College in the Schools
University of Minnesota, Twin Cities
5/11/2018

Teachers Impact Survey 2018

Methodology

Survey links were sent to 490 teachers at CIS partner high schools on 4/13/2018. A reminder email was sent on 4/23/2018. 269 teachers responded, for a response rate of 55%.

Many of the questions on the survey were developed by NACEP, the National Alliance of Concurrent Enrollment Partnerships, the accrediting body for concurrent enrollment programs across the country. CIS also included questions that were of particular interest to our program this year.

Q1 - My school is located in a:

#	Answer	%	Count
1	City	23.79%	64
2	Suburb	48.33%	130
3	Town	13.75%	37
4	Rural Location	14.13%	38
	Total	100%	269

Q2- My school is a:

#	Answer	%	Count
1	Public School	87.41%	236
2	Public Charter School	6.67%	18
3	Public Magnet School	1.48%	4
4	Private School	4.44%	12
5	Area Career/Technical Center	0.00%	0
	Total	100%	270

Q3- The number of students enrolled at my high school is:

?

3000+

1700+
2000+
1950-2000
6
8
8
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2000 k-12, about 400 in HS

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2800

2950

3000

3000

3000

3,000

3000

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Q4 - CIS is required by our national accrediting body NACEP to provide documentation that high school instructors are observed on a regular basis by University faculty. This presents one of the biggest scheduling and time challenges for faculty coordinators. We are considering alternatives to on-site,in person observations--not to replace all of them, but to provide more flexibility. Do you see benefits/challenges to a remote observation?

1.Remote Observation would work in a school equipped for it... good internet, etc 2. I would enlist other CIS teachers IN the building to perhaps video or help organize the observations for each other

85-minute block period - that is a lot of footage to watch. Audio would be difficult to capture.

A benefit is your travel time, a challenge might be authenticity of teaching observed.

A benefit would obviously be more time for coordinators, but a challenge would be providing useful and direct feedback, less opportunity to interact with students, and less chance to ask questions and interact with a teacher.

Allowing schools in out-state MN to participate is very important. Finding alternative ways to support teachers in out-state has been effective.

Although I prefer an in person observation, I see the benefits for the university.

Although there would be fewer scheduling conflicts, the personal attention of a live observation would be lost.

As long as the school has the available technology to make the observation work, I could see it as a net positive for all involved. Cost of the technology could be a hindrance. I think that the personal feel of being in the class and how the class reacts or interacts with the educator is an important factor that would most likely be lost as well.

As with any technology you do not often see the whole picture or can not interpret the tone of a classroom.

At this day and age, I hope not, but if the teacher isn't able to facilitate the required technology for recording their classroom, it could be challenging.

Being so close to campus, on site observations seem more personable but I believe we have the technology available for remote observations.

Benefit -- better and easier for the observer Challenge - does not give a complete picture of the engagement of the students because that camera can not capture the teacher and students at the same time unless a person is filming and moving around

benefit - it is nice to have immediate feedback from supervising teacher.

Benefit - observation is in the teacher's own classroom

Benefit: university faculty providing feedback Challenges: coordinating a time, variety of teachers teaching/no one teaching style

benefits - choice of which day to observe sometimes when there is an observer students and staff may change behavior challenge - delay in feedback ... no relationship with the staff evaluating the observation

Benefits - Flexible Timing, Faster observation, Less expense for travel Challenges - Ensuring the technology will work accurately

Benefits - holds teachers accountable

Benefits - Less travel for observers. Challenges - Technology Equipment

Benefits are that it is efficient and easy, challenges are that it may not prompt the best discussion.

Benefits- cost, no travel, time Challenges- being able to have a view of the whole classroom, technology materials needed, internet speed

Benefits -easier to schedule, can utilize technology to capture the scene and observer can review the captured images to write the review. Challenges -The observer doesn't get opportunity to gage the ambiance, doesn't have opportunity to chat with students, nor the instructor and who is responsible for set-up of remote observation?

Benefits would be easier to schedule/less of a chance of cancellation Challenges would be not getting the full experience of the classroom and the nuances of instruction, problems with technology

Benefits. I could set up skype or google hangout in my room.

Benefits: Will see me in "reality". Students won't be superficial or awkward by having a stranger in class. Challenges: Seeing the professor from UMN provides support that this is truly a UMN class, thus exhibits the same rigor of this college. Honestly, this would be just one more thing on an overflowing plate for me to do; without

compensation. Arranging for the equipment, packaging the video and sending it off doesn't sound like much, but for someone teaching multiple preps, it's significant!

Benefits: easier to schedule; may increase number of participants/year; won't have to cancel/reschedule due to inclement weather challenges: no sense of classroom climate; more impersonal for both observers and students; technical challenges

Benefits: minimizes scheduling and staffing obstacles Challenges: observer may not get an authentic feel for the overall class tone if not present in the class (in person)

Benefits: More timely feedback as it is easier to schedule with technology Challenge 1: technology Challenge 2: I have been involved with recording video and audio of a lesson for other college courses I teach. Getting every CIS teacher to record with the required quality will be difficult unless it is part of ongoing professional development within the cohort

Benefits: Save time for coordinating both teachers' schedules; It saves time for University staff to travel to high school, but create extra effort for high school teachers to make the recording happened. Challenges: It is still different from the in-person observation.

benefits: time savings for staff, can possibly record observation for discussion during a f2f visit during a staff D day challenges: what app to use? Who will set up tech, time to set up and test tech prior to observation, possible issues with students on camera, would students be more reluctant to speak?

Benefits? very few. It only happens every three years (I understand why). Why can't you have a principal or another CIS teacher do this?

Benefits—less stressful Challenges—technology

By video taping a lesson, the faculty coordinators may get a true glance at what takes place in the classroom (i.e. students behave like they do on a daily basis, teacher feels more comfortable teaching when someone isn't physically in their room

Challenge - not being able to interact with the students.

Challenge- It puts more work on the teacher to get the technology coordinated and set up.

Challenge: The observer cannot interact with the students. Challenge: With remote observation, you cannot see the entire classroom or move around as groups work. Challenge: Technological issues

Challenges - not really - could be do-able, although I think an in-person observation is always better! But I understand how it's not always possible.

Challenges might involve scheduling & or tech access. I'd miss the face-to face interaction - and the opportunity to have faculty coordinators experience the environment and climate of the building in which I work. I do understand the need for more flexibility and alternatives, however.

Challenges to a remote observation include not getting a good sense of the classroom atmosphere or how students and instructor react. Having a single perspective from a camera can't capture all that occurs in a classroom.

Challenges your vision is limited to the view of the camera.

Challenges. It would likely result in more work for me on the classroom end.

Challenges: technology is not always reliable and there can be a learning curve that people do not have time to train for.

