
SLCC CONCURRENT ENROLLMENT

2023-24 Program Report



~ Table of Contents ~

PROJECT:LAUNCH 2.0 PILOT REPORT 3

 Pilot Purpose3

 Findings to Date4

Advising Model Continued Improvements 6

Process Mop-Up..... 8

CE Summer Academy 10

Working with Districts to Bridge Canvas Gaps 11

ESL Pilot..... 11

2024-25 Goals 12

 Advising Program Improvements12

 Continued Process Improvement12

 Pilot Projects12

 CE Summer Academy12

 Liaison Work Improvements12



PROJECT:LAUNCH 2.0 PILOT REPORT

Pilot Purpose

The focus of the SLCC Concurrent Enrollment (CE) Program has been on positioning and leveraging concurrent enrollment as a mechanism for teaching students the skills they need to be successful in college after high school, and to persist and complete a meaningful degree or certificate. While this has helped countless students who have participated to refine their skills in preparation for college, the majority of the students participating are the top academic performers who are already college-bound. The SLCC Concurrent Enrollment Program believes that CE can have an even greater impact on middle-performing students who have the potential to be successful in college but are hesitant or even fearful to participate because of insecurities or beliefs about themselves or college in general. Often this group of middle-performing students includes underrepresented populations such as low income, first generation, and/or ethnic minority students.

During 2017-18, we surveyed students not participating in concurrent enrollment and asked, “What has prevented you from taking concurrent enrollment classes?” Of the 694 students who responded, 20% didn’t feel academically prepared, 4% felt like they didn’t have support at home, 3% declared they weren’t going to college, 2.5% had little motivation, and 2.5% thought it would be too hard. These beliefs were based on assumptions about what college would be like, not on experience participating in college courses in their area of interest.

The Project:Launch pilot was designed to encourage students who had no plans to attend college, or who were reluctant to attend college, to try taking a single CE class without risk or consequences, and free of cost. Our assumption was that, as a result, these students would (1) realize they can be successful, (2) begin identifying as college students, and (3) continue toward degree completion at SLCC after high school.

During 2023-24, we launched Project:Launch 2.0 after the first iteration of this pilot failed (See the 2022-23 Annual Report for more information). Project:Launch 2.0 was structured in the following way.

All high school students were welcome to participate in Project:Launch 2.0; however, we invited high schools to specifically target students who are on the fence about going to college and fall within the low-income, first-generation, ethnic minority categories.

The pilot included two classes SLSS 1020, Intro to Higher Education, and ETHS 2400, Intro to Ethnic Studies, whose tuition amount was set to \$0. We selected those two classes because:

1. We were targeting students from low-income, first-generation, ethnically diverse families who believed that college was not a good fit for them. SLSS 1020 introduces students to higher education and teaches them how to navigate and be successful in college. ETHS 2400 was designed to attract students from ethnically diverse backgrounds.
2. Enrollments have historically been relatively low in those courses, which would mean less of a budgetary impact in terms of tuition revenue if the program were successful and grew. If growth occurred, it would equate to a loss in tuition revenue that we would not have seen otherwise. During 2021-22, there were

91 enrollments in ETHS 2400 for a total of \$1,365 in tuition revenue. Up to the start of Project:Launch 2.0 there had been 0 enrollments in SLSS 1020 since it was a new course beginning 2022-23.

Students participating in the pilot were required to complete a survey on the first day of class and near the end of class, so we could ascertain whether taking the course had an impact on their views about themselves obtaining a college degree.

During the last week of class, students participating in those courses were given the option to drop the class if they were not happy with their grade, so the grade had no impact on their future college GPA.

We have been tracking students who indicated they did not initially see themselves as college material to see if they continued taking concurrent enrollment classes and ultimately matriculated to SLCC. While it will take a couple of years to gather enough data to see if we achieved our goal, below you will find the initial data for the first year of the pilot.

