

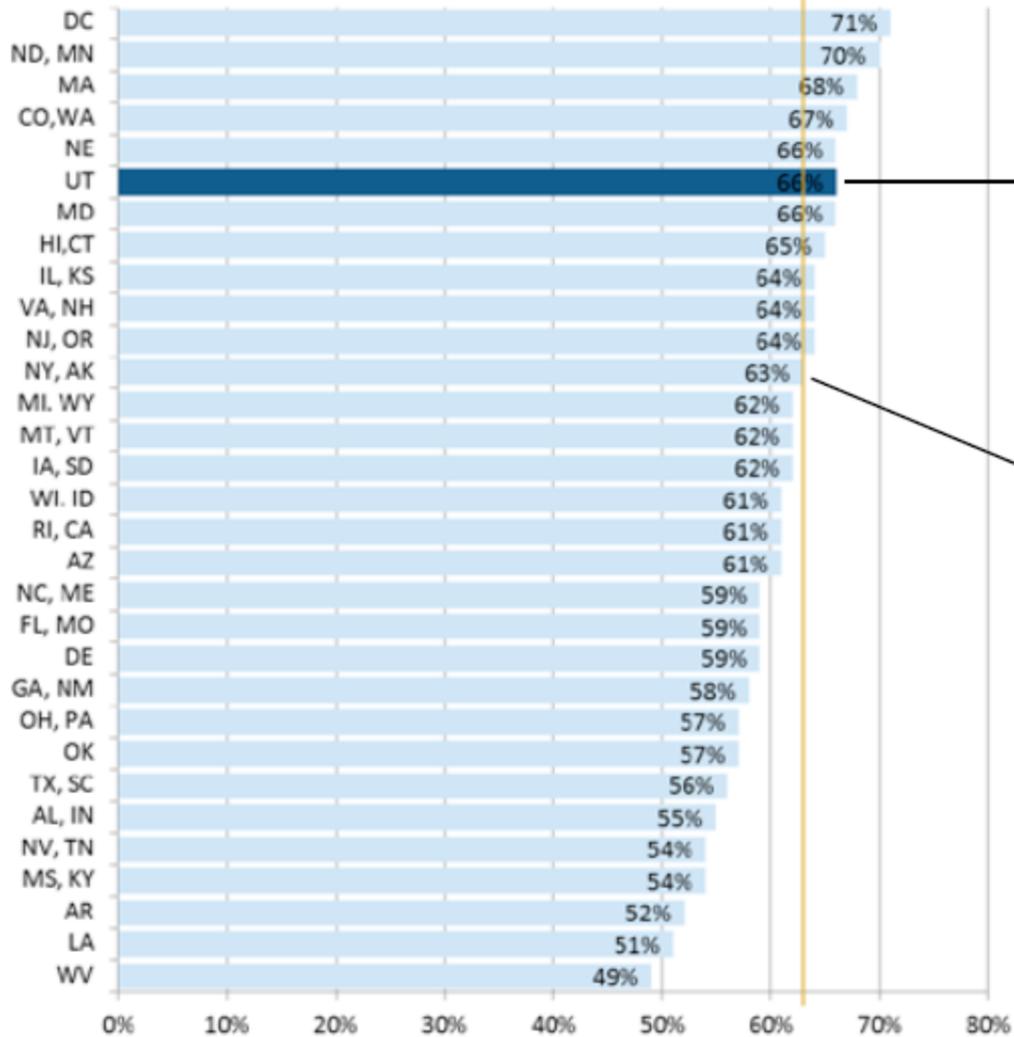
**Concurrent
Enrollment's
Role in Creating a
College Going Culture**

**Disclaimer:
Administrative and
Higher Education
Perspective**

Setting the Context/Building the Case:

To meet Utah's education and workforce needs, the State Board of Regents and Commissioner of Higher Education have set a big goal for Utah: to have 66% of Utahns—men and women age 25 to 64—with a postsecondary degree or certificate by the year 2020

