
SLCC CONCURRENT ENROLLMENT

2022-23 Program Report



~ Table of Contents ~

PROJECT:LAUNCH 1.0 PILOT FINAL REPORT..... 3

 Pilot Purpose 3

 Methodology 3

 Challenges..... 4

 Recommendations /Moving Forward 4

Student Spotlight Series & Other Video Updates..... 6

MyCE Migration 8

USHE Participation Form/Admission Application 9

Annual Report Overhaul 8

NACEP Accreditation..... 10

Advising Program Overhaul 11

ESL Pilot..... 13

2023-24 Goals..... 14

 Program Mop Up 14

 Data Dashboard Refinement 14

 Pilot Projects 14



PROJECT:LAUNCH 1.0 PILOT FINAL 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 also 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.

Methodology

For the pilot, Granger and West high schools were each given 50 tuition waivers to use during either Fall or Spring semester. High school CE coordinators and counselors were asked to identify students who met eligibility criteria for participating in the pilot. Those criteria included:

1. Students participating needed to identify as having no plans to attend college or having a belief that they could not be successful in a college class;
2. Students needed to be 11th or 12th graders who had demonstrated consistent, mid-level academic performance at a high school or who had demonstrated prolonged mid to high-level academic performance in a particular subject.

These students were then asked to complete a survey prior to participating, in order to ascertain their beliefs about themselves with regard to their ability to be successful in college and their plans to attend college. A similar survey was to be administered afterward to see if their belief about themselves and their college plans had changed as a result of the experience.

At the end of the semester, prior to the instructor entering final grades, students were given the option to be dropped from the class if they were unsatisfied with their grade.

During the year following the pilot, we continued to track students who participated in the pilot to see if (1) they continued taking college classes (through CE or at SLCC) and (2) if they matriculated to SLCC after high school graduation.

Challenges

The first challenge we ran into was that the pre-survey was not administered until the end of October/first of November—nearly two months into the semester. At that point many of the students' views about themselves as college students and their plans to attend college may have been influenced by the experience. The second semester pre-survey was administered between mid-February and mid-March—again, almost 1-2 months into the experience. Thirty-one (31) students completed the pre-survey, but only 16 completed the post-survey.

Furthermore, when we looked at the survey results, 97% of students said that they were most likely going to attend college after high school, and their responses were essentially the same when they completed the post-survey. Sixty-five percent (65%) of students who completed the survey indicated that they wanted to go to college but were just uncertain of whether they were smart enough for college.

SLCC received only one request to drop a student prior to grades being entered and 9 of the 47 students that were identified as participating in the pilot received a grade lower than C. Additionally, 21 of the students who were identified as participating never completed the Participation Form and, as a result, did not receive the tuition waiver for the class they were taking. We did, however, include those 21 students in the pilot with the assumption that because they were submitted as candidates for the pilot, they met the criteria for participation.

Seven of the 46 students who participated went on to continue taking a total of 10 CE classes at their high school after participating, and 11 went on to take a total of 43 classes at SLCC after graduation. If the pilot had been able to gather better data and identify that these were students who otherwise would not have attended SLCC after high school, the loss of approximately \$705 in CE tuition revenue would have resulted in approximately \$39,000 in tuition revenue gained. However, because we were not able to gather the data we needed, we cannot say that their experience in Project Launch 1.0 was a primary motivating factor in getting them to continue at college after high school.

Recommendations Moving Forward

While the pilot was essentially a failure in terms of gathering the data, we needed to assess whether or not the idea was effective and sustainable, and the idea is worth exploring further under different terms and conditions. Beginning 2023-24, we will initiate Project:Launch 2.0. This pilot will be structured in the following way.

Any high school student may participate in Project:Launch 2.0; however, we will invite 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. This will make managing the pilot significantly easier since in the last version of the pilot, identifying students who fit that psychographic proved difficult.

The pilot will include two classes SLSS 1020, Intro to Higher Ed. and ETHS 2400, Intro to Ethnic Studies whose tuition amount would be set to \$0. We chose those two classes because:

1. We are trying to target students from low-income, first-generation, ethnically diverse families who believe that college is not a good fit for them for various reasons. SLSS 1020 introduces students to higher education and teaches them how to navigate and be successful in college. ETHS 2400 was specifically 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 there is growth in these two courses as a result of the pilot, 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 this point there have been 0 enrollments in SLSS 1020 as it is a new course beginning 2022-23.

Students participating in the pilot would be 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 classes would be given the option to drop the class if they are not happy with their grade, so the grade has no impact on their college GPA.

Over the next couple of years, we would track 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. It will take a couple of years to gather enough data to see if this approach achieved our goal of launching students from a place of limiting beliefs about themselves and college into achieving a college education and meaningful career, but we believe it would be a project worth exploring.