Findings to Date

A total of 331 students participated in and completed the courses offered through Project:Launch during 2023-24 by taking either SLSS 1020 or ETHS 2400. Based on the pre-survey responses, at least 53 dropped before the last day of class. Of those who completed the class 92% earned a C or higher grade, 8% earned a grade of C- or lower, and 2% failed.

In terms of the pre and post survey, 49 students failed to complete the pre-survey (all of whom completed the post-survey) and 84 failed to complete the post-survey (all of whom completed the pre-survey). Students were asked “How likely do you think you are to go to college after high school?” on both the pre-survey and post-survey with options ranging from Definitely Going (5) to Definitely Not Going (1). Of the 219 students who completed both surveys, 74% had no change in their response, 11% had a slightly positive change, and 15% had a negative change in their perception of whether or not they were going to college. The average value for both the pre-survey and post-survey question about how likely they were to go to college was 4.6 which places the results between probably going to college and definitely going to college with only an average change between the surveys of -0.05.

Additionally, of those who completed the latest version of the pre-survey and didn’t choose the “other” response, there were 247 responses. Of these 247 responses:

65% said “I would like to go to college, but I’m nervous about whether I’m smart enough.”

28% said “I think I could be successful in college, but I don’t think college is necessary.”

4% said “I don’t think I would be successful in college, but if I thought I would be I would probably go.”

2% said “I don’t think I would be successful in college and I don’t think college is necessary.”

For 43% of students, this was their only class they took during the semester. Of those that took only the Project:Launch course during the semester they took it, 43% had registered for CE classes previously. The rest

took additional classes during the semester they completed SLSS 1020 or ETHS 2400. 73% of all of the students who participated completed several CE classes during other semesters or took more than one class the semester they took the Project:Launch course. The average number of credits taken during the semester of the Project:Launch course is 5.0 credit hours. The average number of total credits the students had taken up to that point was 10.7 credits.

Of the 76 students who ETHS 2400 or SLSS 1020 was their first concurrent enrollment class and who did not drop the class, 76% earned a college GPA of 2.5 or higher and 88% earned a college GPA of 2.0 or higher. The average GPA for these 76 students was 2.70; the overall average GPA for all students that took one of the Project:Launch courses was 3.15. The average GPA for the Project:Launch classes for those that completed both the pre- and post-surveys was 3.47.

We also looked at the data to see if there was any correlation between a student's decision to go to college and either their overall GPA or their grade in the class. The correlation coefficients for both were around 0 which indicates that neither the student's GPA nor their grade in the class affected whether they were deciding to go to college or not. When looking at those that took the Project:Launch course only and no other CE classes, there was still no correlation between the student's grade and whether or not they have decided to go to college.

Based on the data so far it would appear that taking SLSS 1020 and ETHS 2400 has very little impact on a student's decision to go to college, with only 11% of students being slightly influenced for the better, with the average value measuring the students likelihood of going to college being essentially the same in both the pre- and post-surveys. There were only three students who reported a significant change of two points above their initial response. Questions that remain to be answered include:

1. For those who SLSS 1020 and ETHS 2400 was their first class, did they continue taking CE classes after that first experience and how well did they do? There is a chance that a poor grade in one of the pilot classes was a learning experience for the student that helped propel them to greater success in the future.
2. Did those students who identified as "probably not going to college" or "maybe going to college" end up going to college after high school?
3. What percentage of these target students end up at SLCC within one to three years of high school graduation and how does that compare to the overall population of CE students?

Advising Model Continued Improvements

During the 2022-23 academic year, the SLCC Admissions Office and the SLCC Concurrent Enrollment Office worked together to build out a new student academic planning model. The goals of this new model are to reach a wider range of students in helping them build out academic plans. Building an academic plan helps a student avoid the trap of taking too many concurrent enrollment classes that don't apply toward a college or career pathway.

