

## UACEP Business Meeting



USHE and USBE Updates  
March 3, 2021

Nathan Auck, USBE

Cyd Grua, USHE

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## FY1920 Annual Report

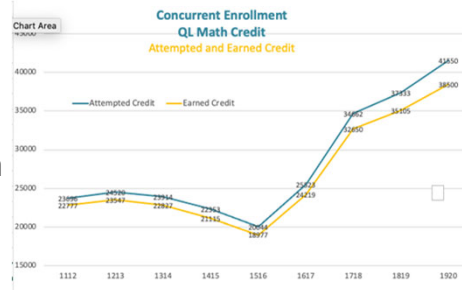
- 43,916 students participated (11.4% growth)
- Earned 323,749 semester credits
- Saved \$62.7M

*Official annual report posted on [utahce.org](http://utahce.org)*

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## FY1920 Annual Report

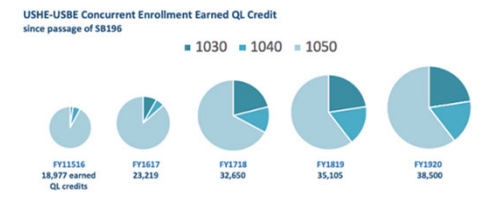
- 38,500 QL Math earned credits
- QL earned credit has grown from 18,977 in FY1516 (203%)



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## FY1920 Annual Report

- 38,500 earned credits in QL Math
  - 58.5% 1050
  - 23.5% 1030
  - 18.0% 1040



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## 2020 Legislative Session

**SB01, Public Education Base Budget Amendments** — appropriates \$12,961,700 for CE for FY22. This is a \$857,600 increase over last year.

**HB 278, Name Change Process for Dixie State University** — establishes a process for the Dixie State University Board of Trustees and Utah Board of Higher Education to select and recommend a new name for the institution to the Legislature.

**HB 279, Higher Education for Incarcerated Youth** — establishes a virtually-delivered CE program and accompanying advisory program at Dixie State University for students in certain custody situations.

**SB 136, Higher Education Scholarship Amendments** — replaces the Regents' Scholarship Program with the Opportunity Scholarship. It also extends opportunities for scholarships within technical education and forecloses new applications for the New Century Scholarship after this academic year.

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## Opportunity Scholarship

- Eligibility criteria: 1 LA, 1 Math, 1 Science -- AP, IB, or ... CE

USHE Language Arts, Science, and Mathematics, Coverage by District  
Concurrent Enrollments in USHE Scholarship Tracks

	Rural Districts										CUES	NUES	SEDC	SESC
<b>FY1920 CE earned credit</b>	UTSU	UTSU	UTSU	UTSU	UTSU	UTSU	UTSU	UTSU	UTSU	UTSU	UTSU	UTSU	UTSU	UTSU
Language Arts	2	3	1	1	1	1	1	1	1	1	1	1	1	1
Mathematics	2	3	2	2	3	4	3	2	3	2	4	3	4	3
Science	2	3	2	2	4	1	1	3	2	3	4	3	4	3

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## CE Grades

CE term grades recorded on the high school transcript and college transcript reflect students' level of performance for that term. The final course grade ~~posted on the high school transcript and the college transcript must be the same.~~

-- p. 17, 2021 CE Handbook

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## CE Grades

CE term grades recorded on the high school transcript reflect students' level of performance for that term. The final course grade *recorded by the institution on a permanent college or university transcript is the cumulative grade across all terms.*

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## CE Grades

Example

### High School Transcript

Term 1 B 3.0

Term 2 B+ 3.3

Term 3 A- 3.7

Term 4 C 2.0

12/4 = Cumulative Grade 3.0 / B

IHE transcripts a single course grade of B

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## College Readiness is a USBE Priority

