Defining Your Concurrent Enrollment Program for Others: Growth and Development

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UConn Early College Experience
Introduction

- I believe concurrent enrollment is the single best tool for academic outreach to the high schools.

- I believe concurrent enrollment is one of the best tools to help high schools and universities to align their expectations.

- ...so this is where I’m coming from...

- But I am also a researcher and an administrator, so I have spent a long time backing up my beliefs, with facts.
How do we define ourselves?

- Identity is a dual consciousness – we define ourselves and others define us too
- Don’t leave things up to chance!
- Speak with your constituency
  - Inform people with dialogue
  - Inform people with facts – numbers
- If people don’t understand concurrent enrollment, that is because they are comparing us to something else they can comprehend.
UConn ECE, the Narrative

160 Participating High Schools

9,036 students enrolled 2011-2012

57,427 enrolled credits 2010-2011

843 Certified UConn ECE Instructors

23 Departments offering 52 University Courses

The Oldest & One of the Largest CEPs in USA
This graph shows **UConn ECE enrollment** as well as **UConn ECE Alumni matriculation** into UConn, in relationship to overall **Freshman enrollment**.
Student to Credits Attempted

UConn ECE Student Enrollment & Credits Attempted

- UConn ECE Enrollment
- UConn ECE Credits Attempted

Our Urban Initiative

UConn Early College Experience
Urban Enrollment 2003-2012
Fee Waivers for Students

- UConn ECE is dedicated to student need and waives all student fees for those on Free/Reduced Lunch
- We waive all high schools that are 85% Free/Reduced Lunch
- As a self-sustaining program, this is a UConn ECE service to Connecticut students and UConn as the benefactor
Supporting the University’s Success

- **Graduation Rates:**
  - UConn ECE plays an important role in UConn’s overall graduation rate; affecting our national ranking

<table>
<thead>
<tr>
<th>UGFR Matriculation</th>
<th>UConn Students who are UConn ECE Alumni</th>
<th>UConn Students who are NOT UConn ECE Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>71%</td>
<td>53%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>74%</td>
<td>54%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>69%</td>
<td>51%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>71%</td>
<td>54%</td>
</tr>
</tbody>
</table>
Supporting the University’s Success

- UConn ECE alumni are a significant proportion of the SSS students every year

![Graph showing the percentage of UConn ECE Alumni and Non-UConn ECE Alumni from 2008-2009 to 2011-2012]
Supporting the University’s Success

- UConn ECE Alumni also constitute a sizable portion of the Honors Program

**UConn Honors Students 2011-2012**

- 1074 Non-UConn ECE Alumni (Includes Out-of-State Students) - 66%
- 557 UConn ECE Alumni - 34%
Supporting the Departments

- The impact of UConn ECE can be felt by the departments as well...

- Fall 2011, **369 UConn ECE Alumni** entered UConn having **already fulfilled** their **Freshman English** requirement.

- With a Departmental cap of 20 students per section, **that saved English and CLAS 19 sections; the equivalent of 9 TAs or over $300,000 in tuition and assistantships**
Student Achievement First Year GPAs

Average UConn Freshman First and Second Semester Grade Point Averages of ECE Alumni vs. CT Non-ECE Students

Student Matriculation

ECE Sem Fall GPA
ECE Sem Spring GPA
Non-ECE CT only Fall Sem GPA
Non-ECE CT only Spring Sem GPA
A Rejoinder to AP

- We are not in competition with AP
- I am not wishing for their disaster
- We have been successful at defining ourselves as different
  - We are not a 2-hour test in May
  - Your students are assessed differently; through papers, quizzes, tests, and laps, throughout the semester and academic year
Is that enough, though?

- I have a problem with some of the AP numbers

Figure 1

More students are succeeding on AP Exams today than took exams in 2001.

Source: 7th Annual AP Report to the Nation
What’s the Problem?

Besides questionable graphics, how are they defining success?

Figure 1
More students are succeeding on AP Exams today than took exams in 2001.

Source: 7th Annual AP Report to the Nation
Another Example

- Raw number of “successful students”

Figure 9

How has the successful AP student population changed?

