



**THE UTAH STATE BOARD OF EDUCATION**  
Report to the Public Education  
Appropriations Subcommittee

# Concurrent Enrollment

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# Concurrent Enrollment

## STATUTORY REQUIREMENT

### U.C.A. Section 53E-10-308

requires the State Board of Education and the State Board of Regents to submit an annual written report to the Public Education Appropriations Subcommittee and the Higher Education Appropriations Subcommittee on student participation in the concurrent enrollment program. The report includes (i) data on the higher education tuition not charged due to the hours of higher education credit granted through concurrent enrollment; (ii) tuition or fees charged for concurrent enrollment; (iii) an accounting of the money appropriated for concurrent enrollment; and (iv) a justification of the distribution method for the concurrent enrollment funding.

## EXECUTIVE SUMMARY

The concurrent enrollment (CE) program provides students with the opportunity to earn college credits while enrolled in high school. The number of students enrolled in CE courses as well as the number of college credits earned increased substantially from the 2016-17 school year to the 2017-18 school year. Today, more than 50 percent of graduating seniors do so with college credit earned from a CE course.

Based on analysis of data provided by the Utah System of Higher Education (USHE), the rapid growth in enrollment and credit completion experienced in Utah over the past four years have led to a per-credit allocation of \$44.47 in 2018; this continues the trend Utah has experienced during this time relating to payouts per credit earned being less than the previous year. In 2016, the amount funded per credit earned was \$49.94, in 2017, the amount was \$48.42. Fiscal year 2018 funding was \$11,934,400. Local Education Agencies (LEAs) and institutions of higher education (IHEs) split the allocations, based on a funding formula that determines who bears the cost of delivering instruction. Utah families who participated in CE saved hundreds (or even thousands) of dollars on college tuition (without capturing the savings of living expenses during college or the valuable experience the student gains through having college coursework during high school). When comparing the combined savings of almost \$50 million to the current funding for the program, almost \$12 million, concurrent enrollment experiences across the state provide a high return on investment.

In order to continue reaping high returns into the future, Utah concurrent enrollment programs should increase the supports and identification of underrepresented students who demonstrate readiness for college coursework, as Utah still has a large discrepancy in representation regarding this population. This process will allow our state to continue to make progress toward the goal of CE programs truly reflecting and fully representing the demographics and subgroups of each community's general education population.

## **BACKGROUND**

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The purpose of concurrent enrollment is to provide prepared high school students with a challenging and rigorous college-level experience. Students in the program receive both college and high school credit. The program allows students to become better prepared for the world of work or to complete selected college courses corresponding to the first year of coursework at a Utah public college or university. Concurrent enrollment offerings in mathematics, science, social studies, language arts, fine arts, humanities, world languages, career and technical programs, and education are offered in high schools throughout the state. During the 2017-18 school year, 169 public, charter, and alternative high schools participated in the Concurrent Enrollment program. Students from 41 districts and 36 charter schools earned concurrent enrollment credit.

## **TUITION SAVED THROUGH CONCURRENT ENROLLMENT**

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During the 2017-18 school year, 36,335 students participated in Concurrent Enrollment which is an increase of 3,486 students from the 2016-17 school year. These students earned a total of 268,357 credit hours which is 34,731 credit hours more than Concurrent Enrollment students earned in the 2016-17 school year (see Table 1 and Appendix A).

**Table 1. Student Participation in the Concurrent Enrollment Program**

	2016-2017 School Year	2017-2018 School Year
Number of students who participated in Concurrent Enrollment (total distinct headcount)	32,849	36,335
Number of Credit Hours attempted	244,412	281,189
Number of Credit Hours earned	233,626	268,357

Source: Utah System of Higher Education, see Appendix A

While student participation in the Concurrent Enrollment Program is increasing, program participation is not equal among student subgroups. Table 2 illustrates program participation by race/ethnicity compared to the race/ethnicity of the total student population for 2016-2017.

**Table 2. Concurrent Enrollment Participation by Race/Ethnicity**

Race/Ethnicity	2016-2017 Concurrent Enrollment Participation	2016-2017 Percent of Total USBE Population
Asian	1.80%	1.67%
Black/African American	0.65%	1.41%
Hispanic	9.49%	16.77%
American Indian/Native Alaskan	0.61%	1.08%
Pacific Islander	0.77%	1.55%
White	84.46%	75.02%
Two or More Races	2.23%	2.49%

Source: Utah System of Higher Education, see Appendix B

The increases include general education and career and technical education (CTE) courses (see Table 3 and Appendix A).

**Table 3. Course Enrollment and Credit Type Earned in the Concurrent Enrollment Program**

	2016-2017 School Year		2017-2018 School Year	
	Enrollment	Earned Credits	Enrollment	Earned Credits
General Education Courses	56,863	164,883	67,861	198,953
Other CTE Courses	21,533	59,590	21,671	61,308
Other Academic Courses	3,128	9,153	2,810	8,096
Total	81,524	233,626	92,342	268,357

Source: Utah System of Higher Education, see Appendix A

As a result of the increased credits earned, Utah students saved an additional \$7.7 million in tuition costs during the 2017-18 school year compared to the previous year. In total, Concurrent Enrollment students saved \$48.7 million in tuition.

## **CONCURRENT ENROLLMENT TUITION AND FEES**

In U.C.A. 53E-10-305, the State Board of Regents or institutions of higher education may not charge tuition or fees for a concurrent enrollment course except as specified in statute. The State Board of Regents may charge a one-time fee for a student to participate in the program and an institution of higher education may charge a one-time admission application fee for concurrent enrollment course credit offered by the institution of higher education. An institution of higher education may charge partial tuition of no more than \$30 per credit hour for a concurrent enrollment course for which a student earns college credit. Eligible students who qualify for free or reduced price school lunch may not be charged more than \$5 per credit hour. If the Concurrent Enrollment course is taught at a local education agency by an eligible instructor, students may not be charged more than \$10 per credit hour. Students may not be charged more than \$15 per credit hour for a concurrent enrollment course that is taught through video conferencing. In practice, all USHE institutions charge \$5 per CE credit hour. The one-time application fee ranges from \$35 to \$50.

## **CONCURRENT ENROLLMENT APPROPRIATION**

For fiscal year 2018, the Legislature appropriated \$10,209,000 from the Education Fund for the Concurrent Enrollment program. Subject to budget constraints, the Legislature annually increases the money appropriated for Concurrent Enrollment in proportion to the percentage increase over the previous school year in kindergarten through grade 12 student enrollment and the value of the weighted pupil unit. However, local school districts also use

local property tax revenues to support the program. Those local revenue sources are not included as part of the state budget. Thus, fiscal year 2018 funding for concurrent enrollment was \$11,934,400.

## **CONCURRENT ENROLLMENT FUNDING DISTRIBUTION**

The Concurrent Enrollment state appropriation is allocated to participating local education agencies and the State Board of Regents. The State Board of Education allocates the funding in proportion to the number of credit hours earned for courses taken based on who primarily bears the cost of instruction. When the LEA primarily bears the cost of instruction, the State Board of Education distributes 60 percent of the funds to LEAs and 40 percent to the State Board of Regents. When an institution of higher education primarily bears the cost of instruction, the State Board of Education distributes 40 percent of the money to LEAs and 60 percent to the State Board of Regents.