Student Spotlight Series & Other Video Updates

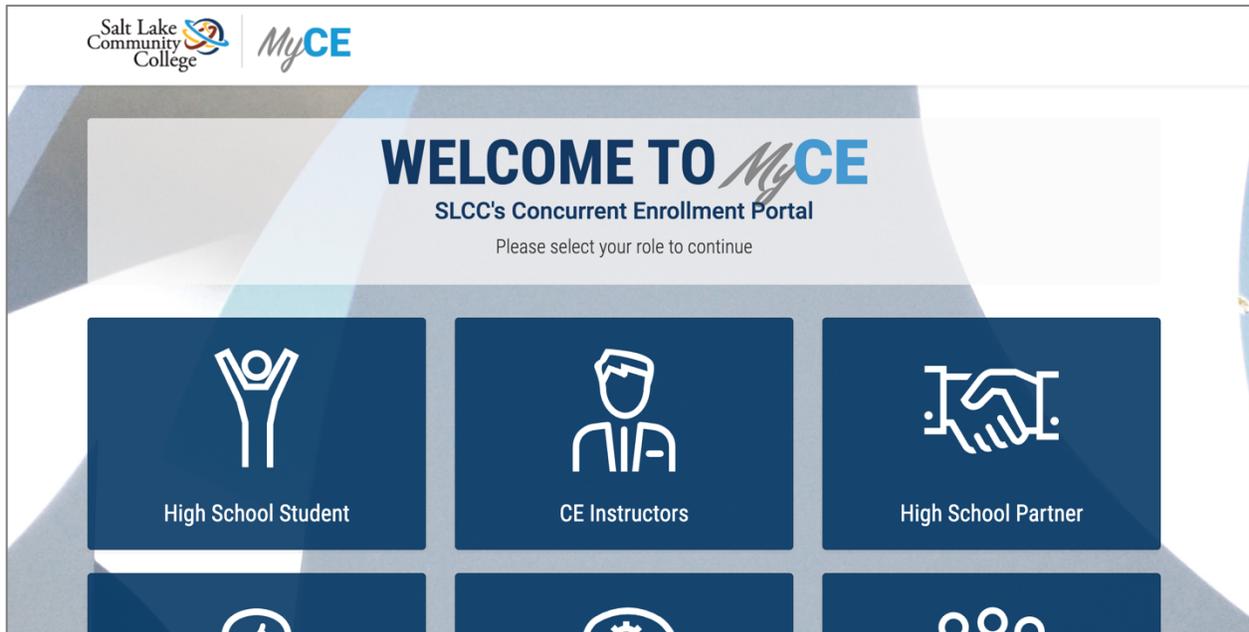


With our transition to a new version of our custom-built program management software, an overhaul of our advising program, and an adjustment to our strategic plans to focus on closing equity gaps, the SLCC Concurrent Enrollment Program invested a significant amount of time developing new video resources and redesigning existing resources. These videos include:

1. A student spotlight video series that interviews concurrent enrollment students who share their stories of how they decided to participate in CE despite their fears and went on to be successful along with tips for how to be successful in CE classes.
<https://www.youtube.com/playlist?list=PLhDSYyAnxRvDmgFeko-ozGDc2qWQw9sqL>
2. A parent video in both English and Spanish that helps parents and guardians understand how they can best support their students. ENGLISH: <https://youtu.be/qOOtd39MAJg>, SPANISH: <https://youtu.be/40X225V0zsQ>.
3. A first day of class video that helps instructors set the tone for their CE class(es) on the first day by reminding students that they are taking a college class, they are expected to act like adult college students, and gives students some other tips about how to be successful in college.
<https://youtu.be/sQ3FZBc40BE>
4. A new academic planning series walking students through how to develop an academic plan using our MyCE academic planning tool. These videos can be found here
<http://www.slcc.edu/concurrentenrollment/Students/advising.html> under steps 1 and 3.
5. A new training series for high school counselors to support students through the academic planning process. <http://www.slcc.edu/concurrentenrollment/counselors/index.html>
6. Updates to our new instructor onboarding training.
<http://www.slcc.edu/concurrentenrollment/instructors/new-instructor-training.html>.
7. Updates to our MyCE and other SLCC systems tutorials.
Instructors: <http://www.slcc.edu/concurrentenrollment/instructors/instructor-tutorials.html>.
Coordinators: <http://www.slcc.edu/concurrentenrollment/Partners/myce-coordinators.html>.
Students: <http://www.slcc.edu/concurrentenrollment/Students/my-slcc.html>
Counselors: <http://www.slcc.edu/concurrentenrollment/counselors/counselor-tutorials.html>
Faculty Liaisons: <http://www.slcc.edu/concurrentenrollment/academic-departments/myce-liaisons.html>

MyCE Migration

In November of 2022, we migrated our Canusia-developed MyCE concurrent enrollment program management system, which manages all SLCC Concurrent Enrollment Department processes, from a locally hosted Wordpress-based system to an Amazon AWS cloud hosted Django-based system. This migration increased the security and the speed of our MyCE system, improved turn-around time on bug fixes and new feature additions and allowed us to more easily tie in additional plugins down the road to support the continued evolution of our program.