Communication is always a challenge and networking with other staff

Convenience, certainly, but it is good to have the professor interact with HS administrators.

Determining the logistics to record or broadcast a class period would be a challenge

Distance from U of M

Do you mean by video? It would be something different to get used to, and not as effective as it would not be easy for the video to capture all facets of the lesson. Maybe I misunderstand "remote observation"?

Easier for University staff so that it could happen more regularly Challenge - that technology doesn't work like it should and lessons could be well rehearsed

Easier to schedule for everyone involved.

-Easier to schedule, record of the observation -Videos are really awkward to do, students may object to being recorded

Face to face would definitely be better, but we do what we must...

Feedback is useful. Scheduling is a challenge.

flexibility and work with the u faculty through reciprocal visits

Good to have students meet the college professors.

Having to arrange for videotaping and submission, or whatever "remote observation" is being considered.

I actually enjoy having the instructor from U of M come into my classroom. It gives them a chance to see the value in what I do and I can discuss the experience with them following the observation in real time. I also like that students get a chance to interact with them.

I am flexible with observations. Either way is fine with me.

I am retiring at the end of this year. So I do not see the benefit.

I believe that the on-site observation is essential in getting a feeling for the culture of the school, the student body, and the classroom. Technology cannot adequately replicate an in-person, "live" experience. Isn't that why ethnographies require personal, on-site observations?

I can see this as a benefit because of the travel time and various school schedules a faculty observer has to balance.

I can't imagine what a remote observation would be. If it involves video-taping or Skyping, I woud see that as a huge disadvantage. I don't really get anything out of the observations anyhow. We have enough of them that are required by our district as it is.

I could see it being beneficial. I know it is always a really tough thing to get scheduled in Economics

I do not see a problem with that. I think it would be easier for everyone involved.

I do see the benefits of having others in my classroom who are teaching/have taught the same content as I. However, I realize the challenges to getting people to different locations throughout the state and to fit with the schedule of my students.

I do think that I have the opportunity to really work with my students one-on-one and since I'm the only German teacher, I have the opportunity to get to know my students and their families over the years.

I don't have a problem with remote observations at all.

I don't like being on camera. I don't think a camera captures all student/teacher interactions.

I don't really know. Without moving around with the camera, I don't know if a coordinator can really know what is going on in a classroom from one camera angle.

I don't see any problems with being flexible.

I don't think they actually capture the entire learning environment as do in person observations.

I don't think they are ever as effective as in person, but as a last resort it would work.

I feel that the most important part of observations are the pre and post discussions afterwards, as I prefer face to face meetings if it's an observation. A benefit for remote observation is that scheduling ma be easier for both parties.

I have enjoyed all my observations from U of M faculty. My school doesn't provide much opportunity for observation, so the feedback I get from the University faculty is very helpful in improving my teaching and the rigor in my classrooms.

I have mixed reactions to such a shift. The logic is clear for the time commitment for fac. coordinators, but there's something in the face-to-face contact - the atmosphere, talking with students (even in passing), and seeing the school environment rather than simply another classroom.

I like having our U of M Prof come to see us in our environment. I know it may be difficult at times, but worthwhile for students and staff alike.

I like the immediate feedback of on-site visits. Much happens off screen that I feel diminishes remote observations.

I like the on site visits. I don't know if they are necessary every year, but I appreciate the feedback I get.

I like the way it is done now but I certainly could adjust to a remote venue.

I prefer having face to face discussions with the person observing me.

I prefer that the observers are present. It's hard to get the feel for a class through a camera. I understand that there must be logistical problems to observe everyone, however. I certainly wouldn't oppose a "remote" observation.

I prefer the in person, one-on-one observation and discussion. I like the immediate feedback and the perspective from the professor (things they see while moving around the classroom).

I really don't feel the observer gets a feel for the instruction and the way that students respond to the instructor remotely. There would be many missed interactions due to the fact I am constantly moving throughout the classroom. Because the recording instrument would be stationary there would for sure be missed interactions.

I really like the face to face observations to bounce ideas off of the University faculty, but I would have no issues either way.

I see benefits to a remote observation because it's time-saving.

I see challenges technologically.

I see it as more of a challenge than a benefit. Our Calculus cohort is not that big and I don't believe the on-site observations have been an issue.

I struggle with technology, and would need very specific instructions on how to facilitate this.

I think a camera would be unnatural and awkward for the students; additionally, I have many students who, by parent request, cannot be filmed or photographed.

I think a remote observation is a good option as some schools require a few hours drive each way.

I think both would work. I would be willing to help if necessary.

I think certainly it would help with scheduling. I think that perhaps you don't get the same feeling for the instruction in the room but it would work.

I think it could be difficult because you always have the technology piece that could fail. As long as there was the understanding that it might need to be rescheduled because of problems that could occur it would be fine.

I think it is beneficial to have at least one on site observation. I also liked having a meeting at the U of M to discuss how the class was going.

I think it is great for the Professor to see the environment I have created for students.

I think it is possible to make things work, but there is also great opportunity for my students to have contact with U of M faculty. The observations have been eyeopening for my students and great confidence builders.

I think it lends transparency to the program.

I think it would be a great way to utilize modern technology and provide a realistic solution to scheduling in-person observations. Challenges - only if the technology is temperamental!

I think it would be beneficial because then the school instructor has more choice of what lesson to take (vs. it being based on the U of MN instructor schedule). I see drawbacks in the fact that if you wanted to do something that involved small group works, activities, etc. it would be difficult to observe that through video.

I think it would be challenging to get the logistics set up and to receive parent's approval to film students.

I think it would work fine.

I think it'd be just fine.

I think it's a benefit. We're comfortable with technology.

I think it's a great alternative especially for teachers who are further away.

I think it's always good to be there, but I know a lot of our schools are a bit remote.

I think it's helpful to conduct onsite observations in order to get an overall feel for the classroom climate. This could be difficult to measure without interacting directly with students and staff. I'm sure the scheduling is really challenging, so I'm open to alternatives.

I think remote observations could work successfully.

I think that technology can always be an issue. It also takes some of the interaction options away as well.

I think there is often better interaction during a "live" observation, with students in the class getting the opportunity to see and meet the U of M professor, but I also understand how difficult it is to get to every school. I think a video recorded lesson would be a fine replacement.

I think they would provide flexibility.

I think we would need permission of all students to video tape. It is difficult to get the entire classroom unless you have another person running the camera. It is hard to see the board and hear the students.

I understand the benefits - but logistically it would be challenging for me. I think it would be hard to get a true picture of what's going on when the observer cannot ask questions of the teacher and students.

I will go along with whatever is required

I would love any type of observation just to get some feedback. Remote observation is less thorough and personal, but I would take any type.