Using the outlined percentages, the State Board of Education and the Utah System of Higher Education base the distribution on the match of enrollment data. The match is a two-tier process that uses student data and course code data to determine where allotted funds are distributed. As outlined in R277-713, Concurrent Enrollment funds may not be distributed to an LEA for reimbursement of a concurrent enrollment course:

- that is not on the master course list;
- for a student that has exceeded 30 semester hours of concurrent enrollment for the school year;
- for a concurrent enrollment course repeated by a student; or
- taken by a student (i) who has received a diploma; (ii) whose class has graduated; or (iii) who has participated in graduation exercises.

A local education agency shall receive a prorated amount of the funds appropriated for concurrent enrollment according to the number of semester hours successfully completed by students registered through the LEA in the prior year compared to the state total of completed concurrent enrollment hours. Similarly, in the State Board of Regents' Policy R165, each institution receives a prorated amount according to the number of semester hours completed.

## **CONCLUSION**

Concurrent enrollment is an opportunity for students to earn college credits while in high school at a reduced cost. Concurrent enrollment participation supports students in developing a pathway to post-secondary schooling by obtaining college credit prior to enrollment in higher education and experiencing college-level coursework and accountability. Given the increased participation and number of college credits earned, continued growth will require a funding increase to meet the needs of all students. Concurrent Enrollment programs across the state could also benefit from increasing their

outreach to and identification of qualified students from underrepresented backgrounds to ensure all students have equivalent levels of access to the benefits that CE programs provide.

# Appendix A

**Utah State Board of Education and  
Utah System of Higher Education  
2017-18 Concurrent Enrollment Summary Data  
15 October 2018**

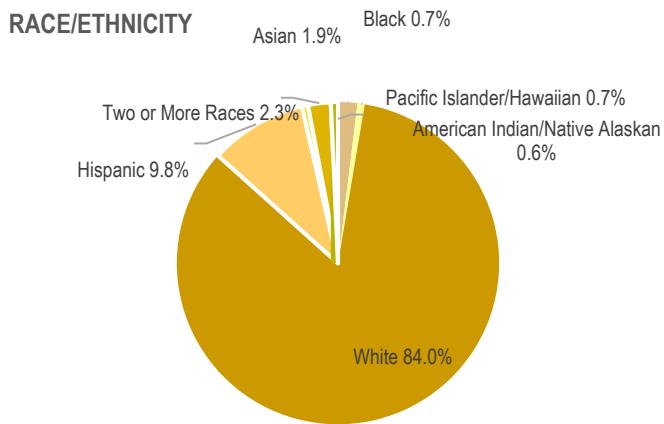


During the 2017-18 year, 169 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from 41 districts and 36 charter schools earned concurrent credit. Below find finalized end of year data. Final 2016-17 data is provided for comparison.

Student Participation	16-17	17-18
Number of Students who participated in Concurrent Enrollment ( <i>total distinct headcount</i> )	32,849	36,335
Number of Credit Hours attempted	244,412	281,189
Number of Credit Hours earned	233,626	268,357

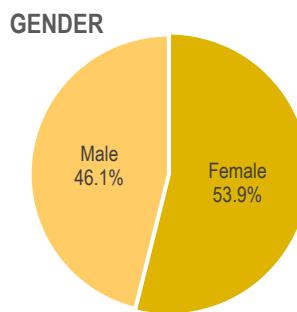
Type of Delivery (earned credit)	16-17	17-18	16-17	17-18
Credit Hours delivered Face-to-Face	191,374	224,742	Credit Hours taught by USHE faculty	38,535
Credit Hours delivered via Technology	42,252	43,615	Credit Hours taught by adjunct instructors (teachers)	195,091

USHE / Credit Type Earned	16-17		17-18	
	No. Enrollments	Earned Credits	No. Enrollments	Earned Credits
General Education Courses TOTAL	56,863	164,883	67,861	198,953
General Education Courses		148,472		181,038
CTE Courses that fulfill GenEd Requirements		16,411		17,915
Other CTE Courses	21,533	59,590	21,671	61,308
Other Academic Courses	3,128	9,153	2,810	8,096
<b>Total Registrations</b>	<b>81,524</b>	<b>233,626</b>	<b>92,342</b>	<b>268,357</b>



Distinct Headcount by Ethnicity	16-17	17-18
Asian	591	703
Black	212	265
Hispanic	3,116	3,549
American Indian/Native Alaskan	200	219
Pacific Islander/Hawaiian	253	258
White	27,744	30,515
Two or more races	733	826
Distinct Headcount by Gender	16-17	17-18
Female	17,796	19,583
Male	15,053	16,752
<b>Total</b>	<b>32,849</b>	<b>36,335</b>

Program Participation by USHE Institution	Enrollments 16-17	Credits Earned 16-17	Enrollments 17-18*	Credits Earned 17-18*
University of Utah	543	1,642	450	1,376
Utah State University/USUE	9,829	30,204	10,568	32,154
Weber State University	22,080	61,954	25,088	73,272
Southern Utah University	2,874	7,608	2,829	7,592
Snow College	4,833	13,906	5,275	15,334
Dixie State University	4,389	11,131	6,139	15,469
Utah Valley University	20,029	57,672	24,327	69,854
Salt Lake Community College	16,947	49,509	17,666	53,306
<b>Total*</b>	<b>81,524</b>	<b>233,626</b>	<b>92,342</b>	<b>268,357</b>



**\$48.7 million**  
in tuition saved by  
students taking concurrent  
enrollment classes

\*FY1718, 36,335 students enrolled in classes and earned 268,357 semester credit hours.

## Appendix B

## **PROGRAM HISTORY**

Concurrent Enrollment (CE) provides an opportunity for prepared Utah high school junior and senior students – freshmen and sophomores by exception -- to take college courses and earn both high school credit for graduation and college credit corresponding to the first year at a USHE institution. Originated in 1985 in Utah by what is today Utah Valley University, the CE program was formally established by the Utah State Legislature in 1988.