Percentage of Jobs Requiring Postsecondary Degrees by 2018



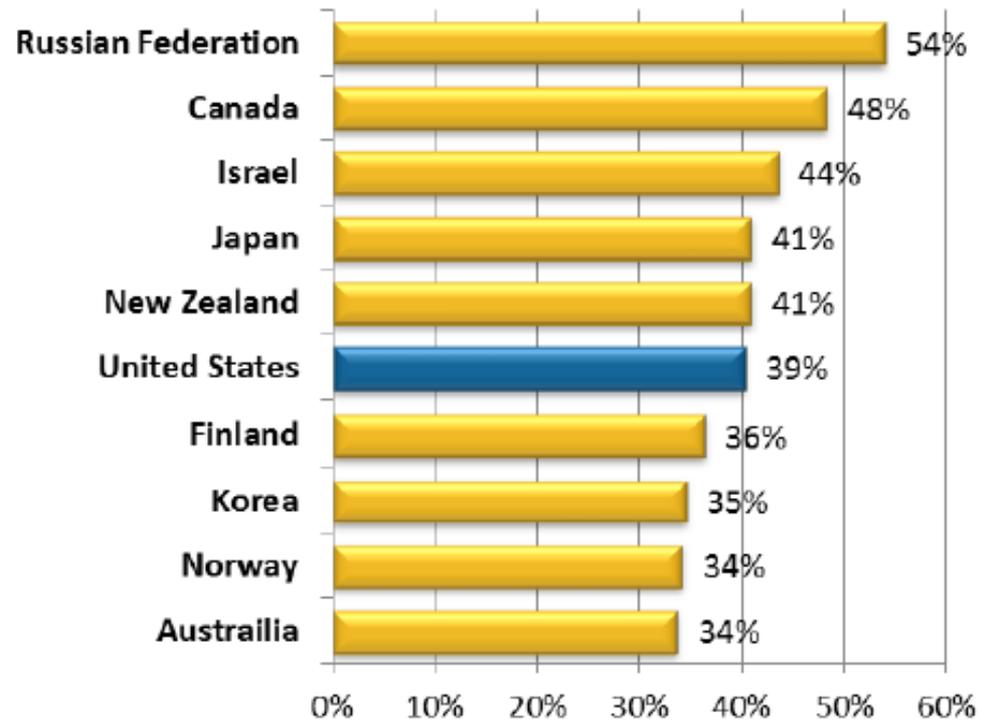
66% of all jobs in Utah will require postsecondary education by 2018; this is the 8th highest percentage in the nation.

National Average: 63% of all jobs will require postsecondary education by 2018

Source: USHE, The Georgetown University Center on Education and the Workforce, "Help Wanted: Projections of Jobs and Education Requirements through 2018," June 2010 (See Appendix A.)