I would miss the humanity of having a person in class with whom to interact and discuss after observations. Perhaps this could be used for the CIS schools that are the greatest distance away from the campus as suggested.

I would need more information

I would prefer an in person visit. My students look forward to engaging with the supervising professor on the day of the visit.

I would prefer to have face-to-face observations if they have to be done. I think remote ones make it difficult to truly get a sense of the classroom. That being said, if they are being done remotely so a box can get checked then it is fine.

I'd like more information on this. I believe having someone live in class is important. I don't know how else this could be done, which is why I would like more information. If it means more frequent observations, I support it.

If technology is reliable, it would be much easier for professors.

If you are talking about live streaming, yes I see issues. Not exactly sure what "remote" means exactly with reference to my school.

I'm in Rochester and my class starts at 8. This will be an incredibly early morning for my faculty. Doing remote observation would alleviate this burden. However, remote observation might be a bit cryptic as the full flavor of the classroom will be lost.

I'm open to this.

I'm sure it would be easier for the coordinators and there would probably be less anxiety for the teachers if there were an option for remote observations. Would we need to get signatures from kids/parents? That might be a hassle, but if it's only used in-house and not shared, I'm sure it would be fine.

I'm sure we can make it work!

In order to do a remote observation, we would need the appropriate technology to be able to capture the entire classroom's activities.

It does make sense to do that.

It might be interesting. The in-person observation has been beneficial for both the instructor and students.

It might work to schedule easier, but I also think that it would miss out on the authenticity of the discussion and interaction with students.

It would be easier for advisers not to have to travel.

It would be easier to schedule, but very difficult to get a true feel for the classroom tone, student interaction, and overall climate.

It would be hard unless a video kind of observation would be enacted.

It would make things a lot easier than travel, but I'm not sure if the technology is available in our school.

It's always good to get feedback when you talk to them personally. Challenges are the HS teacher is on the professor's schedule and depending on what lesson plan your doing, this poses challenges if it needs to change on our end.

It's definitely a benefit to the University if no one has to travel to a remote site; however, it would take some extra work for teachers to get the classroom set up so that the lesson could be recorded.

Just the limitations of technology used for this "remote observation" - interaction, view of room, etc....

Just the lost benefit of face-to-face interaction. In my school, a remote visit would be possible given our technology.

Just the obvious: Benefit - easier to get observations in within a timeline that works for the UM faculty member. Challenges - It would be tough to see exactly what is going on in class.

Legal issues concerning privacy of students may make it awkward to film them.

Live streaming would work better.

Lots of autonomy. Blessing and a curse.

Making sure the technology works

Maybe technology issues.

More access to help and advice and resources from the university.

more benefits than challenges

More challenges -- it's just not as authentic as an in-person observation.

Mostly just trying to get something set up during passing time (we have 5 minutes between classes; might be challenging to get up in that time period).

My school is not far away so an in person observation has not been a problem. I would be open to a remote observation.

My school is on the outer ring, which can make it remote.

My school is very close to the University, therefore the benefit of remote observation would be minimal.

N.A

NA

Nice to have visit and interaction, but totally understand time constraints to get all the way out here for a 45 minute visit. Last time I sent a video of a classroom lesson.

No

no

No

No

no

No challenges

No I think it is a good alternative

No if is difficult for them why force something. I gained more from meeting with Dr. West.

no real benefits other than the students actually getting more connected to the u of m professors...they like that part.

No they should be fine.

No, I think it would work fine.

no, I think this makes sense.

No, it is best in person.

no. if it's easier for all involved, then I support it.

nope

Not really. I work with faculty on campus and have a chance to improve my teaching through those interactions.

Not sure.

not sure.

Observing remotely doesn't allow for a lot of student interaction or questioning.

Of course. Benefits - it can happen despite weather and other scheduling issues. It makes it easier for the faculty to see everyone -despite their busy schedules due to the "no travel time" - which for our coordinator - can be 6 hours for one visit. The challenge - it isn't as personal for the students. It doesn't allow the observance of the entirety of the lesson - or discussion - and then - all of the realistic technological issues that can arise within each different school. For example - I do not have easy access to a camera. It is doable - but takes planning and cooperation with other departments.

On my end it seems fine. I've had one observation with no difficulties in scheduling.

One challenge is that no matter how well the technology works, there's something missing. The observer can't see the reactions of students, the interplay between teacher and students or the interplay between students.

Only benefits. I consider myself fortunate to be able to discuss my content area with a person trained in my content.

Other than making it easier to schedule observations, remote observations will be less disruptive of class time. Class periods at my school are 80 minutes, which is a long time to record.

Our CIS leaders are telling us they hear many of the same things from students as they talk about our classes - that we are prepared, that the work is rigorous, that they receive valuable feedback from their instructors. All teachers have things they can work on, but the visits often confirm what our leaders know. Many CIS teachers have several years of experience and have been attending workshops for years, and because we meet frequently, so many of the classes look very similar.

Personally, I don't care about observations. I don't find them particularly helpful, when it is such a tiny snapshot of what we do, out of the bigger context. I don't know how a remote observation would possibly work, though.

Potentially, but I think it could work.

Pro: Less "invasive"--meaning if they were just watching, it would be more like a normal day without their presence in the classroom. Con: Technology: functionality, usage proficiency, availability, cost, etc. Con: Parents and students might not want video of them. Con: It can be stressful and tricky to set up for some people.

Remote observations can be tricky when it comes to sound and the view of the classroom can be limited. However, if could be very useful just to get the tone of the class, the expectations, topics discussed.

Remote observations seems like a realistic option with minimal challenges.

Remote observations would allow more flexibility. Some aspects may be tricky to see online. Some context of the class could be lost.

School network support: our school's network and wi-fi can be unpredictable and slow. Remote observations through a video conference could potentially be cut short if the connection is lost.

Since I am quite a drive from the U campus, I believe it would facilitate observations for my classes.

Sure, as long as we are receiving constructive critisism.

Technology does not always work well in my rural location or in my underground classroom!

Technology is always a gamble. Remote observations would lose a lot of the feel of the classroom environment and rapport a teacher has with students.

Technology would be the biggest obstacle at our school.

The benefit would be more flexibility.

The benefit would be the reduced work load for the college faculty.

The benefit would certainly be to University faculty in regards to driving time and scheduling. Technology has become so amazing, I don't think there would be many challenges.

The benefits is to save the traveling time and to have more flexible time slot; the challenges are to only see a portion of the class and to hear not so clear sounds.

The benefits would be in time savings and a chance for more frequent feedback. The drawbacks would be technical challenges, less personal and supportive, and over time might make the business of teaching and learning very sterile.

The benefits would be to save on University faculty time. A challenge may be the technology available.

The biggest challenge would be with the technology and only getting a limited perspective. The benefit would be that it could be much easier to schedule and would eliminate travel time.