ENDS



Portrait of a Graduate

MEANS



Our Goals

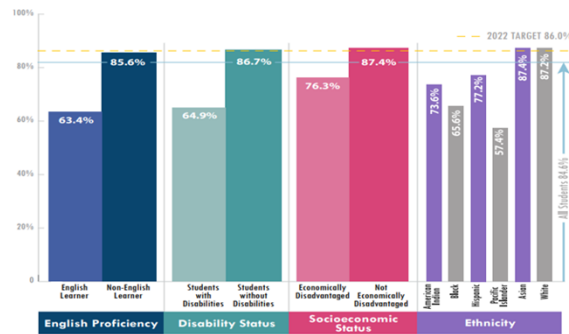
Metrics



Education Elevated Targets

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### COLLEGE READINESS COURSEWORK BY STUDENT GROUP, 2019



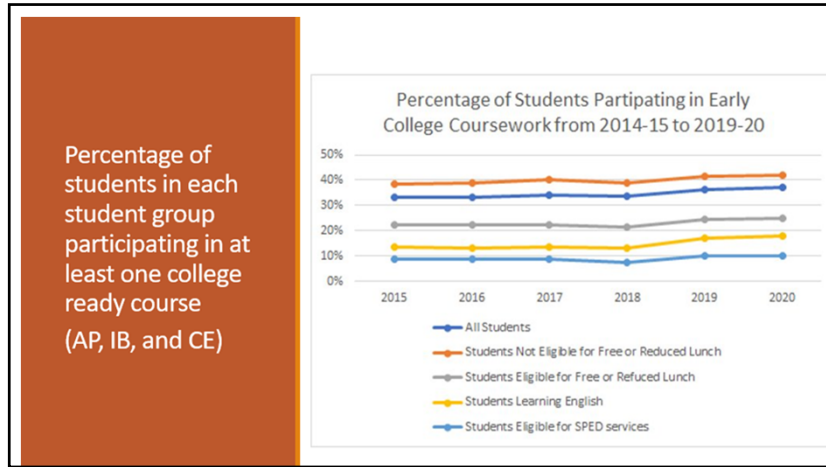
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Underrepresented

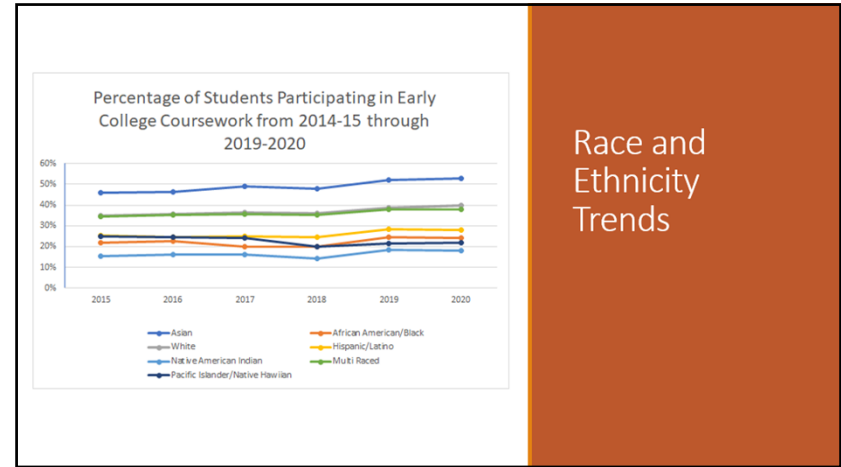


Any student group that holds a smaller percentage in a program as compared to the overall population

