the Financial Aid Office.

Also, it is important to note that while the number of academic plans submitted below is only 25, this is the first year we have begun piloting the MyCE academic planning tool. There were substantially more academic plans created using the old Excel-based academic planning tool. Over the 2019-20 academic year we will move toward using the MyCE tool more than the Excel planning tool. We don't have any data on those plans; however the number would be somewhere in the range of 50-75% or more of the total number of advising appointments.

## Observations/Analysis

Given the turnover and turmoil this past academic year, and the fact that the MyCE Academic Planning Tool has been a work in progress, the SLCC CE Advisors have done a phenomenal job in meeting the needs of concurrent enrollment students seeking advising and in delivering new student information sessions to CE students. While our ultimate goal was to have a majority of CE students completing an academic plan during the 2018-19 academic year, given the turnover, and the fact that by Fall semester the Recruitment and CE Advising team will be fully staffed, we expect to see a significant increase in the number of academic plans being completed by students through MyCE and the number of students attending new student CE information sessions for 2019-20. We would also expect to see a significant rise in the number of students meeting with an advisor as the number of available advisors increases.

The SLCC CE Transition Tuition Waiver was very successful given the short notice and relatively sparse advertising that occurred. There were many students who applied for the tuition waiver and found that they qualified for tuition waivers with larger awards attached and so were awarded those waivers over the CE Transition Waiver. Next year we expect to see an increase in the number of students applying as we improve our advertising for the waiver. Over the coming years we will monitor these students to see if the waiver is fulfilling its intent in attracting students who are better prepared to navigate the challenges of higher education and persist to the completion of a meaningful degree or certificate.

## Action Steps Moving Forward

During the 2019-20 academic year the SLCC Concurrent Enrollment Office in collaboration with the Admissions Office will be working on the following:

1. Developing a series of training videos for students to better understand academic planning and learn how to use the MyCE academic planning tool.
2. To funnel students into using the MyCE academic planning tool, the Concurrent Enrollment Office is working on a gamified tracking system to help students log the demonstration of skills necessary to navigate the challenges of higher education and be successful in college. This incentive-based system allows students to log their progress and earn points to redeem low-dollar gift cards.
3. The Admissions Office is working, over the summer, on filling vacant and new positions to support the recruiting and CE advising efforts in the high schools.
4. More robust advertising and notifications for students and for high schools to encourage students to apply for the CE Transition Tuition Waiver.

**DATA: Advising**

**Total MyCE Academic Plans Submitted:** 25 (2-Canyons District, 10-Granite District, 12-Jordan District)

**Unique Students Advised:** 426 or 4.9% of participating students

**Total Students Attending CE Information Sessions by High School for 2018-19**

High School	Total Attendees
AISU	7
AMES	2
Bingham	101
Charter	56
Cottonwood	32
Granger	4
Granite District	5
Hillcrest	1
Itineris	82
Jordan	21
NA	2

High School	Total Attendees
Olympus	15
Paradigm	17
Riverton	39
SAHS	1
Summit Academy	15
Utah International	1
Vista	1
Bonneville Junior High	1
West Jordan	28
<b>Grand Total</b>	<b>431</b>

**Total Advising Appointments by High School for 2018-19**

High School	1 Hour	1.5 Hour	0.5 Hour	Total
AAI	1			1
AISU		4	4	8
Alta	4			4
AMES	5	1	3	9
APA	2		1	3
Beehive Academy	1	1	3	5
Bingham	35	1	39	75
Brighton	6		3	9
Connections Academy			1	1
Copper Hills	24		18	42
Corner Canyon	16		17	33
Cottonwood	7		3	10
Cyprus	6		7	13
East	2		1	3

<b>High School</b>	<b>1 Hour</b>	<b>1.5 Hour</b>	<b>0.5 Hour</b>	<b>Total</b>
Farmington	1			1
GED	1			1
Granger	11		6	17
Herriman	8		11	19
Highland	5	1		6
Hillcrest	6	2	1	9
Home School			1	1
Hotchkins	1			1
Hunter	18		5	23
Innovations	8		12	20
Itineris	57	2	71	130
Jordan	4		2	6
Kearns	11		3	14
Lumen			1	1
Mountain Heights Academy	1			1
Murray	5		7	12
Not Listed	2		1	3
Olympus	10		11	21
Paradigm	1		3	4
Park City			1	1
Providence Hall	1	2	2	5
Riverton	17		14	31
Salt Lake School for the Performing Arts	1			1
Skyline	3		4	7
Skyridge	1			1
SLCSE	1			1
Summit Academy	10	4	4	18
Taylorsville	8		9	17
Utah Connections Academy			1	1
Utah Virtual Academy	1			1
Valley High School	1	1		2
Vanguard	5			5
West Jordan	8		4	12

High School	1 Hour	1.5 Hour	0.5 Hour	Total
West Lake	1		1	2
<b>Grand Total</b>	<b>317</b>	<b>19</b>	<b>275</b>	<b>611</b>

**Total Number of Students Graduating with a Degree or Certificate 2018-19**

High School	AS General Studies	GE Cert. of Completion	Other	Total Awarded
Beehive Science Tech Academy	3			3
Bingham High School	8			8
Copper Hills High School	9		1	10
Corner Canyon High School	4		3	7
Cyprus High School	1			1
Herriman High School	2			2
Hunter High School	1			1
Innovations High School	5			5
Itineris Early College HS	32	3		35
Kearns High School	1			1
Murray High School	2			2
Riverton High School	6			6
Stephen F Austin High School	1			1
Taylorville High School	1			1
Vanguard Academy	1		2	3
<b>Grand Total</b>	<b>79</b>	<b>3</b>	<b>4</b>	<b>86</b>

**Total Transition Tuition Waivers Awarded by High School**

High School	Total Waivers Awarded
Alta	2
AISU	1
Bingham	5
Brighton	5
Copper Hills	1
Corner Canyon	5
Cottonwood	4
Cyprus	4

High School	Total Waivers Awarded
Granger	3
Herriman	7
Hillcrest	5
Hunter	6
Itineris	5
Jordan	5
Murray	2
Olympus	4

<b>High School</b>	<b>Total Waivers Awarded</b>
Pleasant Grove	1
Providence Hall Charter	3
Riverton	8
Union	1

<b>High School</b>	<b>Total Waivers Awarded</b>
Vanguard	6
West	6
West Jordan	3
<b>Grand Total</b>	<b>92</b>

# INSTRUCTOR CLIMATE SURVEY

## Summary/Methodology

During the first part of April, the SLCC Concurrent Enrollment Office sent out a Climate Survey to all high school concurrent enrollment instructors. With the launch of a new liaison model and evaluation a major focus of the survey was to evaluate whether or not the changes we had made were adding value to the instructor in delivering a college experience in their classrooms. Additionally, we attempted to elicit points of frustration and teacher suggestions for improvement.

The Instructor Climate Survey was administered via email. In total we received 170 responses, or a 56% response rate from the original 299 instructors we reached out to.

## Observations/Analysis

84% of teachers have had a positive experience with concurrent enrollment. While approximately the same number have found the college experience liaison to be helpful, slightly lower for the content liaisons.

Instructors seem to appreciate more detailed feedback from the college experience liaison, although the specific parts of the form that they found valuable varied from teacher to teacher. One of the biggest frustrations was vague feedback or little feedback. Several times instructors mentioned wanting better access to and collaboration with content liaisons, or frustrations with their content liaisons; no professional development, no new teacher training, poor evaluations, poor communication, etc. They also mentioned frustrations with SLCC processes such as registration, using Canvas, ePortfolio, etc.

As we were looking at the data we decided to examine whether or not there was a correlation between instructors who find little value in the liaison evaluation and number of years teaching. The assumption being that instructors who have been teaching longer would find less value than those who are new. We found that was not the case. It seems that value derived from the evaluation is a function of both the personality of the teacher and the liaison approach to the evaluation process.

Shortly after the school year had ended we hosted a teacher feedback session where we invited any interested teachers to attend and provide feedback in a discussion format. The feedback we received in that meeting mirrors very closely the findings in this survey. Feedback included:

### Suggestions

1. Consistency is an issue. For example, the evaluation form keeps changing, some years teachers get visited some years they don't, some liaison are helpful, some are not, etc.
2. Lack of dialogue is an issue at times. A liaison will show up complete the form, leave, and then send the results which are not helpful. Teachers really appreciate the interactive dialog that some liaisons provide as part of the evaluation process.
3. Teachers would like more clarity regarding what constitutes a college experience in different disciplines. The idea came up of hosting discussion groups composed of concurrent enrollment teachers who teach related disciplines, combine with SLCC faculty in those disciplines where they could discuss best practices in delivering a college experience and brainstorm solutions to questions. Questions like how much do I intervene and how much autonomy do I need to give students?
4. Survey students a year or so after they graduate to find out what skills they learned in their concurrent enrollment classes best served them in navigating college.
5. Make sure that your student course evaluation aligns with the college experience evaluation.
6. Greater evaluation frequency for new teachers and less evaluation frequency for seasoned teachers. Still get out and visit every year, but the evaluation only needs to be done every few years for seasoned teachers.
7. Focus on giving feedback on what has been observed and how to make that more effective, not on elements that were not observed that the liaisons thinks should have been included.