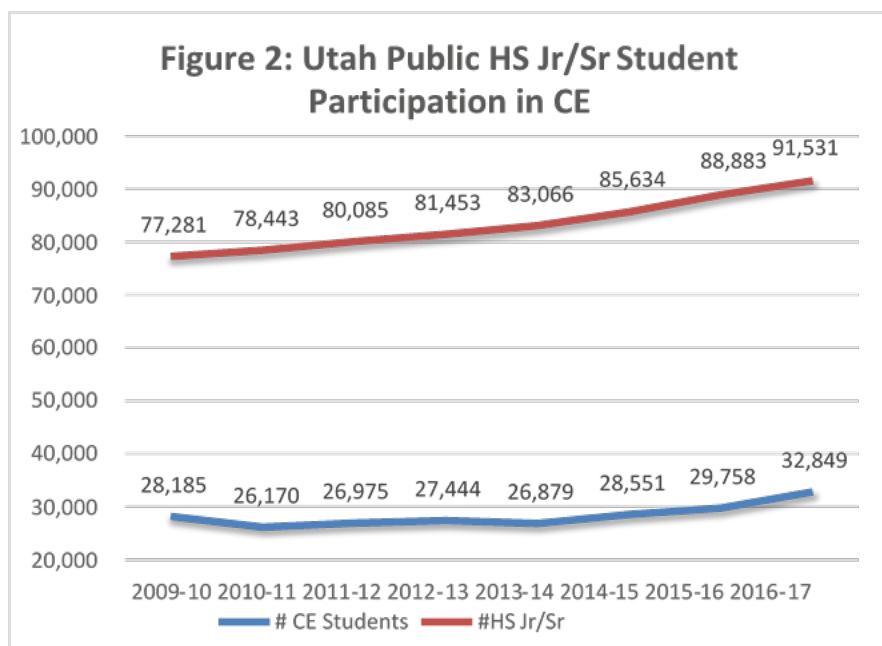
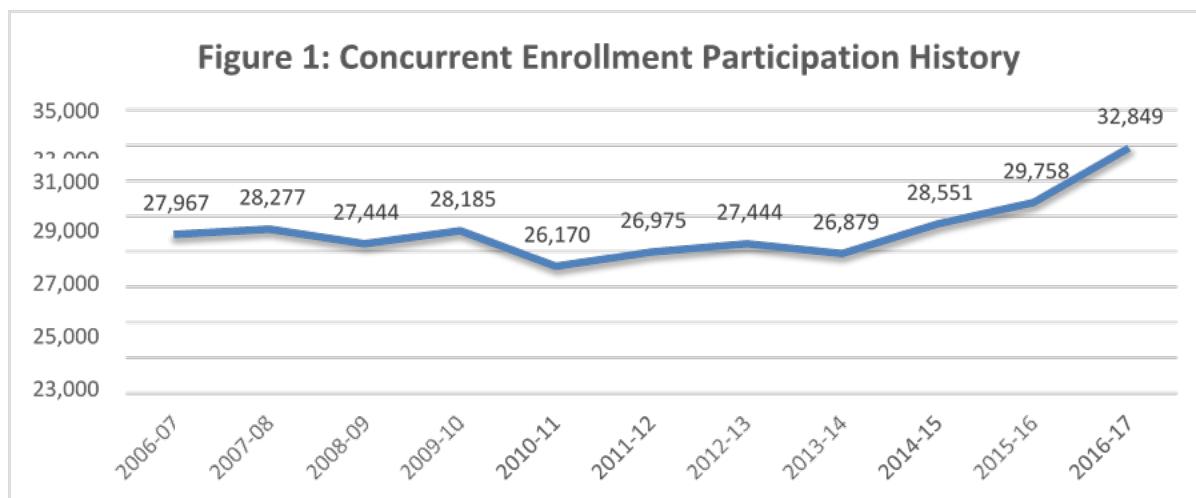
## **2016-17 PROGRAM EXECUTIVE SUMMARY**

A few notable points about the 2016-17 concurrent enrollment program:

- In the June 2017 high school graduating class, 50% of the students had taken at least one concurrent enrollment course (more information on pages 2-3).
- Of the June 2017 high school graduating class, the college-going rate for low-income students who participated in concurrent enrollment was twice that of low-income students who did not participate (more information on page 8).
- 71% of concurrent enrollment credits were earned in highly transferrable general education courses. 13 of the 15 concurrent enrollment courses with the highest enrollments are general education courses (more information on pages 4-5).
- Significant work has taken place to increase the number of students who take a CE math class and the impact of this work is visible. In 2016-17 the number of CE math enrollments grew by 50% over the prior year (9,562 in 2016-17 from 6,369 in 2015-16).

## ENROLLMENT

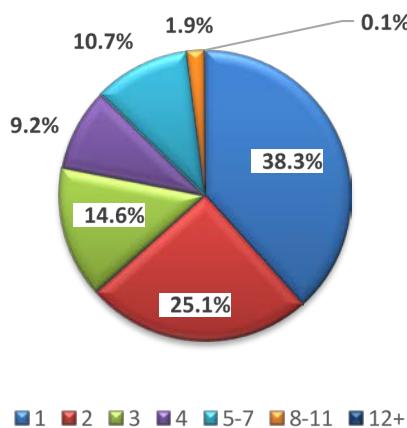
CE program participation grew in 2016-17 for the third consecutive year (see Figure 1). 32,849 students participated in the concurrent enrollment program in 2016-17, representing 35.9% of all juniors and seniors counted in the October 1, 2016 fall enrollment for public high school students (see Figure 2).



## Course Taking Patterns

Consistent with recent years, 78% of students enrolled in concurrent enrollment take one to three classes, with only 22 of 32,849 students taking twelve or more classes (see Figure 3). In the June 2017 high school graduating class, 50% of the students had taken at least one concurrent enrollment course and 86% of those students enrolled in 6 or fewer classes (see Figure 4).

**Figure 3: Number of Concurrent Enrollment Courses Taken by Students in 2016-17**



**Figure 4: Number of Concurrent Enrollment Courses Taken by 2017 High School Graduates**

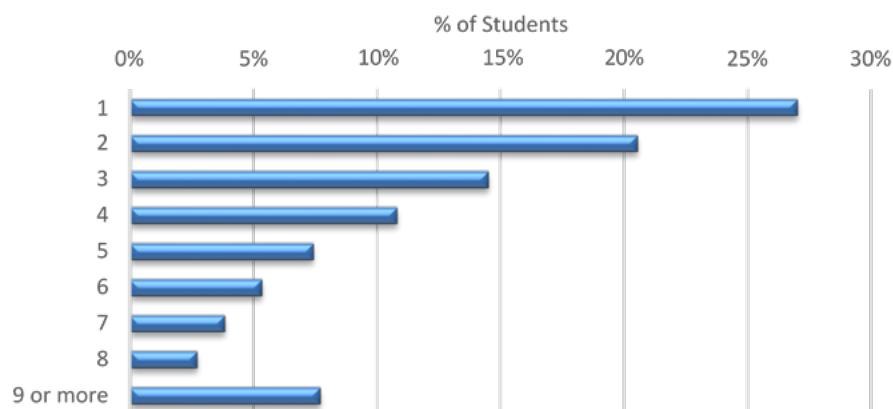


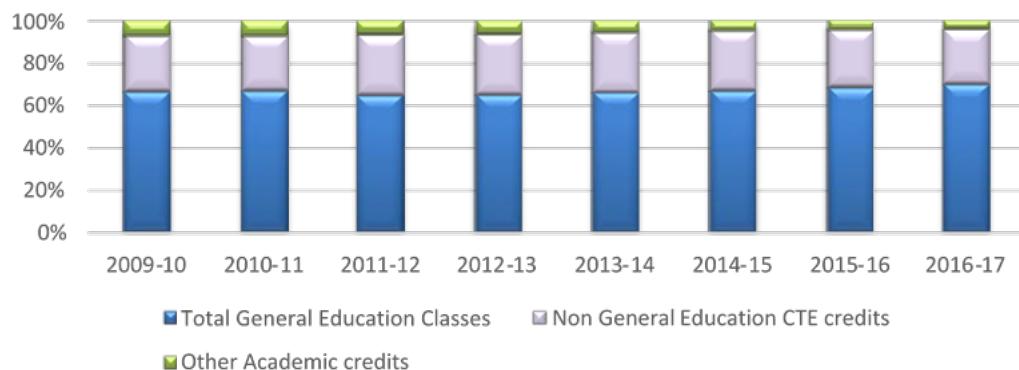
Figure 4 includes June 2017 high school graduates who took concurrent enrollment courses in 2014-15, 2015-16 or 2016-17.