Annual Report Overhaul

You'll notice that this year the SLCC Concurrent Enrollment Annual Report has taken on a new form. In order to better provide access to real-time data, we are breaking the annual report into two pieces: (1) this written report outlining progress on major projects and initiatives the SLCC CE Department has been working on over the last year and will be working on for the upcoming academic year, and (2) an interactive Power BI data dashboard that shows real-time data for key program metrics that can be filtered down by district, school, academic department, course, and other relevant filters.

Both the written report and the dashboard will appear on the "About CE" page of the concurrent enrollment website under the "Links" section. You can access the dashboard directly here:

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

USHE Participation Form/Admission Application

During 2022-23, we worked with the Utah System of Higher Education (USHE) and EnrollmentRx to build out a connection between the USHE Participation form and the SLCC SalesForce CRM. In order to reduce confusion, we are calling the USHE Participation form our “Admission Application” since this new integration negates the need for students to complete the SLCC admission application.

The new application launched in May of 2023.

 English ▼

Concurrent Enrollment Participation Form

Support:  (844) 371-2326
M-H: 8am to 6pm; F: 8am - 5pm

Utah public high school students must complete this form to be eligible to participate in the Utah Concurrent Enrollment (CE) program.

Before you start the participation process, check with a high school counselor to learn what concurrent enrollment classes are available at your high school and which colleges sponsor those classes.

To complete this form, you must have:

- if you have one, a social security number, student VISA number, or alien registration number (your citizenship status does not affect your ability to participate in the CE program).
- a parent or guardian present, to read disclosures about CE and grant approval for you to participate
- a credit or debit card or PayPal account to pay a one-time application fee for the colleges from which you will take CE classes
- access to both student and parent/guardian email accounts (both will receive an email with a verification code that is needed to complete the application)

The entire form must be completed in one browser session.

The information provided on this form is collected securely and will remain confidential. It will be presented only to the institution(s) you select to enroll in concurrent enrollment classes.

Each public college has different admissions criteria and application fees. When you complete this form and pay the fee(s), your application information will be sent to the college(s) you select. Each college will reply to you directly with its decision to admit you into the CE program and with class registration instructions.

 [Concurrent Enrollment Participation Overview Video](#) [Chrome](#) or [Firefox](#) are recommended browsers when filling out the Concurrent Enrollment Application.

IMPORTANT:
Should an application fee be required, you can pay with a credit card, debit card, or bank account. Payments will be processed through PayPal, a global online payment platform. If the payment portal requires you to create a PayPal username and password and/or you prefer not to utilize PayPal, you may download a paper application ([accessible here](#)) and mail the printed application along with cash or check payment. The mailing address is located on the application. Please note that mailing a paper application may result in a processing delay of 7-10 business days. Application fees are processed by Utah State University even though your application may be to another Utah Higher Education institution.

[Continue](#)



NACEP Accreditation

Between 2021-22 and 2022-23, we resubmitted our National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation application after being denied accreditation during our previous cycle for re-accreditation. To be clear, NACEP accreditation is different than regional accreditation, which accredits institutions of higher education and impacts transferability of credit among other important components of quality higher education.

NACEP accreditation is simply a list of best practices developed by concurrent enrollment practitioners across the nation, which have been organized through NACEP. A subgroup of the NACEP organization, called the accreditation commission, then organizes peer groups to review CE programs interested in NACEP accreditation to see how well they align with the NACEP standards. NACEP accreditation has no impact whatsoever on credit transferability or program quality. It is more a system for receiving external feedback on the operations of a CE program from the lens of national best practices.

NACEP standards are a good foundation from which to build a CE program, but they don't necessarily apply to all the nuanced operations of every specific program across the nation. NACEP accreditation, we have learned, requires 100% alignment with ALL NACEP accreditation standards.

During our 2022-23 review, SLCC was once again denied NACEP accreditation despite having an approximate 95% alignment with NACEP accreditation requirements. The final accreditation review report is included at the end of this document. As a result of this we did an internal reflection on the value-add of NACEP accreditation to our program, given the amount of work required to apply for accreditation, and decided that NACEP accreditation offers very little value in terms of helping the SLCC Concurrent Enrollment Program evolve and adapt to the unique needs, opportunities, and circumstances that exist within our service region.