The challenges are the driving in to the staff development days. I teach three CIS courses and getting to the required staff development days can be a challenge because of the distance and sometimes weather is a factor. I am also an advisor and coach; being out of the district can conflict, too, with those commitments. The benefits are that my students do not have access to PSEO options or to the unique opportunity the field days provide. CIS has offered them expanded educational opportunities.

The challenges would be lack of instant feedback and communication time with the faculty instructor.

The most significant benefit I see is the access my students get to UMN courses. The Human Physiology cohort to which I belong has always engaged our members in high quality professional development and curriculum writing. The leadership from our UMN professor has enhanced the quality of instruction for all the students I work with. My students get a taste of the coursework at UMN, get introduced to the U as a possible next step, and become better prepared for success regardless of what type of post secondary school they attend.   It is challenging to make the long drive to the Twin Cities for our regular meetings and professional development sessions. However, the content and conversation always make the drive worthwhile.

The obvious benefits would be that CIS would be able to observe many more programs than at present. The downside would be whether the remote observation adequately showed the atmosphere, energy, the high level of interest and successful achievement when presenting the 70 minute class.

The only challenge is the occasional drive for PD but it is usually worth it and a great chance for me to connect with other Physics teachers since I am the only one at my school.

The students enjoy meeting the U of M faculty, and hearing that what we do in our classroom is what also occurs in the University classroom

The technology set up would be a challenge for us.

There is nothing else that gives the classroom flavor than on-site observation, but especially for those of us in more remote areas, the logistics make annual on-site observations very difficult. A recorded observation is better than none at all.

This could seem like more of an intrusion (or maybe less of an intrusion) to some teachers. Setting up the technology and converting files to be sent in might be difficult for some.

using google hangout / skype might be an option?

We would have to have equipment set up in the classroom that we do not normally have, but it is possible. I did have a video of myself made as we were requested to do by U faculty, but it was never reviewed. Please do not ask us to do things for no purpose.

While I like a visit and observation as a check-in, I'm aware of the scheduling challenges and the fact that viewing one class period doesn't show the full picture of what is happening in that class on a daily basis. There are a variety of ways to help with the challenges of on-site observations - video recording, student reflections and evaluations, other CIS teachers observing each other, other staff in the building observing and reflecting on the CIS teacher.

With today's technology, a remote observation would be a flexible and easy option.

Would it be through an application such as Skype? I don't feel this would be as authentic as an on-site visit, but I understand the challenge the faculty faces.

yes

yes

yes

Yes

Yes

Yes

Yes

Yes

Yes - I love knowing that what I am doing meets the Univ of MN expectations and also areas that I can continue to improve.

Yes both

Yes- The travel time is consuming.

Yes, come on, we live in the age of technology. Let education catch up with the business community. We can't talk about preparing our students for globalism and still live in the past. Bring on remote observation.

Yes, I do see benefits to providing more flexibility.

Yes, I think any type of observation can always be used as a tool to improve teaching and learning.

Yes, including student privacy issues.

Yes, it puts a tremendous amount of pressure on the educator. Students may not display their normal behavior under observation conditions, thus affecting learning.

Yes, it would make scheduling much easier for both the University faculty and the CIS instructors. The challenge is making sure the technology works correctly for the remote observation.

Yes, the instructors often give excellent feedback.

Yes, there are both benefits and challenges to doing and evaluating remote observations. Benefits could be to the selection of the timing for the observation for both teacher and faculty. Challenges would be in technical areas of hearing student discourse and handling large video files.

Yes, there are both benefits and challenges. There are swivel cameras that record teacher movement and can tape a whole class lesson without the need for faculty to drive significant distances to observe a class. However, what is missed in such a setting is that instant feedback an in person observation can provide.

Yes, there are challenges, but they are surmountable. I would not want to do away with on-site observations completely.

Yes, university instructor does not need to be at the site.

Yes. I understand the need.

Yes. This isn't an observation. I see this as a major challenge. Coordinators should view observations in high school classrooms as one of the best requirements of their job.

Yes. Distance can be a factor

Yes. I have been part of live observations for many years and have also conducted live observations on other educators. I find that live observations are not always the most insightful as they can be over-planned and 'canned'. This year, we are practicing collaboration with peers which grants a greater amount of subjective data for the instructor to improve her practice.

Yes. We could do video meetings, or even remote video observations of my class and students.

Yes...greater flexibility and time freedom

You can only see what is included on the camera. There might be some finer points missing.

Q5 - Would you have easy access to the technology and technical support you would need to record video and audio of yourself and your students during a class period?

Absolutely.

Access - yes. Easy access, maybe: it would require some juggling on this end.

Access, yes. Easy, no

Addressed above - but it would be tough - but doable.

Audio, yes. I would just use my phone. Video, I would need to call in my IT man for help the first time or two. But then I bet I would learn how to do it. I believe my school has the necessary technology.

Could do it...but not "easy"...

Easy access? Probably not. Access? Yes.

Easy acess? Non. Could it be done? Yes.

Easy-ish... I could make it work if that's the finding.

for sure!

I think I would have both the technology and technical support I would need to do the recording.

I am not sure, but I know who to ask and I am confident that we could easily figure it out.

I am not sure. I would have to ask around. We lack tech support. If there is a problem (glitch) I would be on my own to fix it. Not ideal.

I am sure I could get it figured out.

I believe our technology staff could get this set up.

I believe so.

I believe that I would be able to make something work and would have tech people on hand to help. It would be best to have plenty of time to prepare for this.

I believe that instructional coaches have helped to do this.

I could certainly do that. I'm not sure how "easy" it would be.

I could do it, but it would be a challenge.

I could figure out a way to make it work.

I do not, although if the U of M would provide a camera or set up, I could use it.

I don't know if they would be able to set this up. Our school does not regular record videos of anything.

I don't think I currently have the technology.

I have access to record.

I have access to the technology and help to video tape a lesson, but if a live video feed was needed via Skype or Facetime, consistent access may prove more difficult.

I honestly have no idea how to do this. There is a tech support person at my school, but not sure about availability of equipment. Also not sure how I would share the file.

I know we have the technology in the building but having the instructors set up the video would only transfer the time obligation from the observer to the instructor.

I need a camera and a tripod.

I record much of their academic discussion anyway so that I can evaluate it in more detail. This would not be a problem at all.

I should be able to use my laptop or iPad to do the recordings. However, since I do not usually do this, it will require some time and effort to get myself familiar with the procedure.

I think it could be arranged, but we are a very low-tech school, so it would take some planning.

I think so

I think so - I could find assistance but not without a good amount of effort

I think so, but this is just one more thing to add to a high school teacher's busy day.

I think so, yes.

I use camtasia to record my lessons but this does not record my class nor would I want to record my classroom.