#### CREDIT AWARDED

In 2016-17, students registered in 81,524 concurrent enrollment classes. Students earned 233,626 semester credit hours; 71% of earned concurrent enrollment credits were general education credits; 96% of the credit earned fell within the categories of credit described in Regent policy R165: highly transferrable general education courses and select career and technical education (CTE) courses (see Table 1 for detail; see Figure 5 for eight-year trend). Other academic credits, classes that are neither general education nor CTE, were earned in a small number of classes, primarily advanced Math including MATH 1060 and 1210, advanced science classes, and classes such as EDU 1010 that serve as gateways to major pathways.

**Table 1: Type of Credits Earned 2016-17**

		No. of Credits Earned	% of Credits Earned
Core General Education Requirements	Quantitative Reasoning	21,600	9.25%
	Composition	24,750	10.59%
	American Institutions	15,732	6.73%
	Fine Arts	14,637	6.27%
	Humanities	12,987	5.56%
	Social Science	28,929	12.38%
	Life Science	8,540	3.66%
	Physical Science	11,158	4.78%
	TTL Core GenEd Credits Earned	<b>138,333</b>	<b>59.21%</b>
Labs for science classes		2,543	1.09%
Institution-Specific Graduation Requirements		5,302	2.27%
Foreign Language classes		9,272	3.97%
Preparatory Math	Math 1010	9,433	4.04%
	TTL GenEd Credits Earned	<b>164,883</b>	<b>70.58%</b>
Credits earned that are not GenEd credits			
	CTE credits	59,590	25.51%
	Non-CTE	9,153	3.92%
	TTL Non-GenEd Credits	68,743	29.42%
	<b>Total Credits</b>	<b>233,626</b>	<b>100.00%</b>

**Figure 5: Type of Credit Earned/Trends**

### *Top Enrolling Courses*

Of the 15 top enrolling CE classes (see Table 3), 13 are general education, 1 is a CTE course (denoted in grey), and 1 is a preparatory course for quantitative literacy courses. These 15 classes represent 49% of total CE enrollments and 52% of the earned credit.

**Table 3: Top Enrollment Concurrent Enrollment Classes 2016-17**

No. Institutions Offering Class	Course Prefix	Course Number	Course Title	GenEd Type*	No. Enrollments	Earned Credit	% Earned Credit	Cumulative % of TTL Earned Credit
8	ENGL/WRTG	1010	Intro to Writing	C	7,191	20,772	8.89%	8.89%
8	MATH	1050	College Algebra/Precalculus	QR	4,861	18,440	7.89%	16.78%
6	BUS/BUSN/FIN/OSS	1021/1050/1060/1210/1400/1750/2010/2870	Personal Finance	Varies	4,803	14,166	6.06%	22.85%
7	POLS	1100	U.S. Govt and Politics	AI	2,734	7,854	3.36%	26.21%
5	MATH	1010	Intermediate Algebra		2,557	9,433	4.04%	30.25%
6	HIT/HLOC/HLTH/HTHS/MA/NURP/NURS	1000/1008/1100/1101/1300	Medical Terminology		2,501	5,426	2.32%	32.57%
7	PSY	1010	General Psychology	SS	2,272	6,396	2.74%	35.31%
7	HIST/USU	1700/1300	American Civ	AI	2,252	6,576	2.81%	38.12%
7	ENGL/WRTG	2010	Intermediate Writing	C	2,214	6,414	2.75%	40.87%
6	CHF/FCHD/HFST/FHS/FCS/PSY	1500/1100	Human Dev Across the Lifespan	SS	1,592	4,554	1.95%	42.82%
6	CHEM	1010	Intro to Chem	PS	1,575	4,458	1.91%	44.72%
7	MUSC	1010	Intro to Music	FA	1,489	4,329	1.85%	46.58%
3	CHF/FCHD/FHS	2400	Marriage and Family Relationships	Varies	1,380	3,909	1.67%	48.25%
5	HU/HUM/HUMA/USU	1010/1100/1320	Introduction to the Humanities	H	1,335	3,801	1.63%	49.88%
5	BIOL	1010	General Biology	LS	1,302	3,915	1.68%	51.55%

\*C = composition; QR = Quantitative Reasoning; AI = American Institutions; SS = Social Science; PS = Physical Science; LS = Life Science; H = Humanities; FA = Foreign Language. Grey cells denote CTE courses.

## INSTITUTION/DISTRICT PARTICIPATION

During the 2016-17 year, 168 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from all USBE districts earned concurrent credit. Student enrollments for each USHE institution are shown in Table 4. NOTE: The University of Utah offers concurrent enrollment courses in partnership with one early college high school, the Academy of Math Engineering and Science.

**TABLE 4: CE Student Enrollments by USHE Institution**

	15-16*	16-17*	Net Change
University of Utah	106	157	51
Utah State University/USU Eastern	3,648	3,886	238
Weber State University	9,214	10,180	965
Southern Utah University	827	849	22
Snow College	1,522	1,802	280
Dixie State University	1,377	1,654	276
Utah Valley University	7,729	8,706	978
Salt Lake Community College	7,476	8,020	544
<b>Total</b>	<b>31,899</b>	<b>35,254</b>	<b>3,354</b>
<b>Total Distinct</b>	<b>29,758</b>	<b>32,849</b>	<b>3,091</b>

\*Distinct headcount by institution; students who took classes from multiple institutions are listed under each institution.

### *Delivery Method*

In 2016-17, 83.5% of concurrent enrollment courses were taught by adjunct high school teachers face-to-face in a high school during the regular school day. The remaining CE courses were taught by USHE faculty, 12.1% in distance learning situations, 4.4% involving high school students attending class on a USHE campus or, in one known instance, campus faculty traveling to a high school campus. Technology-delivered instruction (e.g. online, IVC/EDNET) rose from 9% in 1998-99 to a program high of 19% in 2006-07 and has declined in the years since. In 2016-17, 1% of the credits earned were delivered exclusively online.

USHE institution participation varies in terms of delivery method used. Weber State University, Dixie State University, Southern Utah University, and Salt Lake Community College's programs are almost exclusively face-to-face instruction in the high school. Almost 50% of the credits earned through Snow College, 15% of the credits earned through Utah Valley University, and more than 30% of Utah State University's earned credits are faculty-taught over Interactive Video Conferencing (IVC/EDNET).

### *Instructors*

Most CE instruction is provided by high school teachers who meet adjunct instructor qualifications within an institutional academic department. After five years at 75% adjunct-led instruction, there has been an increase from 77% in 2012-13 to 83.5% in 2016-17.