In the past, only a couple hundred students with strong parental support would reach out to the SLCC advising team to help them build an academic plan to work toward their associate's degree or general education certificate of completion. When we last looked at the data, however, there were well over 3,000 students who were accumulating 12 or more credits. With no way for our SLCC CE advisors to reach that volume of students and help them all develop academic plans, we created a new advising model that helps them collaborate more closely with high school counselors. A description of this model can be found in the 2023-23 Annual Report.

To track the progress and success of the new program, we developed an advising data dashboard that is publicly hosted on the SLCC Concurrent Enrollment website here:

<http://www.slcc.edu/concurrentenrollment/Partners/ce-data-dashboard.html>.

After tracking data over the last year and making concerted efforts to increase the number of students generating academic plans, we have seen virtually no movement. After some conversations with high school counselors, we suspect that this is due in part to a handful of factors:

1. Counselors have mentioned they are too busy and forget what they need to do and when that needs to be done.
2. There is little to no active collaboration between counselors, CE coordinators, and CE instructors to effectively guide students to create an academic plan.
3. Admissions recruiters/CE Advisors are torn between two roles and don't have the time or bandwidth to provide the level of support necessary to assist counselors in advising students.

During 2023-24, we both surveyed and met with counselors to identify core issues. We received 63 responses.

59% said they rarely or never used our advising resources. 36% said their recruiter/CE advisor has been very helpful and supportive while 54% said they either don't know who their SLCC rep is, or they have only met them and received a limited amount of information.

When asked why they suspected that we had so few students complete academic plans, counselors mentioned the following:

1. It is too time consuming to meet with the students to help them build a plan due to other higher priorities.
2. They don't think their kids go to SLCC, and the kids don't think they are going to SLCC.
3. Kids don't know what they want to do, so it is futile to have them build an academic plan.
4. AP, IB or a home-built academic planning system they have is better than what we offer.

5. Students already know what they want to do and don't need a plan.
6. Students don't see CE classes as something you need to make a plan for. They are just a way to finish college faster.
7. Many kids don't even know what academic planning is or that it is something they should do.
8. Lack of training for counselors.
9. Our assigned SLCC rep isn't very accessible to provide the level of support counselors need.
10. Students need more handholding than we can give.
11. Extracurriculars take a higher priority for students.
12. Students have a hard time thinking ahead and planning for the future.
13. Not enough time to dive into the advising model and become comfortable using it.

We then asked, "What do you think SLCC could do to better support counselors in helping students build out their college academic plans through MyCE?" Responses included:

1. Come and build it with them in a CE class.
2. More training and support for counselors on the advising program, their role, and how to use MyCE.
3. Prompt counselors when we need to do something to help kids with their college academic plans.
4. More active involvement with our SLCC rep.
5. Counselors usually hand off CE student questions to the CE coordinators. There isn't much active collaboration beyond that.
6. Improved tutorials and trainings that are shorter, more succinct, and consistent.
7. Consistent communication with the high schools throughout the year.
8. Find a way to sell students and counselors on the importances of building a plan.
9. Better guidance on what each concurrent enrollment class can lead to in terms of majors and careers.
10. Send us a report of which students have more than 12 credits. Some counselors know they can do this themselves, but they forget to do it or forget how to do it.
11. Coordinate with our head counselor to set up regular training and collaboration.
12. Train CE instructors and work with them to do the academic planning in their classes.
13. SLCC rep needs to be more of a partner with counselors.
14. Find a way to merge our academic planning tool with the high school's graduation mapping tool.

Based on these responses and conversations we've had with counselors and CE coordinators, we decided to move forward with hiring a new position - CE Advising Coordinator - that will be fully dedicated to concurrent enrollment academic planning. This individual will work with counselors, CE coordinators, and CE instructors to improve collaboration between these individuals and the CE Advising Coordinator. They will also work to develop additional academic plan pathways beyond the General Education Certificate of Completion to give students more targeted options. Initially the CE Advising Coordinator will be assigned to a single district. If the position is successful at encouraging significantly more students to develop academic plans within the first year, we have a plan for hiring other CE Advising Coordinators for the other major districts. If we are not successful, we will reevaluate our advising model at the end of the year and overhaul where it makes sense to do so.