I would be able to find someone to help, I believe.

I would be able to record a fixed camera angle in my classroom or lab.

I would have access but it would require some planning and test runs.

I would have access, but depending on how busy the technology support staff is to help with setting up the recording equipment would depend on how "easy" the access is.

I would have access, it wouldn't be easy. I would need to request a "favor" from a fellow staff member to capture the class period.

I would have access.

I would have access.

I would have easy access to technology and technical support to record video and audio of myself and students during a class period.

I would have to confer with our tech person to help me set it up.

I would have to find out from tech support at my school if this would be available.

I would, personally, if Google-based. Do not know about Skype.

If a cell phone video is sufficient.

If given enough notice, I could possibly ask the students in our video production class to record a lesson using their equipment, lighting, sound, and expertise.

If I can use my cell phone, sure! However, I'm not sure how I'd share a file as large as a video recording of an entire class period due to our email limitations.

I'm hoping our phones could work well for recording. I really enjoy being a CIS teacher, but the assignment is very time-consuming, and I would like the potential video and audio requirement to be an easy thing. CIS is typically 1/5 of my schedule but consumes over 1/2 of my "after hours school-related" time.

I'm not sure. I don't know what it would involve. Right now I would say no, I don't.

I'm sure I could find the equipment, but then we need to consider students that don't want to be recorded.

It could be arranged.

It might be tricky, but could make it work...

It would be difficult, but possible.

It wouldn't be easy, but I can figure it out. A way to do this is for the U to subscribe to Zoom, a kind of meeting platform, and teachers can just sign in.

It's not preferred, but yes, we can do it.

It's possible for me to have technical support.

Maybe

Maybe

Maybe not, we are transitioning to ipad use for this and there would be no one to hold the ipad

Maybe, I haven't needed that sort of technology before.

Maybe?

Moderately easy

My access to technology and support is moderately easy to obtain.

no

no

No

No

No

no

No

No

No

No

no not really

No, and as I said above, it would not be an authentic experience for anyone involved.

No, not at this time.

NO, that would be challenging

No, This school offers limited technical support for recording.

No.

No.

No.

No.

No.

No. I also do not have the embedded time to practice with that technology to know how to trouble shoot. Our school district has eliminated positions that support instructional technology hands-on support.

Not easy access, but I could make it work.

Not easy access. With that said, I think I could come up with a way to record the class if necessary.

not easy, but doable

not much

Not really.

Not sure - probably

Not sure, would need to do some research as to what is available at my school

Not sure.

Not sure.

Oops. Answered that above. Yes, I do.

Possibly not--we don't have devices set up for that beyond a webcam a Chromebook, no good audio, etc. equipment

prefer traditional way of teaching in class no distance learning

Probably not easy access, but I could find a way to make it work.

Probably.

Somewhat . . .

Sure, that would not be a problem.

That would be a challenge, but doable.

The video is easy, but I am not sure about the audio

This is a possibility - I would need to consult with my technical person.

This is not a service in place on a regular basis; however, I believe I could arrange it.

Video yes. Audio would be a challenge. Difficult to get clear recording.

Videotaping and submitting it would be much more difficult than arranging an observation.

We do have access to technical support and the technology needed to video ourselves teaching.

We have wireless internet and iPads. I could record myself with it but don't know what the audio quality would be.

we would have the technology, but I don't know what we would do about the personnel to run the camera etc. I'm sure that we could figure out something

With budget cuts it would not be "easy" since they keep firing our tech people, but I could probably get it taken care of with enough lead notice.

yep

Yes

Yes

yes

Yes

Yes

yes

yes

Yes

yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

yes

yes

yes

Yes

Yes

Yes

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yes

Yes

Yes

Yes

yes

Yes

Yes

Yes

Yes

Yes

yes

Yes

yes

yes

Yes

Yes (probably). It shouldn't be a problem.

yes- at Eagan High School we do.

Yes I should be able to receive the support and technology I would need to make it possible.

Yes I think I would. I have recorded classes when creating a video for my teaching portfolio.

Yes I would.

Yes it could be found and incorporated within the school.

Yes not an issue.

Yes this is possible.

Yes we have that.

Yes!

Yes!

Yes, but I would have to do it myself which would be very inconvenient

Yes, but I'm sure students would need to sign some kind of consent form.

Yes, but it might be cumbersome.

Yes, but uploading a large video file has been problematic for me before.

Yes, depending on the extent to what it is we need to do with the technology. I would be on my own. Technological support in my building is very lacking.

Yes, I don't think it would high quality though.

Yes, I have access to the technology, but I would need advance notice to make sure everything was set up correctly.

Yes, I have access to those materials.

Yes, I would be able record my instruction.

yes, I would have the technology and support

Yes, I would.

Yes, I would.

Yes, it just sounds cumbersome and potentially frustrating.

Yes, no problem.

Yes, our school embraces the use of technology.

yes, probably.

Yes, probably.

Yes, that would not be a problem

Yes, that would not be a problem.

Yes, we have wifi throughout our whole school and a great IT department.

Yes, we would.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

yes.

yes.

Yes.

Yes.

Yes.

Yes.

yes.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

yes. I have a laptop computer with a little camera on top.

Yes. I have done this for peer observations within my district.

Yes. Our school has TWO Swivel machines that we use regularly to record and watch ourselves as part of our own growth each year.

Yes. But it would likely be a stationary camera with audio from the corner of a room.

Yes...

yup

Q6 - Taking into account ALL dual credit opportunities at your school, such as AP, IB, PSEO, and coursework from any college or university, which of the following statements do you think is the most accurate.

#	Answer	%	Count
1	Diverse students are OVER-represented in dual credit coursework, compared to their representation in my high school's student population.	2.17%	5
2	Diverse students are represented in dual credit coursework proportional to their representation in my high school's student population.	46.09%	106
3	Diverse students are UNDER-represented in dual credit coursework, compared to their representation in my high school's student population.	51.74%	119
	Total	100%	230

Q7 - Comments:

majority of students are white ... approximately 40% Asians (Southeast Asian...Indian)...1 or two African Americans

In the last 8 years, we have moved from significant under-representation in these courses to very close to proportional representation, but I do not want to be to quick to say there is not more work to do. Currently we have about a 70/30 split of SOC to white students, and I believe our upper-level courses reflect a between a 60/40 and 65/35 split.

The requirements listed for the course on the CIS website limit the students who can take the course. If requirements were based solely on teacher recommendation or top 20% was lowered to top 50% with teacher recommendation, more students of color would be eligible.

Very few African American and Mexican American are enrolled in our AP CIS classes.

My high school offers quite a large number of AP and dual-credit courses. Students from all socio-economic, ELLearners and under-representedhave a wide selection of courses to choose from.