## STUDENT DEMOGRAPHICS

### Race/Ethnicity

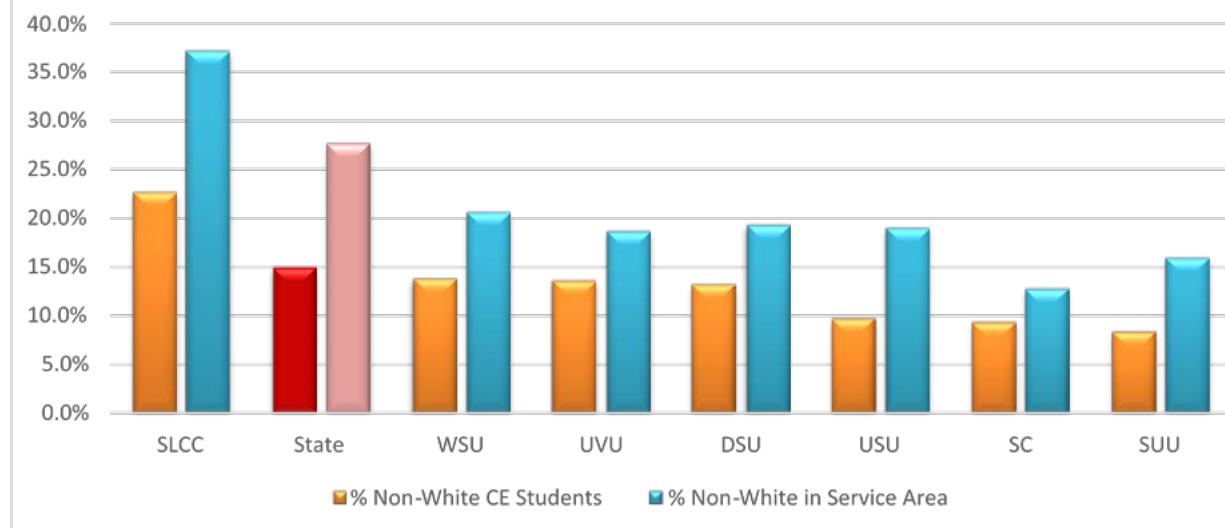
The ethnic makeup of concurrent enrollment students suggests improvements can be made by engaging Hispanic and ethnic minority populations in the CE program (see Table 5).

**TABLE 5: 2016-17 CE Student Race/Ethnicity**

Race/Ethnicity	2015-16	2016-17	Net Change	Total 2016-17 USBE population
Asian	1.90%	1.80%	-0.10%	1.67%
Black	0.66%	0.65%	-0.01%	1.41%
Hispanic	9.42%	9.49%	0.07%	16.77%
American Indian/Native Alaskan	0.51%	0.61%	0.10%	1.08%
Pacific Islander/Hawaiian	0.73%	0.77%	0.04%	1.55%
White	84.64%	84.46%	-0.18%	75.02%
Two or more races	2.14%	2.23%	0.09%	2.49%

Figure 6 below shows the percentage of non-white concurrent enrollment students in 2016-2017 at each institution compared to the institution's service area.

**Figure 6: FY1617 Non-White Student Participation in CE by USHE Institution Compared to Service Area**



Service area data in table 5 and figure 6 represents K-12 as of October 1, 2016 as published by USBE.  
[www.schools.utah.gov/superintendentannualreport](http://www.schools.utah.gov/superintendentannualreport)

### Gender

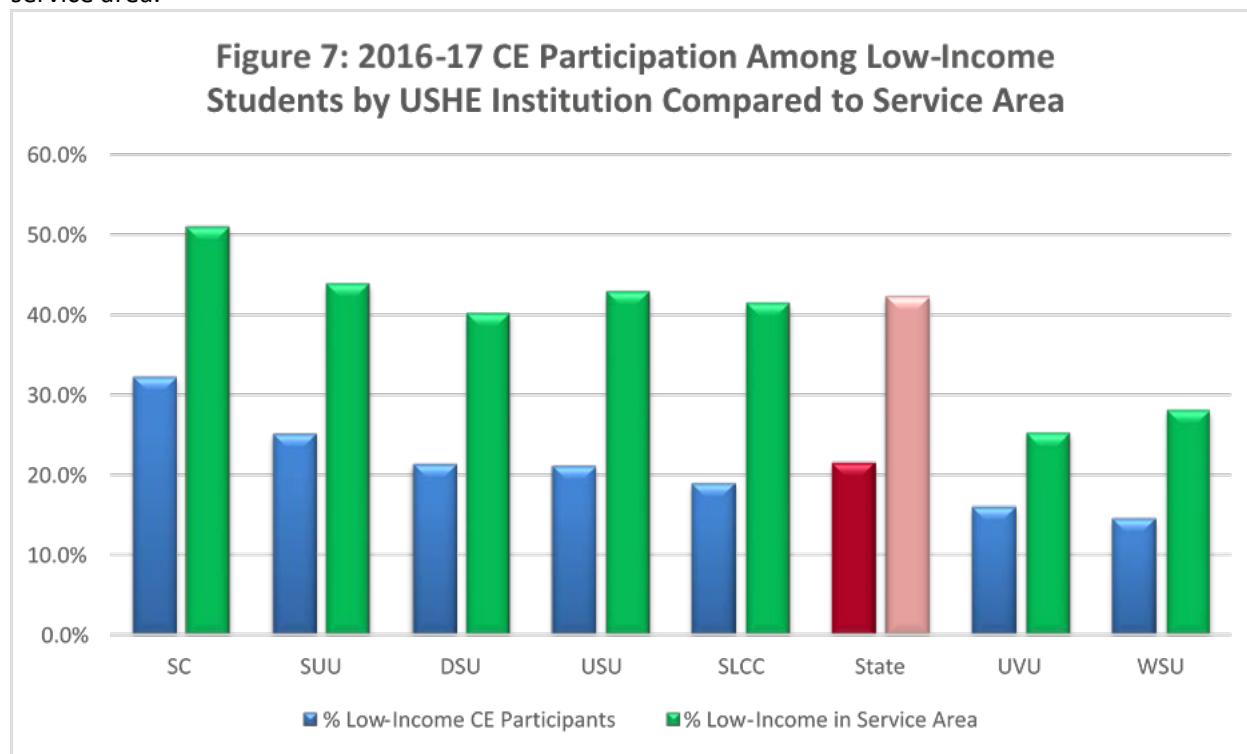
In 2016-17, 54% of participating students were female, 46%, male. This is a consistent statistic.

## LOW-INCOME STUDENT PARTICIPATION

Low-income students are defined as students participating in the free or reduced lunch program. Generally, students self-select to take a CE course. Low-income students may need to be recruited to participate in concurrent enrollment. In the June 2017 high school graduating class, while over 50% of non-low income students participated in concurrent enrollment, only 35% of low-income students participated.

In the June 2017 high school graduating class, non-low-income students enrolled in college at an 11% higher rate than low-income students. Of low-income students, those who participated in concurrent enrollment enrolled in college at a rate of 50% compared to a rate of 24% for those who did not participate in concurrent enrollment.