Sometimes those things are or will be covered during other class periods, and that feedback is not helpful.

## Action Steps Moving Forward

Based on feedback from the climate survey and the teacher feedback session, we will be looking at the following changes for the 2019-20 academic year:

1. We will change the teacher college experience evaluation frequency from 1 evaluation per teacher per year, to 1 evaluation per teacher per year for new CE instructors and then after 3 years of positive evaluations reduce it to 1 evaluation every 3 years. Liaisons will continue to visit each teacher at least once per year to nurture a relationship with that instructor and ensure their needs are met. With the lighter load, college experience liaisons would then find ways to add greater value to all of their teachers via activities such as coordinating monthly collaborations meetings between CE instructors and SLCC faculty to discuss relevant topics, coordinating class shadowing where CE instructors come on campus to shadow SLCC faculty, drafting up more in-depth reports that include student course evaluation feedback (see below), etc. Liaisons will reflect on other ideas that will fill the additional time, will be consistent and accessible across disciplines, and that will benefit all their teachers. These will then be written into the liaisons core job responsibilities.
2. We will re-design the student course evaluation so that it aligns with the college experience evaluation and then we will ask the students to complete that either immediately prior to, during, or immediately after the college experience evaluation and then use that feedback to compile feedback for the teacher.
3. Instead of focusing the evaluation on all assessment criteria, liaisons will ask the teacher prior to the visit which criteria the teacher would like the liaison to focus on. So, for example, if the teacher was trying to improve *Communication Skills* and helping students improve *College Cultural Know-How*, the liaison would focus on those criteria and spend less time observing the other criteria.
4. Process map the teacher and liaisons processes from onboarding to entering final grades (for teachers) and submitting all required work requests for content and college experience liaisons. Once the maps are built, identify waste and holes in the process, and then refine the process to ensure that both teachers and liaisons receive the information, resources, and support they need, when they need them, to better fulfill their responsibilities.

## DATA: Climate Survey

**Question #1:** *How would you rate your overall experience with concurrent enrollment this year?*

Response	Total	Percentage
Excellent	57	36.1%
Good	76	48.1%
Neutral	21	13.3%
Poor	2	1.3%
Very Poor	2	1.3%

**Question #2:** *Overall, how would you characterize your interactions with your college experience liaison? (College experience liaisons are one of four individuals: Wade Bentley, David Kearl, Trudy Richardson, or Robert Thorn)*

Response	Total	Percentage
Very Helpful	79	48.2%
Somewhat Helpful	57	34.8%
Not Helpful	19	11.6%
Haven't Met Him/Her	7	4.3%
Other	2	1.2%
<b>Total</b>	<b>164</b>	

**Question #3:** *Overall, how would you characterize your experience with your academic content liaison? (Content liaisons are full-time faculty who help you specifically with course content. They review your syllabus, provide content training, and may visit your class.)*

Response	Total	Percentage
Very Helpful	78	47.3%
Somewhat Helpful	49	29.7%
Not Helpful	13	7.9%
Haven't Met Him/Her	18	10.9%
Other	7	4.2%
<b>Total</b>	<b>165</b>	



**Question #4:** *Do you feel the evaluation form that your college experience liaison used provided insightful feedback to help you improve at both delivering a college experience through concurrent enrollment and as a teacher overall?*

Response	Total	Percentage
No	34	20.2%
Yes	123	73.2%

**Question #5:** *Which parts of the form/evaluation process did you find most helpful?*

**COMMENTS (Summarized)**

1. Discussion/Visit in person (12)
2. Getting feedback from an outside perspective (6)
3. Feedback on areas to work on/improve class (6)
4. Reflective portion of evaluation (5)
5. Student engagement and higher order thinking (3)
6. Specific, detailed feedback (3)
7. Getting into Canvas/help with Canvas (2)
8. Evaluation broken into subcategories (2)
9. Trudy gives great support to students and teacher (2)
10. Wade is willing to listen and help (2)
11. Online scheduler (2)
12. Right track with college level (2)
13. Generalized assessment (2)
14. Classroom management and teaching methods (2)
15. Feedback after visit (2)
16. Comments about the class (1)
17. Student Behavior (1)
18. Packed with insights and ideas (1)
19. Answered email questions (1)
20. Getting two types of assessments (1)
21. Reminder to upload paperwork (1)
22. Liaison came on video day (1)
23. Honest and straight forward (1)
24. Would rather be judged by subject mentor (1)
25. Culture and looking for interventions (1)
26. Wade adding more comments than on form (1)
27. Wade's flexibility (1)
28. Immediate feedback (1)
29. Improve syllabus and class structure (1)
30. Seeing rubric with feedback (1)
31. More personal and specific (1)
32. Just getting started (1)
33. Nothing surprising (1)
34. Teacher offers perspective first (1)
35. Setting goals for improvement (1)
36. Follow up afterwards (1)
37. Goal to increase enrollment (1)
38. Doing better than thought (1)
39. Being able to explain the context of what was done (1)
40. Masterful teacher doesn't get anything out of it (1)
41. Affirmation that what teacher was doing struck a chord (1)
42. Haven't seen it, is it online? (1)
43. Questions were nice (1)
44. Pre-evaluation form to talk about class being more like college (1)
45. To meet with SLCC educators and directors (1)
46. Help and support and not to judge me (1)

47. Rapport with students (1)
48. Tips on how to be more interactive and engaging with students (1)
49. Input from actual evaluation (1)
50. Talking about college topics as well (1)
51. Brainstorming and feedback (1)
52. Advice and communication excellent (1)
53. Telling me what worked well and how to produce college experience (1)
54. Curriculum is specific so hard for CE liaison to give advice on it (1)
55. Difficulty remembering it since mostly left on own (1)
56. Section about classroom environment and how to get college experience (1)
57. Teaching techniques, student engagement and lesson delivery (1)
58. Parts about college experience (1)
59. Help when there was a mistake in an equation taught to the students (1)

**Question #6:** *Which parts of the form/evaluation process did you find less helpful or confusing?*

**COMMENTS (Summarized)**

1. None/fine overall (13)
2. Not helpful for veteran teachers/more helpful for beginners (3)
3. Visit is stressful/intimidating (2)
4. Comments opposite of departments (1)
5. 80 minutes is too long (1)
6. Content Liaison didn't come because of it (1)
7. No context to what was happening in class (1)
8. Come in first weeks (1)
9. Adjunct so not needed (1)
10. Recorded what happened/ no next level discussion (1)
11. More specific feedback needed on content (1)
12. Content liaison was harsh (1)
13. Hard to coordinate visit (1)
14. Feedback not helpful (1)
15. Trudy not being able to interact with students (1)
16. Some observation days are better than others (1)
17. Not helpful in transitioning students from HS to college (1)
18. Navigation on MyCE to complete evaluation (1)
19. Which areas that can be inferred and assessed directly (1)
20. Part about students independently engaged in note taking (1)
21. All of it (1)
22. Account was locked (1)
23. Elevator concerned about ums and not enriching teaching (1)
24. Why does there need to be two liaisons (1)
25. Layout and instructions were confusing (1)
26. No real feedback (1)
27. Waste of time (1)
28. Follow up after observation on the phone (1)
29. The rating (1)
30. Not having the rubric before the evaluation (1)
31. The phone call before the visit (1)
32. Rubric favors one teaching style over another (1)
33. Liaison doesn't know the content (1)
34. Unnecessary to do every year (1)
35. Very little interaction to form an opinion (1)
36. Confusion that college and content liaison may be same person (1)
37. Form not discussed and no conversation about evaluation (1)
38. Don't remember the layout of evaluation (1)
39. Haven't seen it (1)
40. Easier when evaluation was brought to class (1)
41. Video at beginning of school year was unnecessary (1)
42. Phone call before was nice, but occasional check in phone call better (1)

43. Academic habits portion (1)
44. Time to do the whole process (1)
45. 1 classroom visit is not enough to judge an entire year of teaching/education (1)
46. Left mostly on own, not enough communication for liaison in specialty (1)
47. Didn't know there were two different liaisons and their roles (1)

**Question #7:** *The CE Department hopes that at least two positive outcomes will occur as a result of the liaison program: (1) that it enhances your relationship with SLCC and provides better access to support when you need it; (2) that your experience with your liaisons and liaison visits help you improve at both delivering college content and a college experience for your students. How can we do that better?*