Low income and ELL are both underrepresented in dual credit classes and honors classes. Often, students choose their classes based on what their friends take, not on the difficulty level or their ability. So often students take harder classes they aren't prepared for, because that is where their peers are. Often, lower income students don't take these, because their peers aren't represented in these classes.

Many of our diverse students are EL students who do not have the English skills needed for an advanced course.

My student population is quite diverse!

The population of our school is changing fast and I would expect that in a few years, the situation would be more 'proportional'

I feel diverse students are represented but certain subcategories such as Black Males are still under represented. Students have a reality check when they enroll in this course. Attendance, adherence to deadlines, homework expectations all seem to be a shock for too many of the students. Sometimes ELL students have dropped because they were intimidated by the writing expectations for the modeling.

Our asian and white students are over-represented, while our black, latinx, native and other students are under-represented. Further digging reveals that our more recent immigrants (those with lower English skills) are, unsurprisingly, under-represented in advanced courses.

CIS is the best chance to include this population because we can work with them on individual assignments to be successful in the class. AP comes down to one test therefore less chance for diverse students to get college credit.

This is just a guess. I would need to do some research.

We are working on opportunities to give those students more access, but it takes time.

I can only comment on my specific area as Spanish is quite different from other disciplines. There are prerequisites to enroll in the class.

This has a direct correlation, I believe, to students' academic achievement and grades, which I attribute mainly to access issues and to cultural influences. For example, students of color at our school often see "academic" culture (or peers who get good grades and take advanced classes) as a culture they do not belong to. In other words, they feel like they might be criticized by their friends for entering into that cultural, "academic"realm.

we are 96% Caucasian so it is important to me / my school to offer these diverse students in my case means non-caucasian and /or low income.

I honestly don't know about the other classes. My response above is from my own class.

School and class are mostly minority

I do not have PSEO data access to answer this question. I also am estimating the AP numbers.

We do not have a very diverse population, and I have very few in my CIS course.

this is mainly due to our school being over 90% students that are under represented - so when any of them participate - they end up representing.

My district has very little socio-economic diversity and even less diversity vis a vis students of color/ELL

Classes are racially diverse.

We do represent a proportional representation of student population with the exception of African American males and Native Americans.

We do not have a diverse population in CIS, however, our overall student body isn't very diverse. I believe less than 10% of our seniors are part of a diverse population.

I have no way of knowing this without doing a lot of research and I don't have access to any of that data.

We are a rural community with small amount of diversity.

not relevant to our school circumstances a parochial Hebrew program

We're not too far off but students of color are a bit under-represented in CIS courses.

5% of our whole student population is white.

We have little diversity in our school.

Although my district is predominantly white, there is a disproportionate number of white students in AP, PSEO and CIS classes.

I have no students of color in my class this year.

We are ethnically challenged in our school... the majority (by far) of students is white.

We do not have a high population of "diverse" students, but I don't believe they are proportionally represented in higher level options offered in my building.

When encouraged by instructor. Administration is not as encouraging. Administration focuses on top 20% and not Instructor recommendation.

None

(Our school is not very ethnically diverse.)

We have a small white population at my school

My CIS class is typically wonderfully diverse, but I wouldn't say that is true for AP.

None

Our school is working hard to have all students represented in AP and CIS. The district even hired a consulting company EOS to research this...and offer suggestions.

My entire charter school is predominately Somali, low income, first generation college students.

Most of my CIS students come from higher-income neighborhoods.

In our student body of about 200, we have no more than two or three students of color in grades ten through twelve.

This is an area where we have consistently been improving but we are still not proportional.

Our population overall does not have much diversity in the student population but in my class there is currently not any!

I don't like how the first choice is worded. "Over-represented" sound inherently pejorative. I would say almost every student in my current CIS class fits at least one of the above criteria. The same can be said for my past classes. This doesn't mean that these students are "over-represented." It merely means that those are the students that make up the majority of our school's population.

Diverse students are represented in dual credit coursework, but I believe them to be slightly under-represented. I don't have the hard data to prove that at this time, but it is my perception.

We have a low percentage of students of color, but a higher percentage of low-income and first-generation college students.

Diverse students are better represented in our CIS courses than in our AP courses.

The fact of the matter is we have very few diverse students in our district, I would suspect substantially less than most other districts

Asian students would like to take this kind of course, but not African American students in my program.

Our student body is really not very diverse as a whole to begin with.

While I don't have all of the data on this, I will say that while diverse students are probably still under-represented, our school has made huge strides in bridging this gap. Our AVID Program has done a tremendous job with this and

each year we have more and more diverse students taking AP, CIS (and other dual enrollment programs) and PSEO. Each year the numbers of diverse students in these programs increases.

There are some years we have a better balance, but this year seems to lean toward under-representation.

Our school has very low diverse population students.

We are a predominately white school.

None

It is not far from proportional, but our school has Hispanic as largest group, and we are having trouble getting a proportional number from that group.

My high school is not very diverse, but diverse populations are well-represented in dual credit opportunities offered here.

NA

Many students of color, students from low income groups, and ELL learners do not enroll in the most academic, college-track classes.

Compared to our overall school our CIS class, college algebra has a higher percent of diversity students

I would like to see more African-American males taking CIS courses.

Our student body is not very diverse, but there is proportional diversity in my courses.

The population of white people is about 5%. Is this the opposite of the population you're referring to when you say "diverse"?

But because of CIS and some internal changes we are making hue improvement to more proportional representation.

This question encourages teachers to report based on intuition, something that is severely flawed when it comes to statistics. I highly recommend you disregard all results from this question and conduct a more serious analysis if you actually care about numbers, and not teachers' flawed perception.

I have aunt least three students in my CIS class that would not typically be in a higher level course.

Our school has focused on including diverse students in AVID courses throughout their years at high school. The down side is this limits their time for other courses such as CIS and AP classes.

We are doing great in regard to some areas, like Somali girls, but very poorly in other areas, like Hispanic boys.

We have very few diverse students in our school and those that do attend here are often academically challenged and do not enroll in dual credit opportunities.

Highland Park Senior High is an IB school. The Chinese teachers here work very hard to prepare our students to learn Chinese language well for Chinese C.I.S. It is a wonderful way to encourage them to become the first generation college students in the near future.

I don't think we are quite proportional yet but we are getting there.

There are less students of color in AP/IB courses.

Our school is making concerted efforts to increase the diversity in our upper level classes. It is an initiative which I support fully.

I teach at a predominantly Hmong school - 98% of students who attend are Hmong and represent your bulleted criteria.

This is only my personal impression based on my classes enrollment.

I currently have 1/2 sections of a CIS class. Total students in this spring class is 21. 8/21 are students of color 1/21 is white but a student of low income.

We have worked really hard at recruiting and supporting kids who wish to take CIS classes.