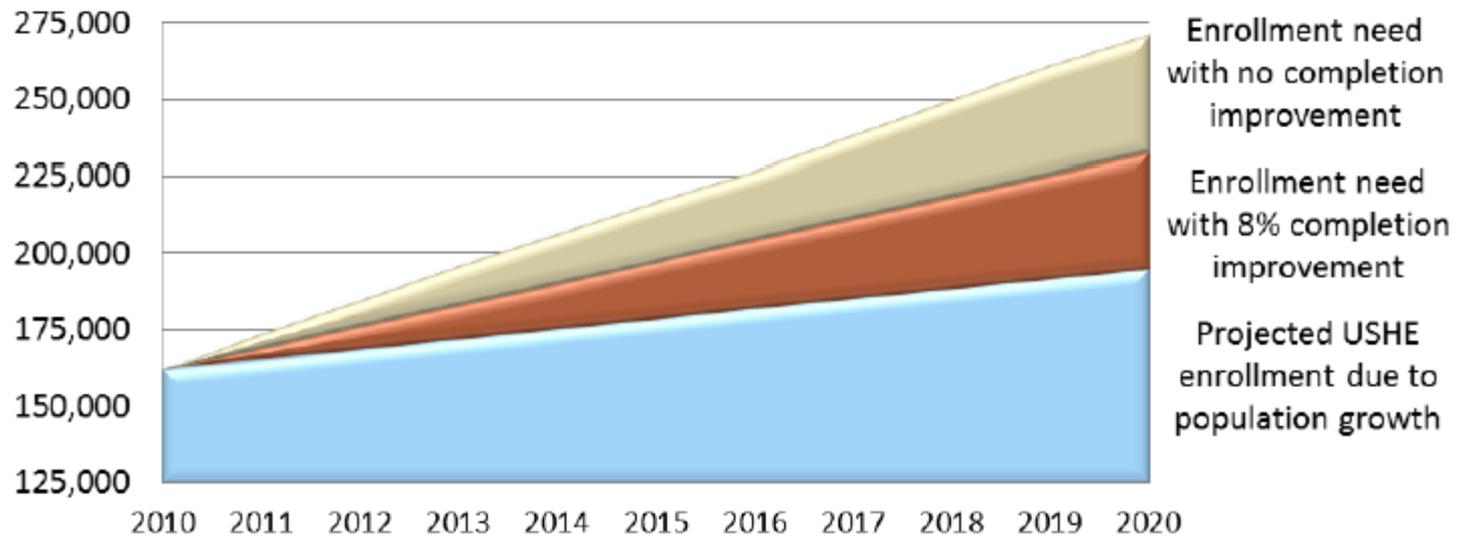


Percent of 25-to-64-Year Olds with an Associates's Degree or Higher



Source: College Board, The College Completion Agenda, 2010

USHE Enrollment Needed for 55% of Utahns 25-64 to Achieve an Associate's Degree or Higher



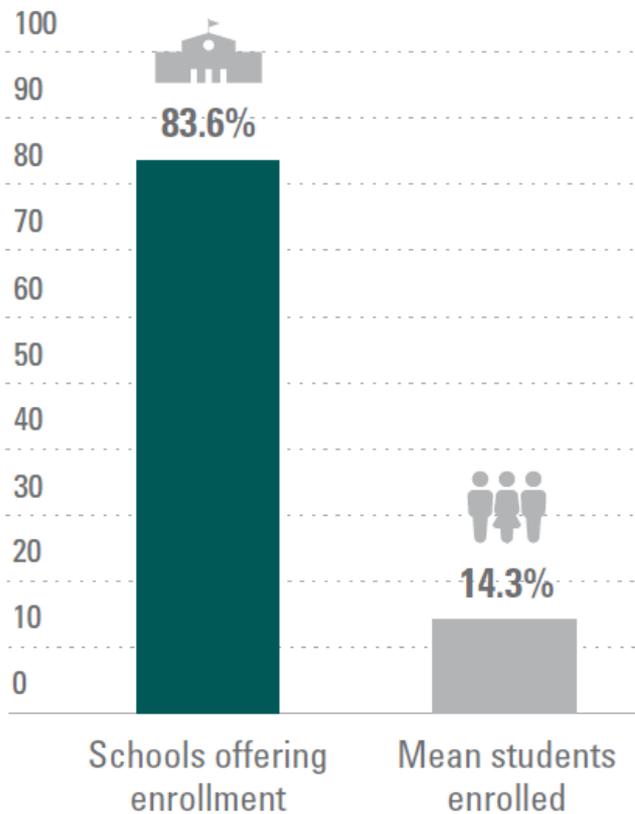
Source: USHE, Office of Institutional Research and Analysis

Here's what we know

Participation Stats:

National Percentage of Schools That Offer Dual Enrollment and Mean Percentage of Students Enrolled in Dual Enrollment, 2009

Source: NACAC, State of College Admission, 2010



Four Keys to College and Career Readiness

Key Content Knowledge

- + Key terms and terminology
- + Factual information
- + Linking ideas
- + Organizing concepts
- + Common Core State Standards (in English/literacy and mathematics only)
- + Standards for Success in Science, Social Sciences, Second Languages, the Arts

Key Cognitive Strategies



Key Learning Skills & Techniques

- + Time management
- + Study skills
- + Goal setting
- + Self-awareness
- + Persistence
- + Collaborative learning
- + Student ownership of learning
- + Technology proficiency
- + Retention of factual information