**COMMENTS (Summarized)**

1. Love working with you/CE did great (6)
2. Content related PD (5)
3. Understand we are all professionals/can deliver a college experience (4)
4. Don't need help on college experience (3)
5. Less contact is better (3)
6. Monthly email to check in/communicate (3)
7. Observe same class at SLCC/other CE class (2)
8. Suggestions about balancing HS and college w/special considerations (2)
9. More explicit about what a college experience is (2)
10. Knowing who to turn to for a question (2)
11. Liaison did a great job (2)
12. More communication from content liaisons/content liaison is too hands off (2)
13. Understand that we need to work with parents (1)
14. Communicate when asked for help (1)
15. Early introduction (1)
16. Discuss experiences with other teachers at PD meeting (1)
17. Appreciate liaison involvement and summer CE event (1)
18. Combining content and college experience training (1)
19. More options for training/smaller meetings with liaisons (1)
20. Suggestions in tone that encourages growth (1)
21. Truly interacting with students (1)
22. More contact to build relationship (1)
23. Getting input from other teacher and content liaison (1)
24. How important is the eportfolio at SLCC (1)
25. More helpful if liaison just tells teacher when he is coming (1)
26. Introduce the resources students can access (1)
27. Miss seeing the content liaison (1)
28. Too much unnecessary overlap (1)
29. Express more the differences in rigor between HS and college (1)
30. Require Canvas to be used for grades (1)
31. Content liaison needs to communicate better (1)
32. Select content liaison to present what they are doing (1)
33. More sample ideas (1)
34. Resources not communicated to the teachers (1)
35. Poster for tutoring on campus (1)
36. Actually teaching a class at SLCC (1)
37. Not understanding liaison's purpose/only one visit made (1)
38. Content/College Experience Liaison offering helpful suggestions (1)
39. More motivated support by content and CE liaisons (1)
40. Not sure where to see the evaluation (1)
41. Appreciate the CE summer faculty meetings (1)
42. Teachers not getting approved due to education instead of discipline degree (1)
43. Better expectations on what is happening during a visit (1)
44. College experience liaison is awesome, but content one not so much (1)
45. Video training, nice to hear from other teachers on own time (1)
46. Concern that CE liaison wouldn't understand content, but was helpful (1)
47. Communicating sooner especially about content (1)

- 48. Other than having to fill out more paperwork and two visits, still same experience (1)
- 49. Experience liaison was very positive (1)
- 50. I like the way it is (1)
- 51. Most students want CE credit, but want to attend other colleges than SLCC (1)
- 52. More contact (1)
- 53. Short updates from teachers that teach in a similar area (1)

**Question #8:** *Did you experience any difficulties or frustrations in connection with your concurrent enrollment experience this year?*

<b>Response</b>	<b>Total</b>	<b>Percentage</b>
<b>No</b>	43	26.9%
<b>Yes</b>	117	73.1%
<b>TOTAL</b>	<b>160</b>	

**Question #9:** *Please describe those difficulties or frustrations you experienced.*

**COMMENTS (Summarized)**

- 1. Issues with uploading grades/password/verification/tech issues (2)
- 2. Not getting curriculum soon enough (2)
- 3. Not having materials since hired late (1)
- 4. Fight to get student into the math class (1)
- 5. No Math 1010 (1)
- 6. First year teaching/material sometimes unclear (1)
- 7. Questions answered a few days later (1)
- 8. New evaluation form is time consuming/ frustrating (1)
- 9. New Teacher video was too long (1)
- 10. Registration and other problems resolved in timely way (1)
- 11. Given a lot of incorrect information (1)
- 12. Emails not replied back to (1)
- 13. Not enough Math 1060 homework (1)
- 14. Content liaison didn't help (1)
- 15. Using the Math Final Exam grading template (1)
- 16. Enrolling students in the class (1)
- 17. Online homework graded incorrectly (1)
- 18. Liaison didn't show up to first two scheduled visits (1)
- 19. Not knowing the expectation differences between HS and college (1)
- 20. Difficult for students to register (1)
- 21. Better tracking of PD done, still saying didn't do trainings (1)
- 22. Important, time-sensitive questions were ignored (1)
- 23. Content liaison didn't think I was qualified (1)
- 24. Overwhelmed by creating supplementary material to teach (1)
- 25. Teach as adjunct, put on probation for not doing training when know system (1)
- 26. Thought I had to use materials of SLCC faculty, but didn't have that direction (1)
- 27. Students did poorly on final, will take grading training since I am best to know if students understood (1)

**Question #10:** *Was there anything you tried to do to alleviate those difficulties or frustrations?*

<b>Response</b>	<b>Total</b>	<b>Percentage</b>
<b>No</b>	32	82.1%
<b>Yes</b>	7	17.9%
<b>TOTAL</b>	<b>39</b>	

**Question #11:** *Please describe what you tried to do to alleviate those difficulties or frustrations.*

**COMMENTS (Summarized)**

1. Talked to coordinator (3)
2. Talked to liaison (2)
3. Contact CE office (2)
4. contact content liaison (2)
5. Contacted department to get materials/none available (1)
6. Participated in Math Progression discussions (1)
7. Used given resources (1)
8. Evaluation form is not helpful (1)
9. Principal had to email CE office (1)
10. Added more Math 1060 homework (1)
11. Called tech support (1)
12. Placing instructions on Canvas and announcements in class (1)
13. Contacted Pearson (1)
14. Remind liaison that he has the phone number (1)
15. Changed due dates in Canvas and Canvas instructions read in class (1)
16. Hand delivered documents to SLCC (1)
17. Sent several emails with copies of paperwork to both SLCC and HS CE workers (1)
18. Try to call to get feedback and solutions (1)
19. Spoke to Brandon, Jill and CE liaison (1)
20. Emailed SLCC Faculty, emailed other CE teacher when that didn't work to get materials (1)
21. Nothing this year, but will get training to grade finals (1)

**Question #12:** *Did you run into any barriers when you tried to alleviate those difficulties or frustrations?*

Response	Total	Percentage
No	22	68.8%
Yes	10	31.3%
<b>TOTAL</b>	<b>32</b>	

**Question #13:** *What could the Concurrent Enrollment Office do or have done to help alleviate those difficulties or frustrations?*

**COMMENTS (Summarized)**

1. No one knew how to help (1)
2. No access to bruinmail (1)
3. Policy created by SLCC (1)
4. Emails answered in few days and incomplete (1)
5. Not sure if my opinion will be heard (1)
6. Registration still too long (1)
7. Links didn't work to reset account (1)
8. Lack of communication w/ content liaison (1)
9. Couldn't log in to SLCC grading system (1)
10. Reminder didn't help (1)
11. The high school principal (1)
12. My comments may effect employment (1)
13. Send emails multiple times about training (1)
14. ITLab is buggy so students could email assignments directly (1)
15. Still no response (1)
16. Lack of communication (1)

**Question #14:** *Any other comments or suggestions you would like to share with the SLCC Concurrent Enrollment Office?*

**COMMENTS (Summarized)**

1. Thanks for allowing me to teach this class/ Love teaching class (5)
2. Appreciate the program (3)
3. CE event speaker was good, but review more about CE program (2)
4. Wade is great as both college and content liaison (2)
5. Let me teach more CE classes (2)
6. Thanks for organization and/or communication (1)
7. Overall enjoyed the course (1)
8. Problems came from not being near teachers that teach same course (1)
9. Use evaluation form for new teachers only (1)
10. Allow more latitude for veteran teachers (1)
11. More interaction between liaisons and teachers especially at beginning (1)
12. Check in on how to improve instruction (1)
13. :D (1)
14. Rejected since no Master's, but more qualified due to experience (1)
15. SLCC is a affordable, viable option for students (1)
16. Feels like college experience replaced content liaison (1)
17. This was the strongest year (1)
18. CE office is quick to respond to questions (1)
19. Best support is coordinator at school (1)
20. The whole first year process was really a process (1)
21. All liaisons need to regularly communicate with teachers (1)
22. Some online training was redundant (1)
23. We are doing better than you acknowledge (1)

24. Eportfolio contest for students? (1)
25. Let CE HS instructors present (1)
26. Is there a way to access sample exams? (1)
27. Angela was great (1)
28. Thanks for not changing the process this year (1)
29. Too many hoops to get instructors approved in math (1)
30. Math Department wants to kill program since Math 1010 not offered in HS (1)
31. Find ways to make students comfortable coming to the college (1)
32. Can you help me teach a online course at SLCC? (1)
33. Trainings good and worth the time (1)
34. Thanks for helping the students be successful when they transfer to SLCC (1)
35. Online registration packet was ineffective, need clearer instructions (1)
36. Everything is awesome (1)
37. The Duo Authentication never works and don't always have token with me (1)
38. Watching videos has helped me learn about how to make college experience (1)
39. Hope to work with my content liaison better next year (1)
40. Like the more streamlined system with registration (1)
41. Would like the course materials to be all the same (1)
42. Our HS CE staff are excellent workers (1)
43. Keep up with the great Canvas team sites (1)
44. Finding end of year grading hard and need help (1)
45. Not allowed to teach a class since Masters not in exact discipline (1)
46. Figured material out on own, rather not see content liaison (1)
47. Would be great if application and registration easier like other colleges (1)
48. The in-service opportunities are good and offer great advice (1)
49. Now I have taught a year I understand the expectations better (1)
50. Still a struggle to get kids registered for 2nd semester (1)
51. I would have had miserable year since left alone except for the one CE liaison visit (1)
52. Love freedom to teach class and support when it is needed (1)

# LIAISON WORK SUMMARY

## Summary/Methodology

The following data was extracted from electronic program management system, MyCE, using the “College Experience Evaluation Report” and the “Work Request Report” report. During the 2018-19 academic year college experience liaisons, who are full-time employees of the Concurrent Enrollment Department were required to make one visit per instructor per year.