In comparison, less of students of colors take higher level language classes.

My CIS Spanish class, diverse students are more in proportion to their representation in my high school's population. Heritage Spanish speakers take CIS Spanish.

This is something my school is working VERY hard on. We have eliminated "qualifiers" for AP courses (this is not the case for AP, obviously). PSEO is more accessed by students of color, but their results don't tend to be great.

There are fewer students of color in our in the higher level classes.

Q8 - Have you or your school implemented any strategies or programs to improve the likelihood that diverse students will enroll in dual-credit courses? If so, what strategies have been successful?

Yes, we have the AVID program among others.

I don't know the answer to this.

Research has shown that when teachers assign courses for the following year, diverse students are under-represented in advanced courses. We allow students to choose their course for senior year after a one-one conversation with our math lead about each course. Our math lead actively encourages students in underrepresented groups (who are credit ready) to choose one of the IB courses.

AVID - goal is for students in AVID to take one honors class each year open enrollment opportunities (minimize requirements) - not certain of success in other CIS classes

no

None that I am aware of.

Co-teaching in AP courses has been very successful - EL students who are ready for the work but might be nervous about language skills have benefitted greatly - and many more are moving on to CIS courses. One-to-one talks with reluctant students has been the best method for me - individual assurance that a student has the skills to be successful can be a huge boost to morale.

Yes, we have an "Excellence with Equity" team that consists of 4 people who help bridge the achievement gap and build connections primarily with students of color. State funding allows us to create these positions

I am not familiar with the strategies of the administrators who work solely with the dual-credit programs.

None

We have a week long January Term class in which students can experience a CIS class and learn about the lessons, models, expectations and pace of the class. This has allowed all students the opportunity to try out the class before registering for it in the spring semester. It also allows students to be in the drivers seat. Because this class is open to all students, we have gotten more students in our CIS classes that wouldn't have signed up before.

No

No different than any other student: lots of encouragement.

The school is definitely working on supporting these students. Some things I know about now:early intervention through read and math 180 programs; expanded EL support; peer and faculty mentors for new students; new student lunches and gatherings; realignment of our Latin program to offer 2-year options for completing Latin I-IV in the high school.

Yes. AVID, college possible, Inver Hills courses, etc.

We don't specifically recruit, we are just diverse and kids sign up for the classes they want, resulting in diverse classes!

We are introducing more mathematics communication (writing) in Algebra 2 to help prepare students. I think this also increases rigor.

Unknown. I utilize test scores, math scores and GPA to help me decide enrollment. I cross-reference these with past student outcomes to try and ensure that students who are enrolled have a good chance of being successful.

No

No. Our school has a very small percentage of diverse populations to begin with.

We have an AVID program which requires this and an Equity to help promote this concept.

Our high school is actively addressing this issue through school-wide data evaluation and promoting dual credit opportunities through one-on-one conversations with under-represented groups of students.

In specific departments, our school has done some work to reduce the under-representation. We have done this work within our math department. First by tracking our numbers and grades of under-represented students. Then by using targeted interventions for under-represented students and any student in danger of failing.

We are currently working on this. There is a support class for some of these students. I'm not sure how helpful it is. I don't think we've figured anything out yet. I'd have to do more research.

We are currently in our initial year of the AVID program, which targets that exact group of students with skills necessary to get into and go to college. Additionally, we began one of the Entry Point courses, which opens up college credit to a larger percentage of students.

We have AVID courses, and more supports for students from diverse backgrounds than in the past.

Nothing yet. It should be addressed. In my 10 years of teaching a CIS class, I've only had a few students that weren't white.

In Spanish, we offer the same opportunities to all students regardless of student backgrounds. The fact is that the diverse student population simply doesn't even meet the very bare essentials to be successful in the course.

Yes. Tried to talk one-on-one with students who are of diverse backgrounds to encourage them to take these courses. In effect, we have tried to recruit kids.

no

An AVID Program encouraged students to enroll in dual-credit courses.

Counselors encourage diverse enrollment.

AVID and College Possible

no

None specific. Students have to be in high academic standing which makes it challenging.

We use teacher recommendation for some of the courses. For example, we could have a student who - due to many things (homelessness, parent/family lack of support, lack of confidence as they are the "first", studying skills (again lacking due to their being the first so no good examples; time in country is finally enough so their english has caught up to their intelligence) don't qualify based on GPA or maybe even test scores - but have shown a recent change that is worth pursuing.

Not that I am aware of.

No

Not that I know of.

We work hard on the teacher level to get kids of diverse backgrounds to take our courses. I also think having AVID require kids to take upper level classes has resulted in a lot of students challenging themselves with courses they may not have otherwise taken. We also send current students of the classes to go in and speak to junior classes about why they should take it. That has increased diversity as well.

We have a very large variety of classes that are available as concurrent enrollment, and there are opportunities for all types of students. Many are also not exclusive to students based on GPA. We also have implemented AVID courses and working toward being AVID school wide, which helps to support students who do not come from a college family.

I am personally seeking out students, interviewing, assessing and promoting. I have also been holding info sessions for counselors in order to have them present the possibilities.

Not that I am aware of.

As of next year, we will have a full time equities coordinator in our district. I am not sure exactly what their job description is, but I think that this will be part of it.

Recently we started an AVID program to help first generation college students.

Diversity training.

Our school has an AVID program to help support students in their academic endeavors and to navigate the college application process. Through AVID they are encouraged to take an AP or dual-credit course.

We offer a variety of programs for students. We are an MYP school. Harding also offers PSEO, DP, IB, and CIS courses

we have made that a focus as we move forward and our population becomes increasingly diverse.

Our AVID classes encourage students to take AP/CIS classes.

I think we try to encourage everyone with the ability. We talk about saving $$ later by getting the college credit in HS.

N/A

see

I see students of color being encouraged to participate in AVID which means less room in their schedules for dual-credit courses.

No. The majority of our students would be considered "diverse."

No.

AVID

No, due to the lack of diversity beyond socio economic, gender identity and gender.

we put no restictions on registering for it.

None that I know of.

Avid has been the most successful to date.

no

There is too much local competition with PSEO. Our families in this underrepresented group learn of "free college" and that wins out most of the time.

No we have not.

working with the guidance office

Not at this time.

We do not have many students of color in the school.

We have a diversity/academic intervention specialist in our high school.

My school is mainly focused on having more diversity in the AP program. It hasn't been a school-wide effort, but some teachers have recruited seniors to tutor other students in AP classes. AVID is another program that supports students and encourages them to take challenge classes, but it has not been well-funded. At the end of the day, students make a choice to take challenge classes, and many of them don't want to do the work or fear being alone in the classes that are predominantly white.

AVID, "Transitions" (incoming freshmen have additional resources in the summer, prior to starting at the high school), peer coaching and mentorship opportunities

Not applicable for our situation.