Process Mop-Up

From 2017 to 2022, the SLCC Concurrent Enrollment Program made major process improvements to each of our major processes. With operations now running relatively smoothly, we decided to do a final mop-up of any remaining problems within our operations. At our 2023 summer staff retreat, we identified those remaining problems and then assigned CE staff to work on those during the 2023-24 academic year. Below is a list of those process improvements:

- There were many late applications submitted after the deadline, despite our many reminders. We developed a system to better manage those and encourage high schools to get those submitted before the deadline when possible.
- We designed a better system for liaisons to identify new instructors assigned to them and obtain their contact information, so they can provide training earlier.
- We refined our calendar reminder system to clean up clutter and make the shared calendar more useable.
- We collaborated with the registrar's office to improve the appeals process for CE students.
- We developed better training for new CE coordinators.
- We identified a checklist of things that need to be completed whenever a new course is approved or a course is discontinued, so that important steps don't get missed.
- We improved our non-compliance tracking tools and processes and better aligned them with the new minimum quality control standards.
- We added a new dashboard to our data dashboard set with the help of Data Science & Analytics to monitor student matriculation, persistence, and completion.
- We resolved issues around the graduation hold.
- We improved our data dashboard update schedule and reminder system.
- We identified ways to promote the data dashboard, so for those to whom the data is relevant are more actively using it.
- We made it easier for college experience liaisons to identify the contact information of the faculty liaisons assigned to them.
- We fixed a few lingering issues in MyCE.
- We created new resources to walk our partners through the new RFR process.
- We identified and developed a new team-building system for our staff.
- We developed a best practices guide for college experience liaisons administering the college experience evaluation, so CE instructors have a consistent experience regardless of the liaison they are working with.
- We discovered ways to make SimpleSyllabus work within the high school Canvas environment and ways that CE instructors can share their high school Canvas course with SLCC faculty liaisons.
- We improved our new CE instructor onboarding training and migrated the training system from our public website to Canvas.
- We developed an improved process for getting new faculty liaisons trained on their concurrent enrollment responsibilities.

- We identified better ways to help inform instructors on where their college experience evaluations and student course evaluations reside.
- We identified ways to improve the response rate on the student course evaluations.
- We made some minor updates to the college experience evaluation.
- We developed a plan to make sure the CE website content stays updated.
- We looked at our website analytics and a heat map to determine if we needed to make any updates to the design of our site. We found that students generally seem to be going exactly where they need to go.

CE Summer Academy

During the summer months, our four college experience liaisons have an exceptionally light load. To help fill their time during the summer and provide an opportunity to help high school students whose families have little to no college education transition to college, we decided to create an adapted version of the SLCC Summer Academy Program.

Concurrent Enrollment Summer Academy allows high school students to take one (1) eight-week class during the summer for the regular \$5/credit CE tuition. Similar to College Bridge, we built in additional support elements for students, we provided lunch twice during the semester, and we hosted other fun activities to help the students get to know SLCC and college.

The primary objective of this program is to attract first-generation college-going students to SLCC after high school, to inspire students to promote SLCC to their peers in high school, and to launch them into taking additional concurrent enrollment classes in high school prior to high school graduation.

CE Summer Academy kicked off during Summer semester 2024. In total, 51 students applied for the program and approximately 30 students ultimately decided to participate. Of those 51 who applied, more than half were the first in their family to attend college. We offered ART 1020, ENGL 1010, MATH 1030, and SLSS 1020.

Only students who would be entering their junior or senior year of high school in the upcoming fall semester were allowed to participate. Students were limited to one class, and we required that both student and parent sign an agreement to participate. Additionally, we required students to have a 3.0 minimum high school GPA to increase the likelihood of their success outside of the security of the high school support system.