Content liaisons were asked to make visits at a frequency that the academic department felt was necessary to maintain the integrity of the courses. This varies from department to department. Some academic departments felt like after vetting, training, and reviewing the teacher’s syllabus no visit was necessary, others prefer to visit annually or each semester. During the 2019-20 the policy has been adjusted to set a minimum visit frequency for content liaisons of one visit per instructor per course every three years.

## Observations/Analysis

During 2018-19 we changed our liaison model to 1) strengthen the college experience portion of the concurrent enrollment classroom experience and 2) to strengthen the relationship between SLCC and the CE instructor. During 2018-19 we also went through the accreditation process with the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP found the area in which our program most struggles is our liaison support structure for CE instructors. It is important to keep in mind that NACEP accreditation is a peer review process to provide an external perspective and suggestions on how to improve our program in relation to other programs across the nation, and it in no way affects the quality or value of our credit awarded to students and transferability of that credit as does regional accreditation.

While only 76% of instructors were evaluated, nearly all instructors were visited or contacted, many of whom had not heard from a SLCC representative for years. Additionally, this was the first year piloting the new liaison program and so over the next year we expect to see a substantial increase. Two of the four college experience liaisons evaluated nearly 100% of their instructors.

As we look at the work performed by the content liaisons (full-time faculty members) there were definitely areas of weakness in consistency in the critical tasks that should be occurring annually; ongoing professional development, new instructor training, annual syllabus review, and content evaluation site visits (which beginning 2019-20 will change from no minimum frequency requirement to a minimum frequency of one visit/evaluation every three years).

## Action Steps Moving Forward

Most of the struggles we have faced in ensuring that liaison work is completed boils down to flaws in our tracking and processes. Over the next year we will process map the teacher and liaisons processes from onboarding to entering final grades (for teachers) and submitting all required work requests for content and college experience liaisons. Once the maps are built, we will identify waste and holes in the process, and then refine the process to ensure that both teachers and liaisons receive the information, resources, and support they need, when they need them, to better fulfill their responsibilities. As we implement these changes we expect to see a significant increase in the consistency and volume of work being completed by our content liaisons and college experience liaisons.

## DATA: Liaison Work Data

### Total College Experience Evaluations Performed

Academic Year	Evaluations Required	Evaluations Performed	Percent Evaluated
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2018-19	299	230	76%
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### Total Content Liaison Work Performed

Work Type	2018-19 Required	2018-19 Completed
Annual Discipline Specific Instructor Training	35	11
Annual Syllabus Review	61	3
Class Visit - Content Evaluation	160*	52
New Instructor Training	34	20
One on One Instructor Mentoring Session	-	7
Other	-	3
<b>Total</b>		<b>96</b>

\* Beginning 2019-20 liaisons are required to make a minimum of one visit per instructor per course every 3 years. There are 480 unique course/instructor combinations which would mean that is liaisons made 160 visits per year they would complete all 480 required visits in three years.

### Total Content Liaison Work Performed by Discipline

Liaison	Instructor Training	Syllabus Review	Class Visit	Instructor Training	Mentoring	Other	Total
Accounting			5	1	5		11
Biology	1	2	6	1			10
Chemistry			1				1
Communications	1			1			2
Criminal Justice	1		20				21
CSIS			3	3	1		7
Culinary			1				1
Diesel	1		2				3
English	1						1
Fashion				1			1
FHS	2			11		1	14
Humanities	1		4				5
Interior Design						2	2
Management			2	1			3
Math	1			1			2
Medical Assisting		1	3		1		5
OTA			2				2
Political Science			1				1

<b>Liaison</b>	<b>Instructor Training</b>	<b>Syllabus Review</b>	<b>Class Visit</b>	<b>Instructor Training</b>	<b>Mentoring</b>	<b>Other</b>	<b>Total</b>
<b>Psychology</b>	1		2				3
<b>Theatre</b>	1						1
<b>Total</b>	<b>11</b>	<b>3</b>	<b>52</b>	<b>20</b>	<b>7</b>	<b>3</b>	<b>96</b>

# PARTNER CLIMATE SURVEY

## Summary/Methodology

During the first part of April, the SLCC Concurrent Enrollment Office sent out a Climate Survey to all high school concurrent enrollment partners including district administrators, high school administrators, high school CE coordinators, and secretaries. With the launch of a new liaison model and evaluation and the launch of the Admissions/Concurrent Enrollment Offices joint effort to provide better advising and outreach for student and counselors in order to funnel more prepared students into SLCC, a major focus of the survey was to evaluate whether or not those changes we had made were adding value to the teachers, students, and counselors. Additionally, we attempted to elicit points of frustration and high school partner suggestions for improvement.

The Partner Climate Survey was administered via email. In total we received 59 responses, or a 28% response rate from the original 208 high school partners we reached out to.

## Observations/Analysis

Based on feedback from this survey, the relatively new partnership between Admissions and the Concurrent Enrollment Office has enormous promise. Those who have experienced the model and have had a CE advisor assigned throughout the year who has fulfilled their responsibilities have had a very positive experience. As we fill the vacancies from staff turnover in the last year and lock down assignments, we predict that this model of advising and concurrent support will have a significant impact in both supporting students through the concurrent enrollment program and in recruiting better prepared students to SLCC.

Feedback on the liaison model seemed to mirror feedback received by the teachers. More details about that can be found in the Instructor Climate Survey section of this report.

When it comes to frustrations, the two big frustrations expressed are those that seem to persist despite our efforts: frustrations with faculty qualifications, and frustrations with concurrent enrollment processes. Over the last few years, as you can see from the final comments, there seems to be a general consensus that overall there have been significant improvements in those areas, for which they often express appreciation.

## Action Steps Moving Forward

Over the next year we will continue to fine tune our processes to make them easier to navigate for both students and our high school partners. Some of those adjustments include:

1. Improved tutorials in various formats (video, webpages, and PDF).
2. Improved reminder systems to help students and partners remember to complete certain tasks.
3. Webinar series to address important topics.
4. Expansion of support tickets to support other processes so that support tickets become a one-stop shop for resolving issues.
5. Improved instructor application monitoring to stop bottlenecks.

## DATA: Partner Climate Survey Responses

### Respondents Demographics

Coordinator/Secretary	Count
District Administrator	1
Principal	11
Assistant Principal	3
Coordinator	26
Secretary	17
<b>Grand Total</b>	<b>59</b>

### Survey Responses

**Question #1:** *How would you rate your overall experience with concurrent enrollment this year?*

Rating	Count	Percentage
Excellent	21	36.2%
Good	31	53.4%
Neutral	6	10.3%
Poor	0	0%
Very Poor	0	0%
<b>Grand Total</b>	<b>58</b>	

**Question #2:** *This year, the SLCC Concurrent Enrollment Office partnered with the SLCC Admissions Office to provide better access to college advising for concurrent enrollment students and greater access to new student information session events hosted at the high schools. If you are familiar with these changes, in your opinion have the changes improved the student experience with regards to advising and access to student information session events?*

Response	Count	Percentage
Yes	21	36.2%
No	2	3.4%
Decline Response	33	56.9%

*Please Explain*

#### **COMMENTS (Quoted):**

*We were contacted too late to make it work in the calendar this year but last year SLCC CE came to Canyons to present at a parent/student night and it was great.*

*I think the close collaboration we are now experiencing with Salt Lake Community College allows our school personnel to answer questions with confidence. It is also refreshing to know that if we have questions there is always somebody we can call for the right answers.*

The counselors received very informative training which has helped them to help students more effectively. We also had Salote Brown and Daniel Rodriguez come to a parent night and provide very timely information.

Our school loves Salote. She is very responsive and does an amazing job.

Our event was hosted right before registration and provided great information for parents and students. As a result" our CE registration has almost doubled.

Students who have attended the information sessions have expressed that they were well worth the time spent. Overall" I believe that it might take a while for the community as a whole to see the vision and respond to the changes but" those who have taken advantage of the changes have been very pleased by the outcomes.

**Question #3:** This year the SLCC Concurrent Enrollment Office changed its liaison model and liaison evaluation to help teachers strengthen the college experience in the classroom, establish a better relationship and connect with concurrent enrollment teachers. If you have heard from your teachers regarding their experience with this new evaluation model has the feedback been positive?

Response	Count	Percentage
Yes	15	25.8%
No	6	10.3%
Decline Response	36	62.1%

*Please Explain:*

**COMMENTS (Quoted):**

*The response has been mostly positive. We have one teacher that had the college experience liaison visit and then after the visit the teacher came to me and said" I'm done" I will not be teaching Concurrent Enrollment next year. I asked why and he said that SLCC is asking too much and there curriculum does not match up with the USBE course and the idea of making it a college experience means that he has to teach less information to his students.*

*Have only heard from 2 teachers but the feedback was positive and they liked the visible support from the college.*

*Yes!! The teachers have all loved working with their faculty liaison and feel like they have been a strong support.*

*They weren't always sure what the "college experience" mentor was supposed to be evaluating" and at times it was an awkward encounter. Others had no opinion either way" but no one felt it was especially helpful to have the college experience liaison person.*

*My teacher can't get the department at the college to return calls or emails. The guy from a different department that came out was nice but didn't really help my teacher.*

*The teachers still get no support from the liaisons.*

*My teacher has not said much about the liaison other than she appreciates the help and Canvas support.*

*The teachers have valued the input they have received and it has been nice to have SLCC presence in the building.*

*The liaisons have been very helpful.*

*Teachers were confused by having two liaisons and thought it would be better to have more access to one liaison.*

*I have a teacher that hasn't been visited. He isn't sure how to do grades. Another CE teacher in the school is helping him.*

*It has not seemed that different for GTI teachers to the teachers i have spoken with*

*Teachers have expressed a general positive response to having the liaison come into their classrooms and assist them in providing more of a college type experience for their students.*

**Question #4:** Did you experience any difficulties or frustrations in connection with your concurrent enrollment experience this year?