Key Transition Knowledge & Skills

- + Admissions requirements
- + College types and missions
- + Career pathways
- + Affording college
- + College culture
- + Communication with professors
- + Social/identity issues in transitioning

Percentage of States with Alignment Between High School Graduation Requirements and College and Workplace Expectations, 2010

Source: Achieve, Inc., 2010

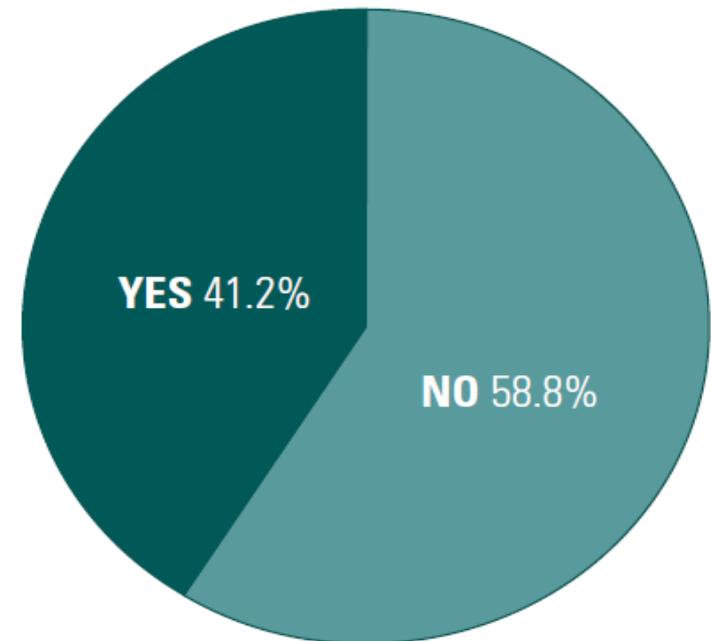
YES

Alabama
Arizona
Arkansas
Delaware
District of Columbia
Georgia
Indiana
Kentucky
Michigan
Minnesota
Mississippi
Nebraska
New Mexico
New York
North Carolina
Ohio
Oklahoma
South Dakota
Tennessee
Texas
Washington