While NACEP accreditation over the past couple of decades has served to help SLCC develop a high-quality concurrent enrollment program, as our program and the needs of our student population and community partners continue to evolve, NACEP accreditation standards severely limit us in our ability to meet those demands.

Over the next academic year, we will be reviewing elements of our program that have been primarily defined by NACEP accreditation standards. If we identify that confinement within those standards has limited our ability to provide improved quality control, innovative programs for students, or reduced efficiency, we will make adjustments to build a stronger CE program.

Advising Program Overhaul

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 looked at the data, however, there were over 1,700 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 an academic plan, we created a new advising model that helps them collaborate more closely with high school counselors.

The new model now includes a website full of advising and academic planning resources for high school counselors that can be found here on the SLCC Concurrent Enrollment website:

<http://www.slcc.edu/concurrentenrollment/counselors/index.html>. All of these materials have been designed to require as little time as possible for counselors to get students pointed in the right direction for building their academic plans.

The primary responsibility now for the SLCC advisors is to provide training and support for high school counselors. They do this through semi-annual district-wide training and visiting individual schools to answer questions and provide follow-up training and support. For issues counselors can't help students with, SLCC CE advisors step in and meet with those students to give them the support they need.

We also built out a new website for students that walks them step-by-step through the process of building an academic plan. <http://www.slcc.edu/concurrentenrollment/Students/advising.html>.

The model was designed to be flexible, so high schools and counselors can decide which approach works best for them and their students. Materials can be delivered in a variety of ways; counselors can simply point students to the videos on our website, they can hold one-on-one meetings with students, they can deliver the information themselves in large group settings, or they can work with a SLCC CE advisor to deliver that content.

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>. We anticipate it will take a couple of years before this new model begins achieving the results we hope to see in a large percentage of those 1,700 students building out an academic plan.



ESL Pilot

Over the past several years, SLCC has been working with the Utah System of Higher Education (USHE) and the Utah State Board of Education (USBE) to pilot offering ESL classes to concurrent enrollment students. Typically, only college classes that apply toward a major are approved for CE. Because ESL does not apply toward any degrees, it typically would not qualify; however, ESL 1020 has the potential to be a great onboarding class into CE for students who are English language learners and a gateway class into ENGL 1010, which *does* apply toward a degree.

Over the years there have been a number of factors that have prevented us from gathering the data we need to ascertain the effectiveness of ESL 1020 as a concurrent enrollment onboarding/gateway class. During 2022-23, SLCC entered a final agreement with USHE and USBE to pilot ESL 1020 during the 2023-24 academic year. During that time, SLCC will be looking to see if students taking ESL 1020 in the high schools are flowing directly into ENGL 1010 and continuing successfully. If we can show that ESL 1020 is indeed functioning as a gateway course into ENGL 1010 for English language learners, the class may remain on the CE master list on a permanent basis. If not, ESL 1020 will be discontinued as a concurrent enrollment offering.

2023-24 Goals

Program Mop Up

Over the past several years, the SLCC Concurrent Enrollment Department has done major overhaul of programs and processes. During the 2023-24 academic year, we will be focusing on cleaning up loose ends on those systems, programs, and processes.

Data Dashboard Refinement

The build-out of the concurrent enrollment data dashboard began at the end of the 2022-23 academic year and will be wrapped up at the beginning of the 2023-24 academic year. The dashboard can be found here: <http://www.slcc.edu/concurrentenrollment/Partners/ce-data-dashboard.html>.

SLCC CONCURRENT ENROLLMENT DATA DASHBOARD

The dashboards below are highly interactive and can be filtered in several different ways:

1. Use the drop down filters to select one or more criteria.
2. Click on or off a bar, box, or other element within a chart to filter the data based on that that piece of the chart.

Additionally, most reports contain more than one page. To cycle through the pages click on the arrows beneath each report.

You can also enlarge the chart to full screen by clicking on the double diagonal arrows in the lower right hand corner of the chart.

ENROLLMENT DASHBOARD

ABOUT THIS REPORT

This report shows the total number of unique students participating (unduplicated headcount). You can filter the data by either clicking on/off a bar/box in one of the charts or by using the dropdown filters to the right.

For the current academic year, final numbers will not be available until the end of Spring.

TOTAL NUMBER OF STUDENTS PARTICIPATING

Year	Number of Students
2020	8440
2021	9209
2022	9207
2023	10095
2024	10207
2025	8903

Filters: District: All, High School: All, Discipline: All

Pilot Projects

During the 2023-24 academic year, we will continue to work on and monitor the success of Project:Launch 2.0 and the ESL Pilot.