Response	Count	Percentage
Yes	22	40.0%
No	33	60.0%
Grand Total	55	

Please Explain:

**COMMENTS (Summarized)**

1. Registration hard/ frustrating (5)
2. Getting teachers approved/reapplying (4)
3. Parent Permission form (3)
4. Prereqs not communicated (1)
5. Feedback on tickets too slow (1)
6. Academic Departments too controlling (1)
7. Eportfolios (1)
8. Dates (1)
9. Transcripts before registering (1)
10. Inexperience (1)
11. Just learning all the processes (1)
12. Changing requirements after talking to students (1)
13. Having to submit transcripts several times (1)
14. Getting letter from Math Dept. sent to unapproved teacher (1)
15. The help with changes and experience of getting things changed (1)
16. Having students contact many advisors (1)

**Question #5:** Was there anything you tried to do to alleviate those difficulties or frustrations?

Response	Count	Percentage
Yes	20	90.9%
No	2	9.1%
<b>Grand Total</b>	<b>22</b>	

Please Explain:

**COMMENTS (Summarized)**

1. Called/ Emailed Jill (3)
2. Worked with CE office (3)
3. Worked with testing center (1)
4. Called to get more time (1)
5. Make sure info matches (1)
6. Parent Permission form sent home (1)
7. Worked with decision makers (1)
8. Students log into their accounts (1)
9. Communicate with CE reps (1)
10. Worked with Jill and Brandon (1)
11. Resubmitted student transcripts (1)
12. Discussed situation with Brandon (1)
13. Phone Calls (1)

- 14. Contacted Hyrum (1)
- 15. Called different entries for explanation (1)

**Question #6:** *Did you run into any barriers when you tried to alleviate those difficulties or frustrations?*

<b>Response</b>	<b>Count</b>	<b>Percentage</b>
Yes	13	68.4%
No	6	31.6%
<b>Grand Total</b>	<b>19</b>	

*Please Describe:*

**COMMENTS (Summarized)**

- 1. Inflexibility on Instructor Applications/ SLCC Departments (3)
- 2. Didn't get extended time (1)
- 3. Students don't bring permission form back (1)
- 4. Time constraints/48 hours to fix issue (1)
- 5. Students don't come in (1)
- 6. Transcripts not being posted (1)
- 7. Unable to get person to answer question (1)
- 8. Barrier at specific department at SLCC (1)
- 9. Received different information from each entry (1)

**Question #7:** *What could the Concurrent Enrollment Office do or have done to help alleviate those difficulties or frustrations?*

**COMMENTS (Quoted):**

*Give us an exception and give us more time.*

*Once an S# is entered and the form is submitted" the system needs to recognize the form is in whether the name matches your side or not. As long as the S# is correct and the majority of the name is correct" it's pretty much a guarantee the student is the correct student.*

*The Concurrent Enrollment Office worked with me the best they could.*

*Nothing. You guys are great. I wish you had the authority to tell people to knock off the silly power plays.*

*I think maybe a checklist for new coordinators to know what new students need to do would be helpful. I know they have trainings but I was unable to be to the training last August due to a district meeting so I've been flying blind this year.*

*It would be great to have the registration process error free from the start.*

*Is there a way to give me access to full concurrent enrollment classes.*

*Just frustrated*

*Jill/Beckie will call and see where they are at. Not a whole lot that can be done.*

**Question #8:** *Any other comments or suggestions you would like to share with the SLCC Concurrent Enrollment Office.*

**COMMENTS (Quoted):**

*At the district level I have really liked the availability of the CE office to answer questions and help me with solutions. I have really liked the regular communication that has been sent out by Brandon Kowallis with updates and new information about CE at SLCC.*

*You guys are doing a great job!*

*I believe our relationship has improved with Salt Lake community college. You have now opened a center here in our city of Herriman. We will continue to ask clarifying questions when we have them. We also expect to receive feedback if you see something we need to be aware of or to do differently. Thanks again for being Herriman high school's number one partner in educating our students.*

*I appreciate so much Jill's help and patience as I muddled through my first year with concurrent.*

*If students had only one site to go to for all their needs--admission fee payments" parent permission forms and signatures it would be less confusing for them.*

*We at Jordan have had great support from Jill Gardner" Heather and Diana Barker. They are always a phone call away and go above and beyond to help our communication with SLCC run smoothly. It has been a great experience! I also am grateful for the webinar and in person trainings always available when a change is needed. Brandon Kowallis does a great job of keeping us informed and on the same page.*

*Nope. Again I love working with you.*

*Thank you for listening. I feel that changes are being made to make things work for high school and I appreciate you listening to our concerns.*

*I feel like we get a lot of emails that don't pertain to us. It would be helpful to have information for admin only go to the admin and have information only for coordinators come to me. My admin asked me a few times "what do I need to do with this?" and I had to tell her nothing. So it gets us in the mindset of not really reading the emails carefully because not all of them apply to us and then we miss pertinent information.*

*What is the appeals process for students who do not meet the Reading requirement for Math 1050 -- we will see how it goes with decision tree.*

*The registration process still feels a little clunky. I would love to see a process that would involve clicking on the high school and then being given a list of classes offered rather than using the search or the CRN number.*

*I appreciate the vast improvements and the willingness to work with the high schools. Thank you*

*Thanks for always trying to help problem solve. We really like the Support Tickets that has helped so much. We appreciate the team effort to try to help students. JB*

*if possible to send paper copies of screen shots help.*

*I have enjoyed our experiences with SLCC very much!*

*I appreciate your patience with us as we are all trying to make this experience better all around for students and teachers.*



# STUDENT COMMENTS

A selection of student comments from the 2018-19 Student Course Evaluations. Students were asked:

1. *The Concurrent Enrollment Program is very interested in knowing how taking a concurrent enrollment class has made a difference in your life. Please share your story below.*
2. *Give specific examples of how this class may have been intellectually stimulating.*
3. *What aspects of this class contributed most to your learning? (Please give specific examples)*
4. *What aspects of this class detracted most from your learning? (Please give specific examples)*

## COMMENTS

*The teacher taught us in a way to keep our brains actively involved. She gave us activities and opportunities to participate in every discussion.*

*This class helped me to think outside of my age and current situation. It helped me gain a new perspective by teaching me to budget how credit works and the risk and benefits of investing. It also taught me how to better prepare myself to be a parent and strengthen my relationships.*

*This class was probably my most favorite class this year. It makes me feel excited and more motivated to go to college.*

*This Concurrent Enrollment class may have been challenging sometimes but it was very effective, and I know it will help me for the rest of my life. It is also very nice getting college credits in high school because it will make it much easier and cheaper when I do move into college.*

*Concurrent enrollment has allowed me to save money for college while taking a college course. It has been really nice to be challenged while not worrying about taking a test that would determine whether or not I would get the credit.*

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***This class has taught me how to be a better family member and educated me on major life decisions and how to avoid bad life choices. I have learned problem solving skills and how to deal with conflict in a healthy way.***

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*It gives a lot of freedom with responsibility, similar to how a college classroom functions. It makes me more prepared for my interest in the programming field and is extremely affordable and available. Spending so much time in one classroom may seem intense, but it's a real eye-opener for a student's future.*

*Im having to work harder and think deeper. This is preparing me for my future and has already helped me in my personal life.*

*Mr. Florence will forever be one of, if not my most respected and remembered teachers. Incredible man. Some of the things he has said will stay with me for life. I have left the class a different person.*

*It made me want to work harder in my other classes. I had a bad work ethic before taking this class. Now I have a better work ethic. I think I take school more serious now.*

*Taking a CE class makes high school more fun. I would have been bored senior year without it. I am so so happy I got to experience being in Gardner's class because it was my favorite class I have taken all of high school.*

*I'm not really a humanities person. I plan to pursue a career in medicine because I enjoy STEM (Science, Technology, Engineering, Math). However, I know that effective communication is vital to being successful in these fields as many doctors, scientists, and engineers can't explain their ideas in practical terms. So I took concurrent enrollment English to practice my skills in this area. I enjoyed the one on one attention from professors as well as the cost savings. When I get to college I'll be able to study what I want right away and won't have to worry about my generals!*

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***I really like how I can get a college experience in high school. It prepares me for what's coming ahead and can help me gain a better head start. I love concurrent enrollment.***

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*It was crucial in giving me a taste of college and makes me more confident for the coming years. I am glad that I can save money while taking a class with my fellow seniors.*

*This is exactly what I wanted. Concurrent enrollment provides an opportunity for me to learn at the level I want in a stimulating, hands on environment. All while getting college credit!*

*STATS HAS MADE MY SCIENCE LIFE SO MUCH BETTER! Rejecting a null hypothesis finally makes sense! It also has helped me learn to study for a class that tests matter! This is way important for college.*