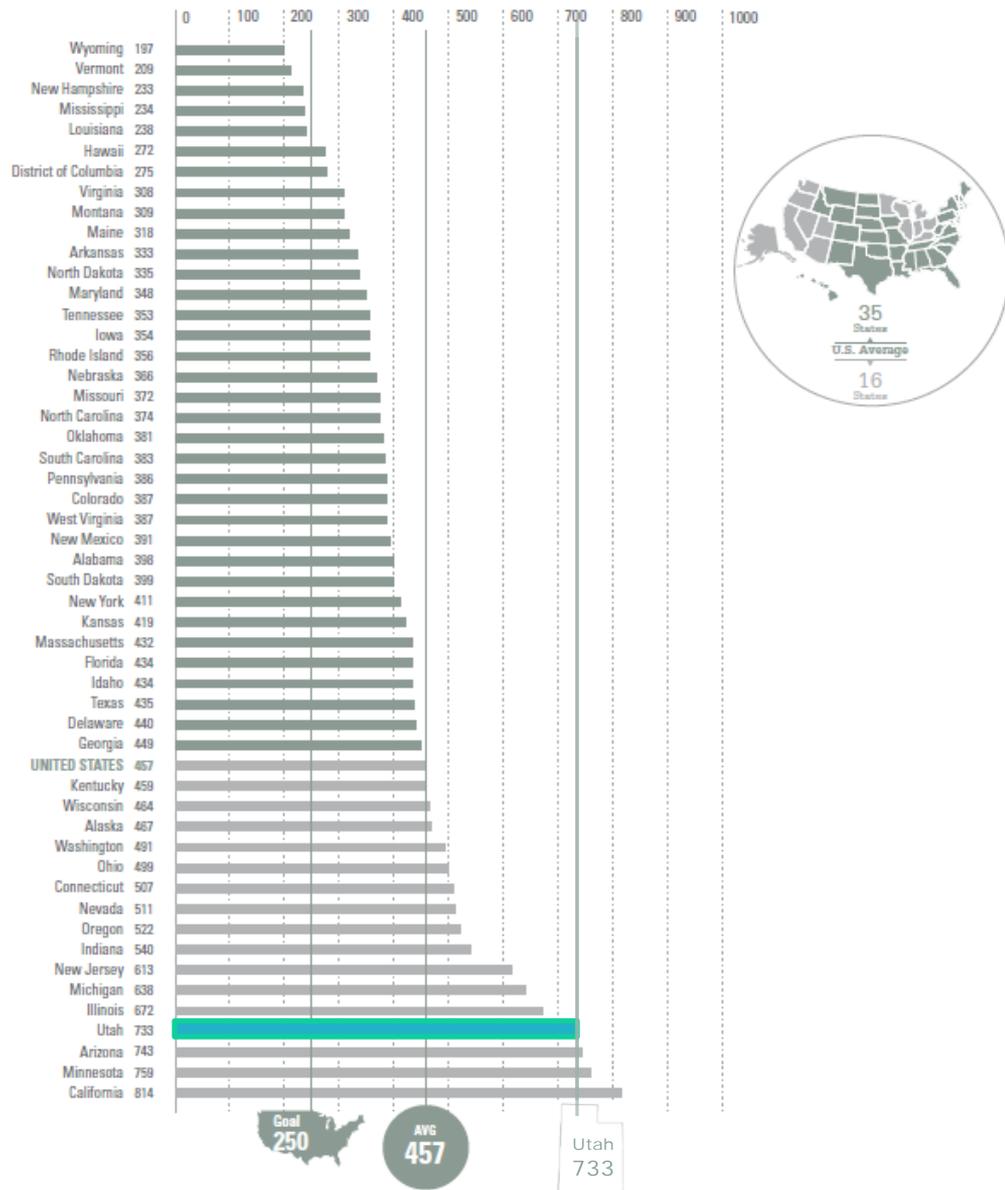
NO

Alaska
California
Colorado
Connecticut
Florida
Hawaii
Idaho
Illinois
Iowa
Kansas
Louisiana
Maine
Maryland
Massachusetts
Missouri
Montana
Nevada
New Hampshire
New Jersey
North Dakota
Oregon

Pennsylvania
Rhode Island
South Carolina
Utah ★
Vermont
Virginia
West Virginia
Wisconsin
Wyoming