Figure 7 below shows the 2016-2017 percentage of low-income students who participated in concurrent enrollment at each institution compared to the percentage of low-income students in the institution's service area.



Service area data represents K-12 as of October 1, 2016 as published by USBE.

[www.schools.utah.gov/superintendentannualreport](http://www.schools.utah.gov/superintendentannualreport)

College enrollment data was gathered from the National Student Clearinghouse. Students are counted as "enrolled in college" if they attended in the fall semester directly following high school graduation (08/01/2017-12/31/2017).

## PROGRAM QUALITY

### *Advising/Gen Ed Pathway*

More than 70% of the concurrent enrollment earned credit is general education credit. In addition to individual USHE institution advising and high school counseling efforts, the USHE and USBE system offices publish the USHE General Education Pathway document (see Attachment A), which illustrates how concurrent enrollment classes fulfill USHE general education graduation requirements. With exceptions noted, the courses on the grid transfer as equivalent credit and are counted as the same type of general education credit across the USHE. Students are advised to select one class from each of the eight general education “categories” to ensure all credit will transfer and count toward their chosen post-secondary program. Several course options are provided in each breadth category to ensure state-wide access. Since 86% of 2017 high school graduates took six or fewer concurrent enrollment classes, the guidelines, if followed, eliminate the risk of redundant credit or unstructured accumulation of credit.

Table 6 shows by district, the number of general education categories out of eight possible where students earned credit during 2016-17. Thirty-nine of 41 districts had enrollments in at least six classes from the pathway grid (see Table 6). Red indicates fewer categories of general education offered in 2016-17 compared to 2015-16; green indicates an increase).

TABLE 6: General Education Pathway Offerings by District 2016-17			
1516 No. Districts	1617 No. Districts	District Names	No. GE Categories Offered
0	0		0 or 1
0	0		2
1	0		3
1	2	Daggett, Park City	4
3	0		5
2	4	Logan, Morgan, Ogden, Tintic	6
1	3	Grand, Murray, Wayne	7
34	32	Alpine, Beaver, Box Elder, Cache, Canyons, Carbon, Davis, Duchesne, Emery, Garfield, Granite, Iron, Jordan, Juab, Kane, Millard, Nebo, North Sanpete, North Summit, Piute, Provo, Rich, Salt Lake, San Juan, Sevier, South Sanpete, South Summit, Tooele, Uintah, Wasatch, Washington, Weber	8

### *Advising/Letter of Completion in General Studies Pathway*

A letter or certificate of completion in general studies is a reasonable goal for CE students. This pathway requires students to take five CE courses junior year and five more courses senior year. In a few instances, institutions are short one class, such as Healthy Lifestyles, which may not be offered for concurrent enrollment. Students will have to enroll in these classes on their own.

## OUTCOMES

### *USHE College Going Rate for Concurrent Enrollment Students*

College going rate refers to students who go to college in the fall semester directly following high school graduation. Students taking a CE class are more likely to go to college than similar students who do not participate. Even when taking into consideration ACT score, gender, and income status, students participating in concurrent enrollment are nearly three times more likely to attend college within four years than students who do not participate. Of the June 2017 high school graduates who participated in concurrent enrollment, 52.2% enrolled in higher education in fall 2017 compared to 29.1% of those who did not participate in concurrent enrollment.

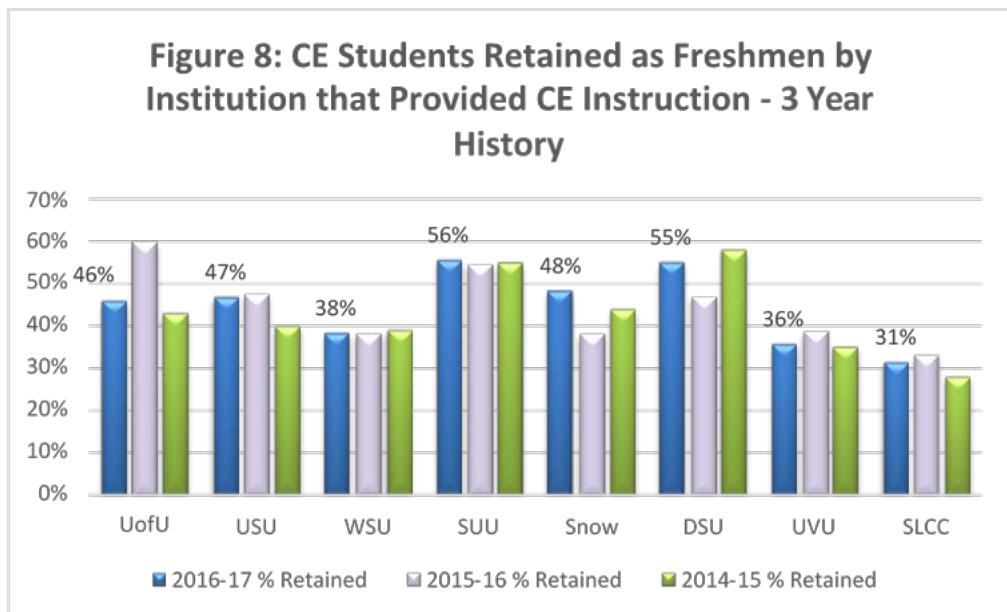
Table 7 cross references the institution attended in the fall semester after high school graduation and the institution from which the student took concurrent enrollment courses. The highlighted cells show students who subsequently attended the same institution from which they took concurrent enrollment courses. Note this represents a duplicate headcount as students may have enrolled in more than one institution in the fall semester after graduation (fall 2017).

Institution Attended Fall After Graduation	Table 8: College Going Rate of June 2017 High School Graduates who took Concurrent Enrollment								
	Concurrent Enrollment Institution								
	UofU	USU	WSU	SUU	Snow	DSU	UVU	SLCC	Total
UofU	17	84	284	14	15	30	283	595	1,322
USU	1	546	435	8	25	27	244	298	1,584
WSU		79	1065	1	7	10	49	80	1,291
SUU	2	97	121	128	63	85	208	131	835
Snow		74	91	11	214	12	172	89	663
DSU		85	136	31	41	330	88	97	808
UVU		58	141	2	33	38	901	293	1,466
SLCC	10	17	106	3	3	3	53	915	1,110
BYU	1	40	117	10	15	26	336	147	692
LDSBC	1		5			1	7	11	25
Westminster	2	5	14	1	3	1	6	59	91
Davis Technical		1	65			1	2	3	
In State Public				7					7
In State Private		1	4	2		3	1	3	14
BYU Idaho		24	63	3	3	4	65	43	205
Out of State Private	1	9	34	3	19	7	38	48	159
Out of State Public	2	45	96	6	2	21	67	97	336
Total Found	37	1,165	2,777	230	443	599	2,520	2,909	10,680
Unknown	61	1,158	2,199	218	468	382	2,269	2,562	9,317
Total	98	2,323	4,976	448	911	981	4,789	5,471	19,997