*By taking Concurrent Enrollment, I knew I was saving money. I love taking these classes because most of them are just what a college class would seem. There are few students, especially in my math class, and then a teacher we can always talk to for more help on homework or understanding a lesson better. It really has changed me since I prefer taking CE classes than regular honor or AP classes.*

*It has made me work harder and I usually get only like as and bs, but this year it made me want to only get As.*

*It's given me an early awakening and experience to how college classes really work and how they make you work for the grade or the outcome that you want.*

*It gives me a class without the total idiots who take the regular English class.*

*Being able to have this opportunity has helped me so much. I now have an idea of what I want to do for my future. With this class being so hands on and real it helps me get an understanding of what I'm going to be doing. I'm lucky enough to have a great teacher that teaches things well and helps me get out of my comfort zone when is necessary. Getting this step ahead gets me started on so many great things.*

*This concurrent enrollment class has helped me recognize the amount of personal work, class atmosphere, and fast-paced structure that I will be facing in a college course. It was different from my AP classes and I really value the experience I've gained.*

*Taking this concurrent enrollment class has taken a burden off my shoulders. Its a good start to college and how the classes in college will be outlined and how they will flow. I would say that this class has really prepared me for college life.*

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***There have been multiple cases in my family life when I was able to talk to my parents about what was going on in my FHS class. The other day my parents were having trouble with my sibling and I shared them some of the things I was learning in FHS and they said it was good advice.***

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*I loved this class so much! it was very effective for me and helped me so many ways. It helped me solve problems that were going on in my life at the time and we had a lot of really good discussions that we all learned a lot from. It related to REAL LIFE and that was extremely helpful. My teacher is amazing and did an amazing job at teaching the material. She would give us feedback if we asked for it and was always super helpful. I loved this class and I've never learned more.*

*The program has made me feel so much more productive with my time. It makes normal high school seem like pointless busy work instead of endless learning like I get here.*

*Taking concurrent enrollment facilitates the challenges that are to come later in life. When speaking of such challenges, I don't only mean the difficult of the course, but also by means of tuition. Taking English 2010 through SLCC is cheaper whereas taking it in college would be expensive. Not only does taking concurrent enrollment provide you with these*

benefits, but it allows you to adjust and adapt to the atmosphere of what a college class may feel like. Concurrent enrollment also allows you to learn life skills which are very helpful as you transition from your high school career to being a college student. Overall, concurrent enrollment has made a major difference in my life and I encourage people to take concurrent enrollment classes for the benefits it provides.

It's provided me with a path for what I want to do with my life. At only 18 I have goals for my future and something that I have grown to love. It's also put me ahead in my future schooling.

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***Taking a concurrent enrollment class has allowed me to step out of the normal by-the-book lecture learning. It has allowed me to take control of my education and has allowed me to learn for the sake of learning instead of learning for the sake of passing a high-stakes exam. Concurrent enrollment classes have also allowed me to save so much money- Ill be done with my generals when I enter college thanks to CE courses! CE courses have given me such great opportunities; I am truly thankful.***

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I'm glad to be actually taking things seriously this point in life. can't wait to see where these types of classes will take me.

It made me realize college isn't as scary as it sounds. I'm willing to take more in the future, since it is a place I can learn and also not have to spend \$1000 a credit. It puts a little stress on me since this class is more long term as concurrent enrollment, but its enough stress to push me and not paralyze me.

I thought that this would be another boring and impossible class. I realized that this was not the case and I was able to learn so much. This class truly challenged me and I was able to think in new ways that I had never before been exposed to. It was awesome.

I've now wanted to explore more religions helps out others and overall help save the planet. I never realized how important it is to help people who have less worldly things and how much impact we have on earth. I've started using paper bags instead of plastic. I don't buy plastic water bottles or straws and I've been saving money to help buy blankets and hand warmers for the homeless. All because of this class and what its taught me.

Taking a concurrent enrollment class has made a difference because my teacher was amazing and she always made sure to teach us or let us know what assignments were due and if we ever struggled with writing our speeches she would always make sure to help us as much as she possibly could. I saved so much money and I had much more time to learn and get help if I needed the help. I now know how to speak better in front of people without sounding nervous. I learned to always listen to others peoples points of views as well as not be so biased. I learned more than I ever have in this class.

The tests should not be weighted so heavily with no chance to make up points. The teacher doesn't teach the subjects well so some of the homework I was guessing on. Due to the lack of understanding when we had to take tests the average for the class remained extremely low and the teacher said it was our fault for not studying. We didn't know what was specifically on the test so the exams dropped grades and we can't do anything to get any of those points back. The only difference in my life is that it might lower my GPA which is upsetting and bothers me a lot. I probably would I've been easier for me to just not take the concurrent class.

It felt like any other math class. I learned how to solve problems but I probably won't use it much in my actual life. It was a good program the homework just needs to match what is done in class. I was frustrated with this courses project specifically. Its the lowest grade I got (B) throughout all of the assignments even though I did everything the instructor told me to do. So I learned how to teach myself and to live with getting poor(er) grades than I thought I would receive. Which are useful skills for preparing for college. It also taught me hard work and that if you work hard enough goals can be reached.

*I learned how to complete college classes and stay involved. I am already an active student who excels in most classes. This class was not any different. We were treated as adult and I liked that aspect of the class*

*This class has helped me to realize that I really don't want to have math in my profession. It has also taught me that I sometimes need to just go to other sources for help.*

---

***At first I wasn't confident in my writing abilities but the instructor really encouraged me to take the course. I entered the class thinking that I wasn't as capable to handle a college class as the people sitting around me. However as I focused on my own education and the possible opportunities that may come from taking this course I have increased my vocabulary as well as my own voice. I'm more willing to show vulnerability and emotion. I'm confident in the words that I write and I don't regret taking this class because now I know I'm good enough.***

---

*Its been really nice to take a college course for less money. My family has always had money problems and its going to be really hard for me to pay for college so its nice to take classes that will help me get further in college for less money. I honestly think college tuition is getting kind of ridiculous so CE is nice.*

*CE has taught me how to better get away with procrastination. It is another level from AP(Advanced Procrastination). CE is Careing Eventually.*

*This class kind of showed me how important it is to do your homework in college courses.*

*Concurrent Enrollment provided new motivation and challenges. I had the knowledge that I was getting college education at a very low cost and was motivated to do my best and learn as much as possible. This course has helped me learn more than any art class I have ever taken and I have taken multiple art classes each school year. I received a quality education in this class and discovered an excitement to attend college and further my education.*

*Taking concurrent enrollment it made me feel more prepared for college I feel more confident on what is expected in college. I am used to having so much responsibility also now with the subject that I'm learning how to me save money and hopefully live a better life With the strategies that I'm learning . not only that but I also got more confident in presentation since we were constantly do them and I now have various ways to present my work .*

*Even though I did not pass the final test I still feel that I gained more skills and got better at solving algebra.*

*Julie is an amazing teacher. She is the best teacher I have had in my life. She will be a permanent reminder of how my health care career took off. She really was a big impact in helping me decide what I want to do for my career. I loved the CNA class. It taught me patience and time management more than anything else in my life has. Julie deserves every award EVER in the world. She's so helpful and kind. You can tell she cares about every student with a passion and I never would think otherwise. She always made every day different and interesting while also giving me a challenge. CNA was very difficult but I would recommend it to anyone who has any interest in health care. The clinicals we went to taught me so much so I also have to give a notice to the lovely clinical instructors who taught me so much. Especially Nancy. Nancy is amazing. She was strict but also taught me the most out of all the clinical instructors and she always made sure I was okay with my knowledge of procedures. I will definitely miss this class a lot*

*It has showed me that you should always be prepared and that you need to take it serious. Also responsibility plays a big role also.*

*Taking a Concurrent Enrollment class has not only expanded my learning but helped me understand college expectations. I did not know where to go to college or what I would even study in college. This class introduced me to SLCC and the*

opportunities I could have at this school. This class will save me money and time when I get my generals done at Salt Lake Community College.

Wayyyyy more homework than before but it was wayyyyyyyyyyyyyyy less than in real college and wayyyyyyyyyyyyyyy less money so I'm not a broke child but I still had a wayyyyyyyyyyyyyyyyyyy better teacher than any other college student EVER

At first I was scared of taking CE classes because I think of myself as a weak persona and still not ready to be in college but this helped me to boost my self esteem and helped me to have the transition of being in high school into a college course

It has help challenge my way of thinking and also had thought me how to be more responsible. This class has tought me how to be more of an adult. By being in this class it has helped me take what I've learned and use it other classes. It has made me more prepared and engaged in my learning.

It has made my life very busy and I don't have much time because of work after school. Made me lose sleep. Made me skip dinner.

---

*I love the experience of concurrent enrollment so far. The most beneficial aspect for me was failing my math final. I was in no way ready to take a college test. I knew how to do almost everything on that test but my time management was poor and I started to struggle with concentration. Once I realized that I was only going to finish half of the test I started to breakdown mentally but I was able to focus and continued working. On the half that I attempted I answered almost every question correctly. That gave me hope that I at least know the material. If I can work on my test taking before I start college I'll be much more prepared.*

---

Tests are weighted so heavily in the class that I was more worried about doing well on tests than actually retaining the information so I honestly didn't learn very much. There was way too much homework that wasn't necessary and the teacher didn't explain the subjects very well.