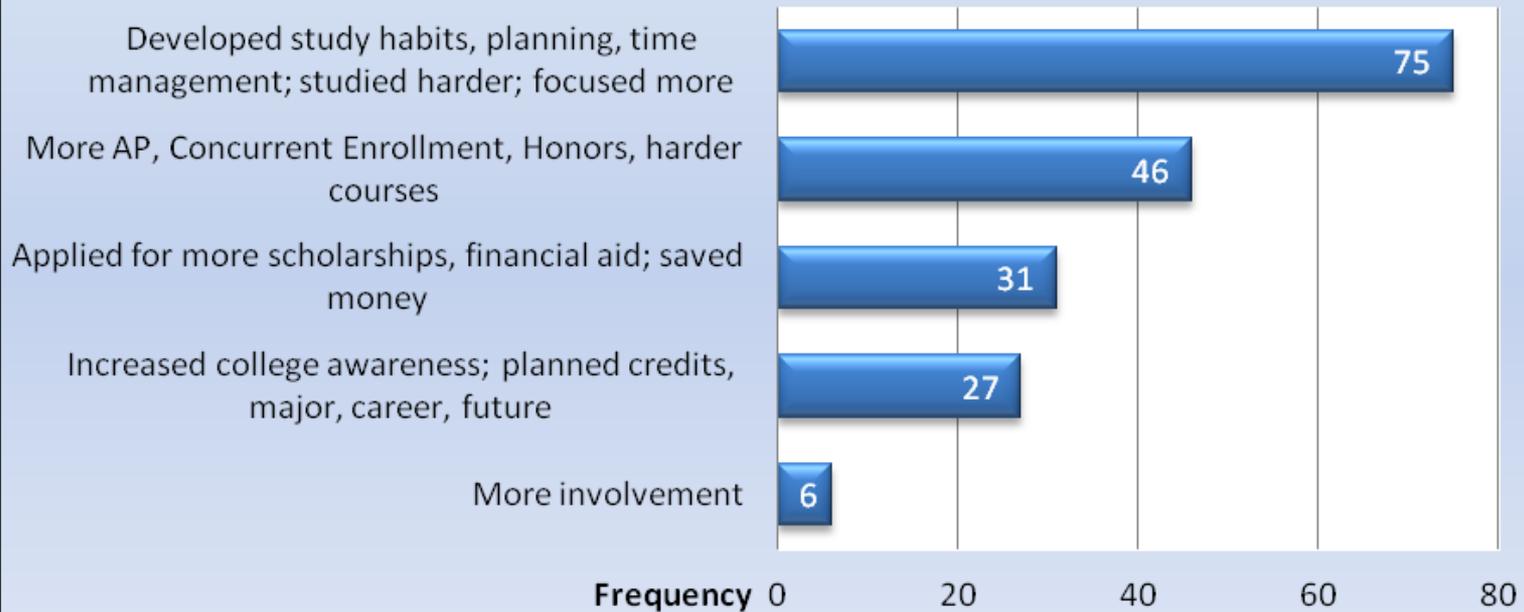


Student-to-Counselor Ratio by State Rank



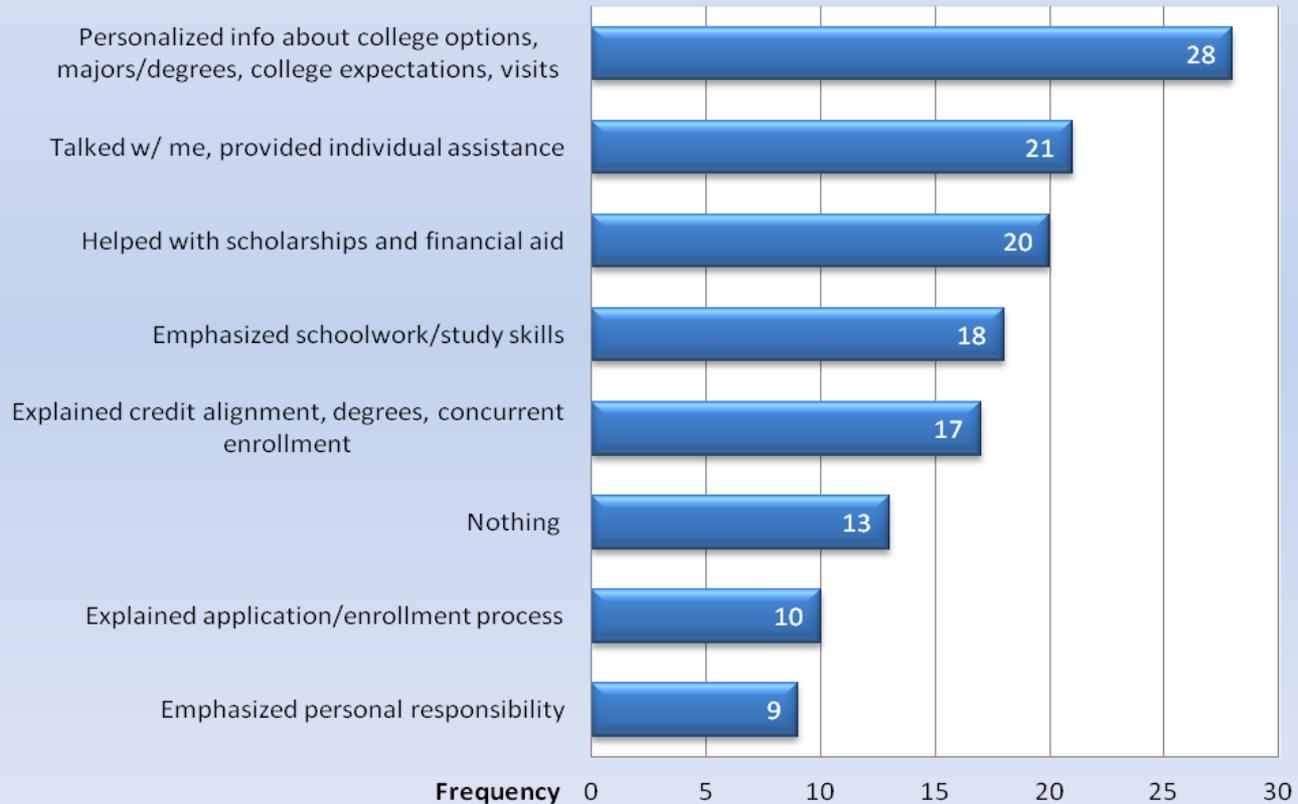
SLCC Survey Data

Now that you are a college student, what 3 things could you have done in high school to make college easier?



Individualized Data

High school teachers and counselors use whatever information they can to help students prepare for college. Now that you are a college student, what 3 things **SHOULD they have done to help you prepare but **DIDN'T**?**



FOCUS GROUP Data



Student Voices:

❖ Who/What influenced you to go to college?

❖ A Person Not an Event

And I would say it was like from my principal, because I was on the cheer team there. And he was always pushing me to get interested in going to college and getting the other girls interested. And just the way he was trying to explain things about all the different schools and stuff. Because he was the principal of the tech center, so he got me really interested. And I was, like, something I needed to do.(2)

The one who actually pushed me to go to college was my Japanese teacher. He sat me down once a class period like every two months to show us all the scholarships offered, private and public scholarships. He went through the entire list, he took time out from his schedule of teaching Japanese, just so we could all get that. (1)

Student Voices:

❖ More Concurrent Enrollment