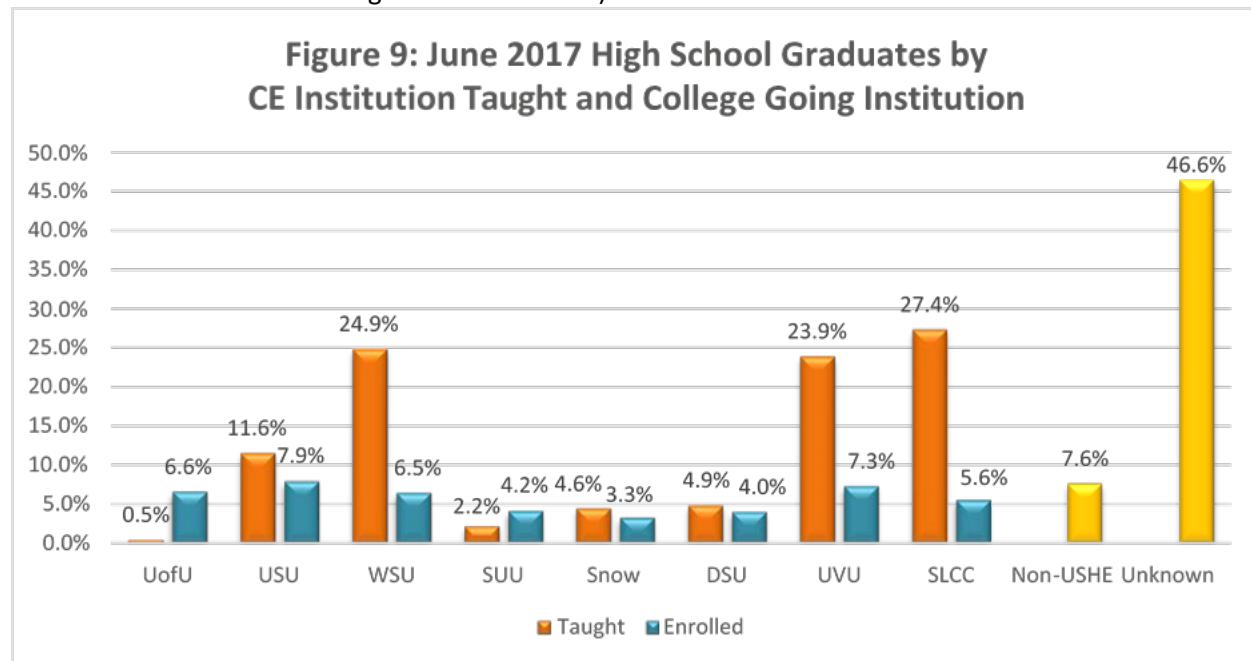
Includes students who graduated from high school in June 2017 and who took concurrent enrollment courses in 2014-15, 2015-16, or 2016-17. The Concurrent Enrollment Institution is the institution from which the student last took concurrent enrollment courses. The institution attended after fall graduation is reported per the National Student Clearinghouse and includes students who were enrolled between 08/01/2017 and 12/31/2017.

Table 7 Explanation: Snow College provided concurrent enrollment instruction to 911 seniors in 2016-2017. In fall 2017, Snow College enrolled 217 of the 19,997 June 2017 high school graduates who had taken concurrent enrollment.

On average, 39% of students who took concurrent enrollment courses and enrolled in fall 2017, enrolled at the institution from which they took concurrent enrollment courses. In 2016-17, this ranged from 31% at SLCC to 56% at SUU (see Figure 5).



USHE institutions benefit differently in fall enrollments from providing concurrent enrollment courses. The chart below (see Figure 9) shows the percentage of June 2017 high school graduates who took concurrent enrollment at each institution and the percentage of those students who enrolled at that USHE institution the following fall (students who enrolled at non-USHE institutions or whose college enrollment status is unknown are included on the right side of the chart).



Figures 8 and 9 based on data in Table 7 above

### *Tuition Savings to USHE Students*

USHE estimates Utah secondary students would have paid \$41 million in tuition for the 233,625.5 concurrent enrollment credit hours award FY 2016-17 (see Table 8). This figure was derived using resident, or in-state, tuition tables and does not include fees.

**TABLE 8: 2016-17 Estimated Tuition Cost Savings from Concurrent Enrollment\***

Institution	Earned Credits	Incremental Tuition Cost between 1-2 credit hours	Estimated Cost Savings
UU	1,642	\$208	\$341,700
USU	30,204	\$217	\$6,556,382
WSU	61,954	\$189	\$11,713,023
SUU	7,608	\$271	\$2,061,768
SNOW	13,906	\$73	\$1,015,138
DSU	11,130.5	\$171	\$1,903,093
UVU	57,672	\$186	\$10,726,992
SLCC	49,509	\$136	\$6,733,224
<b>TOTAL</b>	<b>233,625.5</b>		<b>\$41,051,321</b>

\*Calculated from resident tuition schedules using credit hours from distribution formula. 52A-17A-120.5 Section 5(b) requires this data be reported annually. The calculation of the incremental difference in tuition between one and two credits removes campus student fees embedded in the first credit.

### *Time to Completion*

Time to Completion refers to the number of semesters a student takes to successfully complete a certificate or degree. A November 2013 USHE analysis of the impact of college credits earned through concurrent enrollment, advanced placement (AP), International Baccalaureate (IB), or CLEP exams found that college credit hours earned by secondary students result in a statistically significant difference in the number of semesters needed to graduate post-high school when compared to a student who did not earn any college credits while in high school. The impact in reduction of semesters needed to complete an associate degree is more significant than the semesters needed to complete a bachelor's degree. Students who take advantage of college work while still enrolled in high school have the ability to save significant amounts of money paid for tuition and fees over their college career.

### *CE Math and Performance in Subsequent Classes*

An analysis of concurrent enrollment students taking Math 1010 and Math 1050 showed that, on average, a higher grade was achieved in the next course taken on a college campus when compared to regular college students where math courses were all taken on a college campus.

This analysis matched students who took either Math 1010 or Math 1050 during the 2015 academic year to their math enrollments during the 2016 academic year. Based on the findings of this study, there is evidence that concurrent enrollment students perform better than students who take the traditional math course on a college campus. Additional information about concurrent enrollment math course performance can be found in Issue Brief No. 2017-1 from July 2017 available on the Utah System of Higher Education website at [higheredutah.org/reports](http://higheredutah.org/reports).

## FUNDING HISTORY

The state-wide concurrent enrollment program has been supported by legislative appropriation since 1995-96. Table 9 lists the annual appropriation, including one-time and supplemental funds.

