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# SLCC CONCURRENT ENROLLMENT

*2024-25 Program Report*

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## OVERVIEW

The SLCC Concurrent Enrollment (CE) Department is focused on helping high school students navigate higher education by promoting intentional academic planning and delivering authentic college experiences. This year, the department expanded its CE Advising Coordinator initiative and introduced a new requirement for students to complete academic plans before registering for CE courses. These efforts are supported by updated, multilingual registration materials that guide students and families through the enrollment process.

To support students with diverse needs, the department piloted a Gap Year Workshop and refined its College Experience Evaluation to ensure CE classrooms reflect SLCC's academic rigor and expectations. These initiatives aim to better prepare students for college while reinforcing the department's commitment to equity and student-centered support.

Additionally, the department is developing 1+1+2 pathways that map a student's journey from high school to SLCC and on to a USHE institution. While some pilots like Project:Launch had limited impact on college-going behavior, they offered valuable insights that will inform future programming. The department remains committed to building clear, supportive pathways that help students complete meaningful degrees or certificates.

## ADVISING INITIATIVES

Over the 2024-25 academic year, we piloted a new CE Advising Coordinator position in the Jordan School District to get more students to develop academic plans for the concurrent enrollment and AP courses they are taking. The CE Advising Coordinator's main role was to work with counselors, CE instructors, and CE coordinators in the high schools to find creative ways to get more students to build college and career academic plans.

Although some unexpected personal circumstances arose that affected the work of the advising coordinator, they were eventually able to begin moving the needle as we saw a significant influx of new academic plans. Based upon this success, we have hired 3 additional CE Advising Coordinators to expand that work.

During 2025-26, we will launch a new requirement that all CE students prior to taking their first concurrent enrollment class will be required to build out academic plans in MyCE. We will not put any registration holds on students records to prevent them from registering if the high schools make a good faith effort to make this happen, and we see continued progress in the number of plans being generated.

In preparation for this, we updated our website and registration materials to now include three basic steps with instructional materials to walk students and parents through the process. The steps include Step 1—Admission; Step 2—Orientation & Planning; Step 3—Register & Pay. These materials are available both in English and Spanish.

Our hope is that as students and parents go through this hands-on activity of deciding which career and college degree to pursue, they will begin to see how some concurrent enrollment classes fit into that plan and others do not. This will move students and parents to select classes with greater focus and away from the current buffet model of concurrent enrollment. Additionally, if students can see a clear path from concurrent enrollment to SLCC to the university program they are interested in that articulates with SLCC, it could help both students and parents see how SLCC can help save them thousands of dollars on their path to the career they want.

To track metrics for the advising program, check out the SLCC CE Data Dashboard and look for the “Advising Program Dashboard”.

<https://slcc.edu/concurrentenrollment/coordinators/ce-data-dashboard.html>.

## **GAP YEAR WORKSHOP**

This year we launched a summer Gap Year Workshop immediately after school ended. The Gap Year Workshop was based on Gap Year Association philosophy and materials. There are thousands of students who graduate high school and never attend college. Some of those students are concurrent enrollment students who are burnt out with formal education and are looking to take a break. Rather than encourage them to come to SLCC and do something they are not ready for yet, we decided to pilot a Gap Year Workshop and help them plan a productive gap year that may lead them back to SLCC when they are ready.

There is data that shows that students who take a gap year are better prepared for college and have a better idea of what type of careers they are interested in, which can lead to higher persistence and completion rates at college (<https://www.gapyearassociation.org/gap-year-research/>). If students can see that SLCC is truly supporting them in the temporary goals to take a break from traditional education, that positive interaction could encourage them down the road to return when they are ready and feel like attending college.

Only about 5-7 students attended the Gap Year Workshop, but those who attended left the workshop excited for their gap year, mentioned feeling supported in their goals by SLCC, and were excited to maybe one day return to SLCC to continue their education.

We will continue to offer this workshop once a year the first week in June to support students in their college and career goals.

## **COLLEGE EXPERIENCE EVALUATION IMPROVEMENTS**

To help clarify the research-based elements that differentiate a high school experience from a college experience, we made some modifications to our College Experience Evaluation. This will help both liaisons and CE instructors to better understand specifically what the Concurrent Enrollment Department is looking for as we help CE instructors build stronger college experiences in their SLCC concurrent enrollment classrooms.

We've included below the text from each of the evaluation scoring rubric items. College Experience Liaisons use the bullets below as a guide for what they are looking for in the CE classrooms they visit and then give the instructor a rating and provide comments for ways they can improve that part of the college experience. Additionally, College Experience Liaisons use student course evaluations which mirror the college experience evaluation to provide 360-degree feedback to the instructors.

### **OBSERVATION FORM**

#### **Communication & Responsiveness**

- The instructor uses SLCC-issued tools like Canvas and Outlook to communicate with their students in a timely way.
- The instructor responds to communication from the CE department in a timely way.
- Holds regular office hours for student support.

#### **Institutional Alignment**

- The instructor manages their interactions with their students based on SLCC's guidance and its Code of student rights and responsibilities.
- Requires students to complete the SLCC CE course evaluation.
- Submits required student data (grades, assessments, portfolios) according to given SLCC deadlines.
- Reports grades through SLCC systems promptly and transparently

#### **Assessment & Feedback**

- The instructor assesses their students' mastery of concepts using a variety of SLCC-approved modalities.
- The instructor provides their students with clear and concise feedback on assessments based on SLCC rubrics or an industry standard.
- The instructor uses feedback from student evaluations, SLCC evaluations, and assessment data to make changes to their approach to teaching.