The instructor never fully explained a concept. She would give the formula do one example and move on. Half of the time she would say Oh we don't need to learn that one. Its not on the test. But then it would appear on the homework for Math XL and I would have to teach myself. What I learned in class was different than what I did on the homework.

My teacher has strong opinions about topics we discuss which is fine but I don't like the way his bias strongly affects the equality of both sides of what were learning. He tells a lot of stories without teaching us the other side and it makes me feel like hes stressing that we believe what he does instead of thinking about it and deciding for ourselves. The point of humanities is to better understand cultures and the world so we should get to hear both sides to really understand and develop our own opinions.

Detracted from learning: The lack of candy.

Detracted from learning: My phone.

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*It's prepared me for outside of high school. It's a challenging class that is making me push myself as an individual and also academically. Growing up in a house that is not financially stable and having this opportunity where I*

***can get my college credits out of the way for a cheaper price but also have the small class experience is truly a blessing in my eyes. Being the oldest out of 6 kids I set the example. So I'm very grateful to take this course and look back and tell my siblings to also challenge themselves .***

---

*Its kind of hard when the instructor asks a question and the whole class just doesn't say anything. This wasn't the instructors fault more the class. I feel like if there would have been more class participation we could have moved quicker throughout the course materials.*

*I love the fact that in this English class I have been able to express myself through my work. Whether it was writing my first dating profile or meandering through poetry...this English class was absolutely out of the box.*

*It has helped me get a small glimpse of what college is like and I discovered its kind of hard. I feel like I have gained a lot of knowledge from taking concurrent enrollment. It also helped me to adjust to other peoples teaching styles since we didn't have Klekas for the whole semester. This class taught me hard work how to actually study patience and that if I have questions its always good to ask.*

*I took this class because I was afraid of IB language arts and really because I hate language arts/English in general. This class made me feel like I was more in control of my writing and that what I did could have meaning to me and not just get me a letter grade or show that I can do busy-work. This class kinda made me love writing again which I thought for sure that AP/IBV had killed.*

*Detracted from learning: Friends*

*An aspect of this class that detracted most from the learning experience the vast amount of units and the short amount of time frame to learn it in. Due to the extensiveness of this class we had to have double unit days. This lead to concepts being rushed and not quite being fully understood sometimes.*

*Detracted from learning: One of the students was training a service dog so cute. And fluffy.*

*Detracted from learning: All of the girl talk and conversations about relationships with boys. One example is a 30 minute conversation about what to text a boy back.*

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***I've always been intimidated by all college courses and felt I wouldn't be ready for that type of education. However by stepping out and taking a chance on this class it has proved me wrong. I have learned that I can handle challenging courses as long as I believe I can. It has prepared me to actually become more excited for the type of learning I will be doing in college someday. Definitely taught me better studying habits and how to rely on myself to get my schoolwork done not the constant nagging of a teacher on the tight deadlines.***

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*The overwhelming useless material that the district makes this great man teach us. I mean seriously? Can you guys just make a list of math terms I may/will need and math terms that only exist because you keep on teaching them? Give us something that is valuable and it won't detract from my learning.*

*Not going to lie the material in this class is sosoosososo boring but she did her best to make it fun.*

The most distracting thing with this course was certain questions in the online homework and quizzes. Several problems required you to be so exact or were worded in such a way that they were near impossible to complete. It was frustrating to miss problems just because I accidentally rounded a ten-thousandth of a number too early. Ex. water bottle problem

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*It made more of a difference in my life than I thought a high-school college course would. For the longest time I never considered myself smart in any capacity due to my short-comings in academics. My disorders always got in the way and made me feel worse about myself. I felt stupid. And while I didn't suddenly get amazing grades in this class I had to learn to stand on my own. I had to learn to get things done without my usual accommodations for my disorder. And in all honesty this course made me feel smart. This course is what helped me realize I'm actually a damn intelligent person. Writing effective papers and feeling proud of them did wonders for my self esteem and I have this class to thank that for. I'm happy I applied and I'm happy I stayed in the class even if I didn't get the best grade. What matters most is the experience and growth as a person I got from it.*

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*It has taught me that the world is not just black and white. It is way more of an gray area that people have different opinions and ideas about everything.*

*I never got a real challenge in any of my previous English courses. I was always or mostly ahead of the class because I knew the material in the classes well. In this course it gave me a real challenge to exercise my skills and improve them. I adjusted easily given that I had never taken an honor or AP English class before. I now know more so that I can apply to to my story writings two book series I wish to get published. The others are fanfiction over 60 stories up and with my skills used and adjusted my writing becomes better than what I had previously had it.*

*I would but I just wrote an 18 page essay for this very class and I am tired of writing. Sorry.*

*We never have to hold back or stay behind for others to catch up. We are welcome to go at our own pace and for me thats super nice. It helps me with my work when I can take my time and don't have to feel pressured to get things done on someone elses time. I also really enjoy the discussions we have about math it helps my understanding of the subject more.*

*I love art and I didn't even know this was a concurrent enrollment class until after I was already in it. Since it is cheaper than actual college and you get credit of course I wanted to take it. I really want to go to NYU for their arts program but because its so expensive going to SLCC first for my generals would be super helpful. So considering I'm already on my way there with this class is awesome!*

*Most of the time high school feels like a waste of time. School is too easy and the same thing happens every day unless you bring concurrent enrollment into the picture. Concurrent Enrollment helps you to feel like you have a purpose for being there. It challenges you and the classroom feel is great. You get to choose and the extra load of responsibility may get tough at times but you learn to balance out your options and learn great time-management skills. I feel concurrent enrollment teaches you some great life lessons and anyone that doesn't want to waste their life in high school should try it if they are ready for the responsibility.*

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*I feel that Concurrent Enrollment is very underplayed and frowned upon by many of my teachers (especially AP) but I enjoyed it a lot more than any AP class I've ever taken because rather than working towards just a test at the end (which always ends up in memorization) and instead focusing on learning and experiences. I took a CE art class last year and it made me actually enjoy art (which I just don't do) and the cherry on top was I also got college credit! With that in mind I looked at either AP Literature or CE Writing at the beginning of the year and to me the choice was clear.*

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This course has made a great impact in my life and I see its usefulness extending into the foreseeable future. Next semester I am taking a course at the CTEC center to earn my certification as an EMT. This course was recommended along with Medical Anatomy and Physiology which I took last year. The material taught in this class has even proved to be useful in identifying the meaning of medical words in everyday life. It is very likely that I will be using the knowledge I have gained from this course to progress in the medical field beyond my certification as an EMT. Beyond high school I aspire to attend college followed by medical school to become a doctor. Although I will not likely be able to recall everything I have learned in this class 10 years from now but the class has been a good start and an eye opener into the medical field.

My life story of being in CE: CE was a great and my teacher was AMAZING AND THE BEST THERE IS!!!!!!!!!!!!!! The teachers were very helpful in teaching and helped me during and after school. He prepared us very well for the final and was always there to support us. He made teaching easy and fun. The CE program is amazing as well and I really enjoy it more than AP and I think its a million times better. My classmates were great and helped me succeed and do my best in that class. I really enjoyed this class and thought it pushed me well. The final was a little different this year so I hope I didn't fail it. But overall this was a great class and I loved it!

Taking a concurrent enrollment has challenged me to become more motivated to stay on task to turn assignments in on time and to make sure you are present during discussions. Although concurrent enrollment classes can be a difficult task I know that I can ask for help from the instructor or (a few) other students when I do not fully understand the material. It is important that you show up and stay on task during the course to prepare yourself for college.

This class truly challenged the way I think because of the way my teacher caught my focus and helped me learn something. He has a way of getting everyone's attention and teaching in this extraordinary way that influences every single student to try to think. Thinking is a huge factor in learning. Many teachers think that remembering certain things will help a student learn but Mr henriksen's way is much more effective. He encourages everyone to think about the subject and if they made a mistake they should think about how to fix that mistake. Memorization is not effective therefore my teachers way influences a students ability to learn. I have learned more in this class than I have in any of my other classes. He challenges the way a student thinks and makes is enticing exciting and fun.

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*I was able to interview with my father about his budget tips and strategies and get to know a little more about being an adult before he passed away.*

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The classes teach me at a younger age to prepare me for the challenges that college can be. If taught by the right teacher you can receive college preparation and assistance that helps me overall. The classes give me a better educated environment than non-honors (except for this class specifically). I can use these credits in college to gain my degree at a faster rate than what is normal. In regards of this class I feel no preparation for college. Professionalism schooling and all education are thrown out the window the minute you walk in. Passive Aggressive comments are very common in the classroom and a bias looms over the class. The teacher focuses on being the popular kids friend and helping them out more than that. A teacher should remain unbiased in the workplace. If they want to get to know the student and be friends



thats fine. Its letting them do what they want in the classroom and then calling others out for it. Personal affiliations and experiences lead to her giving these specific people slack for the classroom. Affiliation with the popular students as well as people who happen to be more financially successful. This has to stop and the bias based off of your religious association leads to negative effects. Had the teacher known of my religious affiliation I can almost guarantee a change in attitude and perspective of me. I'm more nervous than I am prepared for my college education and I'm considering if I still want to go. If teachers are similar to this in college I can't handle the emotional distress that I would feel in every class. Thank you for your time.