Over the next year, we will continue to evaluate the success of this program by following the students who participated in order to answer the following questions:

1. Did students perform well in the classes they took through the program?
2. Did students continue taking concurrent enrollment classes at the high school and perform well in those classes?
3. Did students in the program have higher matriculation rates to SLCC than the broader concurrent enrollment student population?
4. Did students who participated accept the CE Transition Scholarship?

If the answer to the first three is positive, we will continue this program indefinitely and find ways to increase enrollments in the four classes we offer.

Working with Districts to Bridge Canvas Gaps

Over the years, there have been significant problems with high school CE instructors using both SLCC Canvas and high school Canvas when it comes to delivering concurrent enrollment classes. Those problems include:

1. Neither system communicates with the other and so an instructor must double enter grades in both systems.
2. Faculty liaisons cannot easily access the high school instructor's Canvas course if the instructor is using the high school Canvas.
3. Because of the SLCC active directory rules, CE instructors teaching yearlong classes often lose access to their Canvas course several weeks before the end of the school year.
4. Because high school students register at the beginning of the semester (not months before like traditional adult students do), most cannot access SLCC Canvas until several weeks into the semester, which puts students behind.

To remedy this and find a solution that works for everyone, we worked with each of the 5 major districts to identify ways to get SLCC faculty liaisons access to high school Canvas systems for the CE instructors they oversee. After some work, each district was able to identify a solution, and we then posted instructions for instructors to initiate that process in their appropriate district. Those instructions are now available on the CE website: <https://slcc.edu/concurrentenrollment/instructors/canvas.html>.

ESL Pilot

While the state of Utah does not approve courses that do not apply toward a degree or certificate to be offered as concurrent enrollment, a one-time exception was made for ESL on a pilot basis. The justification is that ESL can directly prepare English Language Learning students for ENGL 1010, creating a pathway to college for non-English speakers. During the 2023-24 academic year, we closed out the ESL pilot. By the end of Fall semester 2024, we will be able to see if students who participated in ESL 1020 continued into ENGL 1010. If the majority did, we may be able to keep ESL on the books. However, if the majority did not, or they performed poorly in ENGL 1010, ESL 1020 will be permanently discontinued.

2024-25 Goals

Advising Program Improvements

Throughout 2024-25, we will be working to strengthen the advising program in one of our major districts with our new CE Advising Coordinator. Our goal is to see a substantial increase in the number of academic plans generated in MyCE. We will also build out additional academic plan options in MyCE, so students can select a specific pathway and then select courses that align with that pathway. If this works well, we will expand the pilot by hiring another CE Advising Coordinator for the 2025-26 academic year and expand to another district. If we see no movement in the number of plans, we will reevaluate and restructure the entire academic advising program.

Continued Process Improvement

While we did a significant amount of process improvement over the past year and over the past 5 years, there will always be additional things that we can work on cleaning up. We have a few updates that need to be made in MyCE with the minimum quality control standards changing for CE instructors. Additionally, we have re-written our Banner export script for student registrations and need to work that out. We will also need to keep an eye on the improvements made this past year to ensure they stick, and they are working.

Pilot Projects

During the 2024-25 academic year, we will finalize our research on Project:Launch 2.0 and the ESL Pilot and decide whether we need to sunset these programs or if we can continue them indefinitely.

CE Summer Academy

We will improve our promotion of CE Summer Academy this coming year and improve the Summer 2025 program based on the lessons learned this year. Our goal would be to see a 100% increase in the number of students enrolled this coming summer semester, so that we are able to fill each of the four sections offered.

Liaison Work Improvements

During the process of stepping away from NACEP accreditation and reevaluating the quality control needs of our program, we did not make as concerted of an effort to nudge faculty liaisons to perform their duties as we have in the past. During 2024-25, we will pick that up again with the new standards now solidified with a goal of seeing at least 80% of the liaison work completed.