### **College-Level Expectations**

- The instructor creates the expectation that assignments need to be worked on and/or finished outside of class time.
- Encourages effective use of in-class work time.
- Promotes student self-advocacy and natural consequences.
- Supports student work without giving answers or completing tasks for them.

### **Academic Rigor & Content**

- The instructor discusses information of controversial cultural, religious, political, aesthetic, industry standards, and human sexuality as required by SLCC institutional standards, and students have the maturity to engage with the material in an academically appropriate manner.
- Course content is equivalent to the content taught on a SLCC campus.

### **Student Engagement & Collaboration**

- The instructor creates opportunities for students to collaborate in SLCC required signature assignments like peer reviews, ePortfolios, critiques, etc.

### **Skill Development**

- The instructor actively reinforces essential college skills (e.g., reading, note-taking, analysis, collaboration)

### **Resource Integration**

- The instructor supports students' access to SLCC productivity tools, faculty, and resources like SLCC's library, tutoring centers, and ePortfolio support.

## **AFTER-CLASS CHECK LIST ITEMS**

Complete this section after the observation period. Check items if you agree. Make comments for non-checked items and exemplary situations.

### Instructor Compliance

- ☐ Instructor is operating in alignment with SLCC CE instructor policies & procedures
- ☐ Instructor completed Canvas review
- ☐ Instructor completed student evaluation
- ☐ Instructor completed all required training

### Pedagogical Observations

- ☐ Lessons are structured with a strong active learning component.
- ☐ Lessons are appropriately scaffolded based on the needs of the students.
- ☐ Lessons are designed to be engaging and well-paced

## **INSTRUCTOR SELF-REFLECTION**

On the day I visited your class, which aspects of delivering a college experience did you feel were most effective? Is there anything you could have done differently?

On the day I visited your class, how well did your students meet your expectations of them as college students? What evidence did you observe that they are preparing to be successful in a college culture?

Is there anything about the way you teach this course, develop your lessons, or work with your CE students that you would like to change or improve upon going forward?



## CONCURRENT ENROLLMENT PATHWAYS

This past year the Concurrent Enrollment Vision Matrix team began working on what we are tentatively calling 1+1+2 programs. A 1+1+2 program maps out college and career pathways where students take the first year of their degree through concurrent enrollment and AP, the second year at SLCC, and the third year at a USHE institution that articulates with SLCC's program.

Over the 2025-26 year we will continue building these pathways out and helping high schools offer these to their students.

- In phase #1, we are mapping out 3–5-degree pathways.
- In phase #2, we will identify high schools that already offer the majority of the first year classes.
- In phase #3, we will work with those high schools to help build and advertise those programs within the schools.
- Finally, in phase #4, we will work to map out additional pathways and identify schools who, based on student academic plans, might benefit from offering certain pathways work to expand those pathways across our service region.

## PROJECT:LAUNCH 2.0 FINAL REPORT

### Pilot Summary

From 2023 to 2025, SLCC's Concurrent Enrollment Program piloted Project:Launch to encourage students—especially those who don't see themselves as college-bound—to try college-level coursework. The pilot removed tuition and allowed flexible withdrawal for two courses: SLSS 1020 (Intro to Higher Ed) and ETHS 2400 (Ethnic Studies). This gave students a no-risk opportunity to experience college.

### Participation & Performance

Seven high schools participated: Copper Hills, East, Itineris, Jordan, Kings Peak, Mana Academy, and Murray. A total of **479** students enrolled.

- **94.4%** earned a C or better
- **1.7%** failed; 0% withdrew
- **245** students took more than one CE class that semester; **72** took 10+ credits

### Student Impact

At the beginning and end of the course, surveys were administered to students. Of the 479 enrolled, 307 students completed both the pre- and post-course surveys. The results showed:

- **77.2%** reported no change in their college plans
- **9.4%** said they were more likely to attend college
- **13.4%** indicated they were less likely to attend college

Initially, only 3 students stated they did not plan to attend college (1 of whom did not complete the post-course survey). After the course, 4 students reported they were not planning to attend college—all of whom completed both surveys.

### Post-High School Outcomes

Only **28 students (10.4%)** enrolled at SLCC after high school—significantly below the CE program's typical 15–20% yield. Of these:

- **21 students** graduated in Spring 2024, though 7 attended for only one semester

- **7 students** are expected to graduate in Spring 2025, making Fall 2025 potentially their first term at SLCC

Additionally, **216 students** will still be in high school during the 2025–26 academic year.

### **Conclusion**

While the pilot offered a low-risk entry point, most participants already saw themselves as college-bound. The program had minimal impact on changing college-going attitudes and did not significantly boost SLCC enrollment (for those that graduated high school). As a result, we do not recommend continuing the pilot.

## **LOOKING FORWARD**

Looking ahead, the SLCC Concurrent Enrollment Department is well-positioned to build on its recent progress and continue driving meaningful outcomes for students. With expanded advising support, clearer academic planning tools, and a growing network of structured pathways, the department is creating a more intentional and supportive college-going culture across its partner high schools.

By remaining responsive to student needs—whether through flexible programs like the Gap Year Workshop or enhanced classroom experiences—the department is reinforcing its commitment to equity, access, and long-term student success. These efforts, grounded in data and collaboration, signal a strong trajectory for the future of concurrent enrollment at SLCC.