Well, I didn't know even what concurrent enrollment was until it was like too late, and I finally learned about it in like the last quarter, and it was already too late to sign up for it. Like my pottery class, everybody was like, it was the same work as you're doing for the normal class. But then I didn't even know what it was. (2)

Student Voices:

❖ More Concurrent Enrollment

Well, my high school had a big meeting, and they talked to me about CE and ways to get ahead. So I knew about it from the very beginning. That was my sophomore year, at the very first, and I went with my sister when she was in high school, and that was the one of the first things they talked about, was by taking concurrent enrollment by taking that extra step, you get a head start on college (2)

Student Voices:

❖ SEOP's Focus on Graduation not College Going

All that meeting is, is they're going over the transcripts you've already done and seeing what you need to take to finish high school. It's all about the past and the present; they never talk about the future. That's what I wanted to know about.(1)

We had a program where student could come in after class if they were failing, and they made such a big deal about failing students. But maybe they should take extra time to say those kids that are doing really good, hey, maybe we should look at students who are doing well. And maybe we could talk to you after class about college opportunities because I would have showed up.

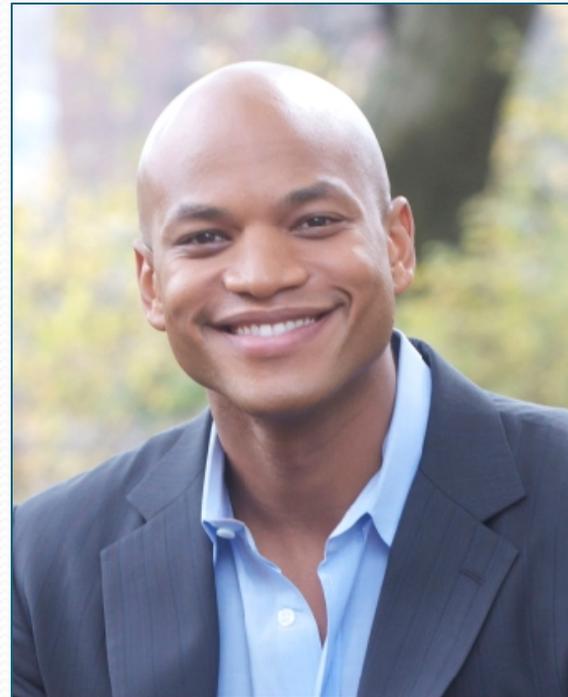
CONCURRENT ENROLLMENT

EDUCATORS:

How do you lead the way?