<b>TABLE 9: Annual Legislative Appropriation for Concurrent Enrollment</b>				
<b>Year</b>	<b>Ongoing</b>	<b>One-Time</b>	<b>Supplemental</b>	<b>TOTAL</b>
1995-96	\$2,044,856		\$400,000	\$2,444,856
1996-97	\$2,554,591	\$207,000		\$2,761,591
1997-98	\$3,494,241		\$1,450,800	\$4,945,041
1998-99	\$4,610,898			\$4,610,898
1999-00	\$4,701,173			\$4,701,173
2000-01	\$4,960,838		\$650,000	\$5,610,838
2001-02	\$6,149,390			\$6,149,390
2002-03	\$5,310,029			\$5,310,029
2003-04	\$5,354,633			\$5,354,633
2004-05	\$5,354,633			\$5,354,633
2005-06	\$5,541,959			\$5,541,959
2006-07	\$8,292,311			\$8,292,311
2007-08	\$9,215,497			\$9,215,497
2008-09	\$8,705,286			\$8,705,286
2009-10	\$8,531,186			\$8,531,186
2010-11	\$8,531,186			\$8,531,186
2011-12	\$8,531,186			\$8,531,186
2012-13	\$8,893,300			\$8,893,300
2013-14	\$9,270,600			\$9,270,600
2014-15	\$9,766,700			\$9,766,700
2015-16	\$10,209,200			\$10,209,200
2016-17	\$10,784,300		\$527,012	\$11,311,312

FY17 appropriation of \$10,784,300 is supplemented with \$527,012 SB 196 funds in support of unusually high increase in CE Math earned credit.

## ATTACHMENT A/ CAO GenEd Pathway Document



### Concurrent Enrollment General Education Pathway Academic Year 2017-2018

With Concurrent Enrollment, high school students take college classes to earn both high school and college credit. General education classes are recommended because they're required for graduation and transferable from one college to another.

1. **Select one class from each general education category.** Look for the institution your high school partners with for CE. NOTE: There are many classes in each breadth category which may be substituted for those listed here. Ask a campus advisor if the class will "transfer as equivalent credit" to the institution you wish to attend.
2. **Speak with an expert about class options.** For advice choosing a class, ask an academic advisor, preferably from the campus you intend to enroll after high school. An advisor can recommend classes that fit educational goals and ensure the class is part of a pre-major pathway. Campus advisor contact information is listed on the next page.

General Education Categories		General Education Classes		Institutions Offering CE Class					
<b>GE Core (12 credits)</b>	<b>Composition</b> (6 credits)  <b>Quantitative Literacy</b> (3 credits)  <i>Select ONE of these classes</i> <i>See QL Legend, next page</i>	ENGL 1010 (3 credits) Intro to Writing  ENGL 2010 (3 credits) Intermediate Writing	USU    WSU    SUU    Snow    DSU    UVU    SLCC	WSU    SUU    Snow    DSU    UVU    SLCC	SUU    Snow    DSU    UVU    SLCC	Snow    DSU    UVU    SLCC	DSU    UVU    SLCC	UVU    SLCC	SLCC
<b>GE Breadth (18-27 credits)</b>	<b>American Institutions</b> (3 credits)  <i>Select ONE of these classes</i>	MATH 1030 (3-4 credits) Quantitative Reasoning (non-science majors)  MATH 1040/STAT 1040 (3-4 credits) Statistics  MATH 1050 (3-4 credits) College Algebra	USU    WSU    SUU    Snow    DSU    UVU    SLCC	WSU    SUU    Snow    DSU    UVU    SLCC	SUU    Snow    DSU    UVU    SLCC	Snow    DSU    UVU    SLCC	DSU    UVU    SLCC	UVU    SLCC	SLCC
<b>GE Core (12 credits)</b>	<b>Fine Arts</b>  <i>Select ONE of these classes</i>	HIST 1700 (3 credits) American Civilization  HIST 2700 & 2710 (3 credits each) U.S. History to 1877/Since 1877 (must take both for AI)  POLS 1100 (3 credits) American Government	USU    WSU    SUU    Snow    DSU    UVU    SLCC	WSU    SUU    Snow    DSU    UVU    SLCC	SUU    Snow    DSU    UVU    SLCC	Snow    DSU    UVU    SLCC	DSU    UVU    SLCC	UVU    SLCC	SLCC
<b>GE Breadth (18-27 credits)</b>	<b>Humanities</b>  <i>Select ONE of these classes</i>	ART 1010 (3 credits) Intro to Visual Arts  MUSC 1010 (3 credits) Intro to Music  THEA 1013 (3 credits) Intro to Theatre/Understanding Theatre  HU/HUM/HUMA 1010/1100/USU 1320 (3 credits) Intro to the Humanities	USU    WSU    SUU    Snow    DSU    UVU    SLCC	WSU    SUU    Snow    DSU    UVU    SLCC	SUU    Snow    DSU    UVU    SLCC	Snow    DSU    UVU    SLCC	DSU    UVU    SLCC	UVU    SLCC	SLCC
<b>GE Core (12 credits)</b>	<b>Social &amp; Behavioral Science</b>  <i>Select ONE of these classes</i>	ENGL 2200 (3 credits) Intro to Literature  COMM/CMST 2110 (3 credits) Interpersonal Communication  PSY 1010 (3 credits) Intro to Psychology	USU    WSU    SUU    Snow    DSU    UVU    SLCC	WSU    SUU    Snow    DSU    UVU    SLCC	SUU    Snow    DSU    UVU    SLCC	Snow    DSU    UVU    SLCC	DSU    UVU    SLCC	UVU    SLCC	SLCC
<b>GE Breadth (18-27 credits)</b>	<b>Life Science</b>  <i>Select ONE of these classes</i> <i>Underline – lab offered</i>	BA/BSAD/BUSN/MGMT 1010/BUS 1050 (3 credits) Business Foundations/Intro to Bus/Bus Principles CHF/FCHD/FCS/FHS/HFST 1500 or PSY 1100 (3 credits) Human Development	USU    WSU    SUU <span style="color: orange;">2</span> USU    WSU <span style="color: orange;">2</span>	SUU    Snow    DSU    UVU    SLCC	SUU    Snow    DSU    UVU    SLCC	Snow    DSU    UVU    SLCC	DSU    UVU    SLCC	UVU    SLCC	SLCC
<b>GE Core (12 credits)</b>	<b>Physical Science</b>  <i>Select ONE of these classes</i> <i>Underline – lab offered</i>	Biol 1010 (3 credits) (1015 Lab 1 credit) General Biology  NUTR/NFS/HLTH 1020 (3 credits) Intro to Nutrition	USU <span style="color: orange;">2</span>	SUU    Snow    DSU    UVU    SLCC	SUU    Snow    DSU    UVU    SLCC	Snow    DSU    UVU    SLCC	DSU    UVU    SLCC	UVU    SLCC	SLCC
<b>GE Breadth (18-27 credits)</b>	<b>Physical Science</b>  <i>Select ONE of these classes</i> <i>Underline – lab offered</i>	CHEM 1010 (3 credits) (1015 Lab 1 credit) Intro to Chemistry  CHEM 1110 (3-5 credits) Elementary Chemistry  PHYS 1010 (3 credits) (1015 Lab 1 credit) Elementary Physics	USU    WSU    SUU <span style="color: orange;">2</span> USU    WSU <span style="color: orange;">2</span>	SUU    Snow    DSU    UVU    SLCC	SUU    Snow    DSU    UVU    SLCC	Snow    DSU    UVU    SLCC	DSU    UVU    SLCC	UVU    SLCC	SLCC

TABLE NOTES: 1 Class is a Social Science at DSU, an Oral Communication at Snow, a Humanities at other institutions. 2 Class is not a general education course at this institution.  
Students planning to attend that institution may choose to take another class in the category.

8/25/2017