Raw number and percent of seniors scoring 3 or higher on an AP Exam in high school

<table>
<thead>
<tr>
<th>Year</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>7,764</td>
<td>8,632</td>
<td>9,970</td>
<td>10,422</td>
<td>11,290</td>
<td>12,547</td>
<td>13,910</td>
<td>16,553</td>
<td>17,749</td>
<td>19,675</td>
</tr>
<tr>
<td>N/A</td>
<td>998</td>
<td>1,053</td>
<td>1,144</td>
<td>1,202</td>
<td>1,844</td>
<td>1,594</td>
<td>1,689</td>
<td>1,977</td>
<td>2,073</td>
<td>2,196</td>
</tr>
</tbody>
</table>

At the time of press, the numbers of low-income students for each graduating class (Figure 7) and for AP students prior to the class of 2006 (Figures 8 and 9) are not available.

Source: 7th Annual AP Report to the Nation
Let’s do the Math on Successful Students

- 7 students pass 1 test each
- 3 students pass none

Is this a 7% success rate, or a 70% success rate?
Student Achievement and Comparisons

UConn ECE Biology Student Grades 2010-2011

<table>
<thead>
<tr>
<th>Grade</th>
<th>BIOL 1107</th>
<th>BIOL 1108</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>87</td>
<td>59</td>
</tr>
<tr>
<td>A-</td>
<td>96</td>
<td>83</td>
</tr>
<tr>
<td>B+</td>
<td>86</td>
<td>85</td>
</tr>
<tr>
<td>B</td>
<td>121</td>
<td>133</td>
</tr>
<tr>
<td>B-</td>
<td>111</td>
<td>106</td>
</tr>
<tr>
<td>C+</td>
<td>82</td>
<td>102</td>
</tr>
<tr>
<td>C</td>
<td>101</td>
<td>73</td>
</tr>
<tr>
<td>AU</td>
<td>122</td>
<td>137</td>
</tr>
<tr>
<td>WAU</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>No Grade</td>
<td>19</td>
<td>21</td>
</tr>
</tbody>
</table>

Students
Grade Evaluations and Comparisons

UConn Biology Grades Storrs Campus 2010-2011

Students

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C- or Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology BIOL 1107</td>
<td>51</td>
<td>43</td>
<td>45</td>
<td>57</td>
<td>58</td>
<td>104</td>
<td>82</td>
<td>144</td>
</tr>
<tr>
<td>Biology BIOL 1108</td>
<td>63</td>
<td>22</td>
<td>19</td>
<td>64</td>
<td>28</td>
<td>17</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>
Comparison of Grades

UC Storrs/UConn ECE Biology 1107/1108 Comparison

<table>
<thead>
<tr>
<th>Students</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C- or Below (AU)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Storrs Biology 1107</td>
<td>51</td>
<td>43</td>
<td>45</td>
<td>57</td>
<td>58</td>
<td>104</td>
<td>82</td>
<td>144</td>
</tr>
<tr>
<td>UConn ECE Biology 1107</td>
<td>87</td>
<td>96</td>
<td>86</td>
<td>121</td>
<td>111</td>
<td>82</td>
<td>101</td>
<td>122 *</td>
</tr>
<tr>
<td>UC Storrs Biology 1108</td>
<td>63</td>
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<td>19</td>
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<td>UConn ECE Biology 1108</td>
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<td>85</td>
<td>133</td>
<td>106</td>
<td>102</td>
<td>73</td>
<td>137 *</td>
</tr>
</tbody>
</table>

* UConn ECE AU numbers not accurate due to grading option restrictions
Conclusions/Take Away Points

- We are in a great partnership with our high schools
- *We believe* in each other, otherwise, our high schools would divorce us
- Use the belief to push the agenda forward
- Use numbers to support the belief
- Supply each other with what you need
  - Numbers
  - Honest Dialogue
  - Creative Ideas
  - Mutual Advocacy
Conclusions/Take Away Points

- Let’s not forget that we do great work, for our students.
- Do research and speak about your numbers... and talk about your numbers... and dialogue about your numbers... and don’t shut-up about your numbers.
- Be careful with how you push against AP.
  - AP helps define concurrent enrollment and also blurs our identity.
  - AP is a good program, but it is a different program.
    - We do things differently and the student respond to us better.
    - Attack AP’s numbers and research – not the program itself.
Don’t be modest, be honest
I am very happy to be in Wisconsin at the first NACEP accredited program in the State
We have already been taking about sharing numbers and writing about our mutual successes.
Visit our Website for this presentation and additional research from our staff and high school partners

www.ece.uconn.edu/research/

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Thank You!