The Other Wes Moore

- We aren't products of our environment, we are products of our expectations
- What expectations does your school share explicitly with students?



Back to Readiness Framework:

Our focus has perhaps been on two of the four columns.
How do we strengthen:

- Key Learning Skills and Techniques
- Key Transition Knowledge and Skills

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According to the Pathways to College Network, college- focused schools do the following:

- Expect that all underserved students are capable of being prepared to enroll and succeed in college
- Provide a range of high-quality, college-preparatory tools for students and families
- Embrace social, cultural, and varied learning styles when developing the environment and activities at the school
- Involve leaders at all levels in establishing policies, programs, and practices
- Maintain sufficient financial and human resources for this mission
- Assess policy, programs, and practices regularly to determine their effectiveness

Before jumping ahead to implementation of any ideas you or your school may have, explore issues surrounding a college- focused community:

- What is our graduation rate?
- What is our college application rate?
- What is our college acceptance rate?
- How many of our staff members have undergraduate or graduate degrees?
- What percentage of parents hold undergraduate or graduate degrees?
- What are our school counselor's top three priorities, and how are his or her year and day structured?
- How many concurrent enrollment or college-level classes does our school offer?
- Do all of our students have access to all teachers and classes?
- What is our faculty's attitude toward the notion that every student at our school can succeed in college?
- Do we emphasize college advocacy during our hiring and evaluation practices?

Bring College to your Campus



WESTMINSTER
SALT LAKE CITY • UTAH



Salt Lake
Community
College



THE
UNIVERSITY
OF UTAH



UTAH VALLEY
UVU
UNIVERSITY



College Going Messages

- Have faculty hang degrees in classroom
- College logo wear Fridays
- Invite student alums to SEOP's and registration days wearing logo-wear
- Have a map in the entry way with all seniors and where they are heading: include ATC's , Community Colleges, 4-year colleges, universities, privates, etc...
- Faculty: Tell your college stories!
- Have a graduate directory of where students went to college

Consider a CE marketing facelift

- Why do we call it concurrent enrollment?
 - CollegeNOW!
 - BestStart!
- Graph the value of the courses in \$\$\$ savings:
Take it here, pay x / Take it there, pay y
- Graph the value of the courses in time

Pay attention to Transition Skills:

- Where are the following embedded in the curriculum:
 - Financial Aid..complete the FAFSA
 - Time Management
 - Work/School Balance...credit taking patterns
 - Choosing courses in college
 - Support systems: first generation navigational challenges
 - Be their guide

Think about Alignment:

- Build alliances with higher education institutions
 - High School Feedback Reports
 - Principals Gathering
 - Faculty Conversations re: Curriculum
 - Early testing and DevEd coursework available within HS
 - Joint professional development sessions
- Consider hiring a CE ambassador alongside counseling roles
- Challenge your colleagues to embed college into curricular problems

Math and English examples

- Pre-Algebra: “If two-thirds of the students at U of U are in the School of Engineering and U of U has 35,000 students, how many are engineering majors?”
- Algebra—Linear Functions: “Here is the tuition data from UVU for the last 10 years. Graph the data and write an equation for the line of best fit. Predict tuition in 2050.”
- Ask future college freshmen to write formal thank-you letters to those who wrote college recommendations for them,
- Ask them to begin journaling about significant events in their lives and/or their involvement.
- Quiz students on vocabulary and/or spelling words based around a college-culture vocabulary (e.g., accredited, associate degree, cooperative education, credit, deferment, grant, orientation, registrar, scholarship, etc.).

THANK YOU

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