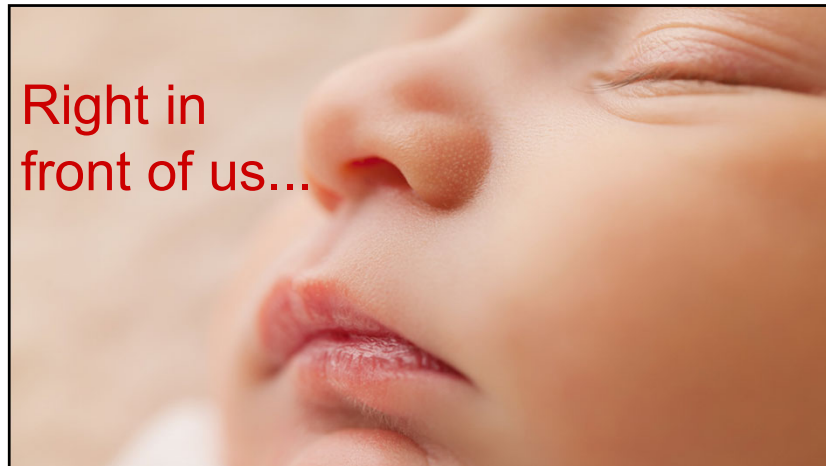
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Underrepresented Group of Focus	Frequency	Barriers	Frequency	Motivation	Frequency
Students experiencing economic disadvantage	48	First generation college ready students/limited knowledge of higher ed/ lack of familial support	22	Want all students to participate/excel	13
Hispanics/Latinos	9				
Students with disabilities	5				
Students learning English	4				
Females	3				
Males	3	Lack of finances to pay for CE courses	20	Equity	9
Black/African Americans	3				
Multiple Races	3	Lack of student belief	9	Largest gap/significant gap	8
Asians	2				
Pacific Islanders	2	Limited or lack of knowledge and understanding of CE courses in general (students and parents)	8	Preparation for post secondary success	6
Whites/Caucasians	1				
Strategy used by the LEA	Frequency	Pre-requisite requirements, GPA, ACT, etc.	6	Break the cycle of poverty	3
Counselor meetings, CCR's, PCCR's, etc.	21			Want students to believe they can succeed in college/are capable of success	3
Engage and educate parents/Parent information sessions/Newsletters	18	Language/information barrier	6	Accessible	3
Improve awareness, access, and outreach to students, including importance of college	16				
Remove financial barriers	9	Student perception/misconceptions	6	Expose students to advanced learning/provide opportunities	2
Teacher encouragement/student invitation	8				
Dedication to clearer advertising/marketing	7	Students are academically behind/achievement gap	5		
Data collection	5				
Increase PD for teachers, Implicit bias training, increase # of teachers teaching CE	4				
Seminars for students	4				
		Transparency	4		

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# Utah PRIME Pilot Program



<https://stage.schools.utah.gov/curr/earlycollege?mid=1354&tid=5>




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# Utah PRIME Pilot Program

<https://stage.schools.utah.gov/curr/earlycollege?mid=1354&tid=5>

Welcome to Early College

Overview | Advanced Placement (AP) | Concurrent Enrollment (CE) | Early College High School (ECHS) | International Baccalaureate (IB) | Utah PRIME Pilot Program

**Utah PRIME Pilot Program**

**Overview**

The Utah PRIME Pilot Program is an opportunity for students to earn their first semester while still in high school by participating in advanced courses (Concurrent Enrollment (CE) and Career and Technology Education (CTE) prior to postsecondary schooling. There are three different ways of enrolling in the Utah PRIME Pilot Program – the Launch, the Discover, and the Transition Experiences. The purpose of these experiences is to allow for the earning of Career Education (CE) credit while still in high school. Additionally, these experiences will make it possible for students to earn industry certifications through CTE course pathways in high school and look toward careers preparing them for employment opportunities after graduation.

**Policy**

Information-earning path  
Application  
Information-earning path  
Utah PRIME Infographic  
Information-earning path  
Frequently Asked Questions (FAQs)  
Information-earning path  
Webinar  
Information-earning path

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Success Criteria	Measure	Measure	Measure
Recruitment	Oct. 1 enrollment Counts	Oct. 1 enrollment disaggregated by student group	
Retention	Comparing Oct. 1 to December 1 to May 1	Enrollment versus credit earned	
Middle School Pipeline (Early College Readiness?)	Honors/Advanced/Accelerated coursework demographics	Remedial coursework demographics	Proficiency levels entering and leaving MS Comparing remedial participation entering and leaving MS
Participation Rates	Create a distribution of coursework overall	Create a distribution of coursework by demographic	
Are they successful?	Students that took AP courses compared to AP tests ACT score comparison to # of Early College courses taken	AP test score average by demographic Students who failed/dropped Early College Courses by demographic	Enrollment versus credit earned What early college courses are failed the most?

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