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***This concurrent enrollment class has made a negative impact in my life. It has created fear for college classes. There was no application of what I was taught and the classroom inspired no creativity. I learned some Microsoft Office skills but the class structure attacked my creativity doing more harm than good. The teacher favors certain students based on their affiliation with the LDS church popularity and/or income. I feel myself and others are not given fair treatment. If this class is supposed to represent a college class it has completely changed my perception on the future of education.***

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Prepared me for teachers who don't understand the concept that they are teaching and taught me how to relearn concepts from different sources

This Marriage and Family Class is one that EVERYBODY needs to take. I have learned so much valuable information about relationships and families for a class I can keep my grades up in as well as receive a load of college credits. I am so happy that I was able to have Mrs. Giron before she retired because she has so many experiences from her personal life and marriage to share as she is 63 years young. This class has better helped me understand the changes adolescents go through and why it is important to wait for making big marital decisions until you are fully matured. This class has encouraged me to analyze my personal relationships in my life and to talk to family members and friends about their personal relationships. This class has been a worthwhile! I recommend EVERYBODY take this class it is such a bargain!

It hasn't made a difference in my life I don't think I will ever use this math again in my life.

When I started out in High School I never saw myself taking concurrent enrollment classes or any hard classes in general. I took this class knowing it would be hard for me but I am glad that I challenged myself and gave myself the chance to learn. I learned so much and I was able to become knowledgeable in this subject.

I love forensics I want to be a blood spatter analysis when I get older. This class just confirmed what I already wanted to do. I loved how we were able to discuss corpses and laugh at certain areas concerning them.

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***Taking a concurrent enrollment class has helped me turn my life around. I was on a dark path headed toward drug use and because of this marketing class I am now in the best shape I have ever been in.***

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Constantly Mr. Henriksen will be asking us questions. for example we took a quiz just earlier and he says If you're done early then think about scissors. He paused then said again after a moment... Scissors. Essentially he just knows what it is to keep people engaged. He understands that keeping us focused requires some deviation from the subject matter and even so he often finds clever ways to relate whatever he might've said back to whatever we have going on in class.

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*Taking this Concurrent Enrollment class has changed my life. In the past I have taken multiple AP classes and they ended in disaster. I learned a lot and passed the class but my grade was never good because I didn't have time to do all the homework or study for hours. This class has taught me so much while still helping me to keep my grades up. More importantly this class has taught me skills that I can apply for years to come. The AP classes were just an attempt to get college credit. This class on the other hand was a chance to learn and grow.*

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it didn't really it was just another class that sucked

Don't get me wrong. Many parts of this class were great. They were a challenge interesting and somewhat useful to know. However this is a college class so why is it course material that we review things that are not preparing me for that? Don't believe me? 3/4ths of this class was me reviewing a more difficult version of math I already learned... explain that

I had Frank my junior year of high school for a regular language arts class. She pulled me aside one day and asked if I had ever been interested in taking a concurrent english class. I told her I never had really thought about it. She told me that she really liked my writing style and that I should highly consider taking english 1010 my senior year. At first I was a little freaked out about a college class but I finally accepted her recommendation because I was pretty confident in my own writing and wanted to put it to the test. I never regretted taking this class. As frustrating some assignments were at times I still always managed to pull through to get my work done and to really learn more and most that I could from my teacher. I really was in a healthy environment with the students around me a long with an amazing and kind teacher to help me every step of the way. I feel really proud of myself that I have gotten through this class and have acquired the information and knowledge that I have. I recommend english concurrent to anybody that is really confident in their writing. I know that it will be worth it to anyone that wants to try it out. You really learn to put your writing to the test and test your own abilities in a lot of ways.

Taking a concurrent enrollment class made a difference in my life because the overall perspective and feel of the class was different from that of a high school class. Discussions were more frequent and more freedom was allowed within each assignment. The assignments were more directed to self and your own improvement. It definitely helped me understand who I am both as an individual and a writer more thoroughly.

This class is the sole purpose I will not be getting a 4.0 in high school. Some teachers will say that GPA does not matter but it does. I worked exceptionally hard throughout high school earning above and beyond grades that sometimes exceeded 100%. I feel that the coursework I did is not conducive to the grade I will be getting. I earned as many points as I could on homework and quizzes and other assignments but when it came to test day I would look at the information and not know it well. I feel the assignments I was given did not adequately prepare me for these tests that accounted for the large majority of my grade. Of course I will move on and still succeed but I would really hope I do not lose too much scholarship money over a single class that does not reflect what I did during my high school career.

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*Both my parents dropped out of high school. (My dad later got his GED and Bachelors.) Because of the concurrent enrollment program I am planning to get my Associates degree by the time I graduate from high school. Not only will this save me years of school down the road it will also save me 3 semesters worth of tuition now (plus the tuition I get from the New Century Scholarship for finishing my Associates). The financial benefit is a huge*

***motivator for me. The concurrent enrollment program allows me to help myself AND my family in the best way.***

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*Taking this class has gotten me excited for the future and possible math majors or jobs*

*This course inspired many of the students including myself to bring up certain topics related to this class outside of school and have in-depth and valid conversations with people. I'm my perspective even though I didn't have to take this class the benefit and outcome had treated me so well that's I'm so fulfilled with my decision.*

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***In the beginning this class felt like a drag. I felt like I was not capable of competing with the other students. I felt a little behind and felt like my thoughts and ideas weren't on the same page as theirs. I realized that I had to learn how to take the responsibility and take the time to focus solely on the class. I realized I had to write for my own and realize that the thoughts of others shouldn't come in the way of my process. I thank the instructor for guiding the whole class towards better writing skills and appreciate the time he took to sit down with us and read our writing our stories and help us understand ourselves in a way.***

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*I have taken a few concurrent enrollment classes and for the most part I have really enjoyed them and have loved these opportunities. However I absolutely hated this specific class (comm 1020). The coursework was so incredibly ridiculous and difficult which shocked me since this class is generally supposed to be easy when you take it in college. The expectations for student performance were too high and I believe the instructor failed to realize that even though this class is worth college credit we are still in high school. As smart as many CE students are we still are not at quite the same level as a college student. This course would have been hard for a college student. I do like to be challenged in regards to my education however this was just too much. Not to mention the instructor was a little bit crazy. In one of her other classes there was a problem with cheating and a huge mess of a situation arose and I believe none of this would have happened if she wasn't the instructor for this course. Also I know other people who say that this class is so fun and I firmly believe that learning can be challenging yet still fun. She needs to adjust her coursework to make it more relaxed and fun because it will allow us to actually learn something instead of spending the whole time having anxiety. This class caused so many people to have such bad anxiety that half of the class dropped out. On the days when we weren't doing a speech we completely wasted time. We did such stupid and pointless things such as playing board games. Overall I would not recommend this course to anyone and I can say that this was a disappointment for a concurrent enrollment class. I love the CE program and I really feel like it has helped my educational experience. I hope there can be some adjustments made to this class so that it meet the same standards as the other CE classes I have taken.*

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***The instructor offers in depth speeches about not only the subject matter but about college in general preparing the students in his class (most of which will be heading off to their first year of college the very next year) for the reality and brutality of real college expecting good attendance proper research and no late work. His lectures are also dependent on what we need since he often asks the class what they think they need. He helps the class immensely by actively working on their style of writing through 1 on 1***

*feedback and examples if needed. A question never goes unanswered and most importantly the class is strict enough without being boring at all. I've personally never felt like a teacher has ever cared about legitimately teaching his/her students more than in this class.*

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*This class has given me multiple opportunities to think about the kind of person I want to marry. Different essays and also activities in class have encouraged me to make a list of characteristics I want in a future spouse.*

*I found it frustrating that there were resources available that were not made known to me. As a concurrent student I was not told I could go in for slcc tutoring on campus or that textbooks were available to help me with concepts I struggled with. I understand this is a college course and that a lot of work is required; however to just make you aware I spent on average 4-6 hours a math xl and I know that some of my other classmates spent similar amounts of time whereas I was told the class would take 2 hours of homework for every class period. When we were being taught 2 lessons a day I was spending hours everynight and on the weekends trying to stay on top of it and do my review for the test coming up. My teacher taught the concepts well but only in 1 way for the entire semester and I don't learn that way. So it was always necessary for me to go in for extra help and relearn concepts. A variety in the ways lessons are taught would be very impactful to my learning experience. On another note the notes in class we did and the practice problems were set up very different from my math xl questions and it made it difficult to follow. As soon as you get the math xl way down its the paper test which goes back to how our notes were set up. The math xl I do not believe benefitted me in any way and I also found it frustrating that our mathxl assignments were only 15% of our grade especially when they took forever and didn't really benefit my grade at all. Overall this class was frustrating with the communication of how things are ran and I also find it irritating that if you don't pass the final with a 60% even if your grade is still fine that you don't get college credit. Just as a side note this is not biased because I did pass but still don't agree with this standard slcc has set.*

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