The struggling economic status of many of our students' families is what makes CIS classes attractive. We emphasize the money saving benefits.

Instructor recommendation and positive role models.

Not that I know of, although there might be a slight over-representation in the CIS courses compared to the AP courses.

no. Very little diversity in our school.

The guidance talks with students encouraging them to take various courses at our school.

not that I am aware

I have relaxed the admission standards for AVID students and students of color.

No strategies at this time

Not that I know of.

This is really not applicable. Enrollment is not generally exclusive by diversity in our small school.

no

Very few diverse students

Talking to and encouraging diverse students in the school about taking the dual-credit classes.

If I had the answer to that I would be an administrator. I think making everyone feel included is the cornerstone to any program.

Being able to explain the cost of each college credit and what families are saving by enrolling in CIS has been beneficial, so please keep that info coming!

personal recruitment

College Possible and TRIO (St. Olaf) are two programs that do a great job of motivating our students to plan and prepare for college.

Pre-AP scaffolding in lower level courses.

None

There has been a push for it but basic things like attendance are a big issue. Enrolling is one thing - completing the course is another. Our school did do a summer type of boot camp to help students prepare generically - not sure how successful it was but it had good intentions.

See above. We are also teaching Spanish in the junior highs via the IB program. Also, students have access to taking AVID - to develop their student skills to give them the skills needed to succeed in courses of higher rigor.

Promoting dual-enrollment for minority students is a priority for AVHS.

We started doing a prep course for juniors who want to take CIS classes their senior year. Since doing this, I feel that the quality of work is higher as is the students' abilities to keep up with the pacing of a college class.

No. We only go by class rank.

No. In our student body of about 200, we have no more than two or three students of color in grades ten through twelve.

We have, including adding seminar courses to support students who are taking college level courses for the first time.

No

No, we have not.

Our AVID Students are required to take on AP or Honors course during the semester. I do not believe this includes CIS.

Yes, we have implemented a program to help identify and recommend diverse students to take dual credit programs. Some of this has been successful, some has not because in some cases the diverse students were not academically prepared and did not have the support system they needed to be successful.

None.

This has never been an issue to my knowledge. If my class was not diverse, I would not have a class.

Unfortunately we have not implemented any strategies due to the fact that out diverse student population is very low. Strategies will have to be implemented in the future.

Face to face conversations and encouragement.

Unsure

We do have a group called Hmong Club that may help to encourage Hmong students to enroll in dual-credit options.

Yes, we have greatly expanded CIS offerings in a variety of subject areas. We have also incorporated AVID courses throughout our curricular areas to support college-bound students. One of the requirements of AVID is to increase the number of students enrolled in dual-credit courses.

The AVID program teachers recommend dual-credit courses for students and the program prepares and mentors them through the classes.

Yes. We have a program linked with Inver Hills Community College. It starts with a 10th grade developmental course that targets the under represented academic middle.

I've spoken with student groups in under-represented groups.

AVID has been successful in increasing the number of diverse students in AP, CIS, and PSEO courses. We have a long way to go, but it has helped.

Special courses for students of color, but it was not successful.

No

I mentioned the AVID Program in the part above. This is a tremendous opportunity for students. We also have an "I believe in you" card that goes out before registration for the following year which is given to students and encourages them to sign up for a more rigorous course than they might otherwise do.

AVID

Our district is greatly expanding by adding courses with Anoka Ramsey, Bethel and Winona to expand CIS opportunities. The district also eased up a few years ago on restrictions regarding who could register for honors/AP/CIS. I don't know for sure, but I like to think that that has helped.

In order to not classify any students as different we don't.

stronger preparation for dual-credit courses; encouragement and support for these students.

Only for the CIS course I teach. While not a an Entry Point Course, I do try to target a similar student demographic.

Yes, we recently changed our requirements for honors courses. These strategies appear to be successful. In our freshman honors classes, diverse students are over represented compared to representation in the high school population.

Some diverse students have excelled in our programs.

None

Students can self nominate, but they don't always meet prerequisites.

Yes. It has been a major focus working with EOS and intentionally recruiting students of color into all CIS, AP, PSEO and Honors courses.

One of the strategies we have in place is the TRIO program for low-income students. I have seen students do really well thanks to the support this program provides.

No

none that I know of

None that I am aware of

no

We seek them out on a one on one basis and let them know about the CIS program and if they'd be interested

AVID

Make sure parents are informed on those opportunities.

teaming with our AVID program has probably been the most helpful.   other than that I think word of mouth over time really helps.

more teacher recommendations; more intentional recruitment

I don't agree with it but our school has ALL freshmen take AP Human Geography.

We have encouraged diverse students to enroll in honor level science classes as 9th and 10th grade. This has increased out enrollment of diverse students in dual-credit courses.

No.

Unknown

No

None have been implemented.

The ALC has a much higher representation of students of color, poverty and special education than the high school does. Most of my students fall into one of the categories.

No. In fact, too many students of all backgrounds enroll here, and then frequently perform very poorly. We try to discourage many students of all backgrounds.

Yes, my main strategy was to activily recruit students for the class that would typically not take a higher level class.

Not that I am aware of.

The implementation of AVID courses have had some impact on my CIS enrollment. AVID elective courses duplicate (especially the Sr. English elective) overlap somewhat with WRIT 1201 content -- but AVID can also be a feeder program for the CIS course if marketed and communicated correctly. At my school, it's a matter of educating, and re-educating counselors and parents about what the course is - and what if offers.

We have liasons and advocates working with our students to help them achieve to their potential.

We have started an AVID program.

Yes, several, including AVID, recommendations/encouragement during registration, College Possible, weight toward National Honor Society enrollment, and some others I can't think of right now but could get more information on if desired

I try to talk to non white students encouraging them to take my course. It has worked well.

Offer remedial classes to help students catch up to grade level so that they can explore options of higher level courses.

We've had some training on ESL students and the importance of recognizing their culture as valuable.

We offer the AVID program that reqires students to take one honors/AP/CIS class by their senior year.

Highland Park Senior High has a diverse students. We celebrate it as our strength. The Chinese classes joined the Culture Day annual performance alongside with many student-run clubs. We also performed in the Spring Art Showcase.

AVID Marketing the CIS opportunities of German

We have a Heritage Spanish class which has helped a lot of Latino and EL students follow a path towards taking CIS.

No.

Our school tried to make a special courses for students of color, but did not work well.

No

no

The initiative has just started this year. Strategies include identifying kids that should accept the challenge of this type of coursework and continuing our CLR work.

We've started implementing Growth Mindset, standards-based instruction, and equity instruction - there is a teacher leadership committee committed to developing and implementing (during staff development) structures and growth in all three of these areas at Blaine High School.

no

No.

We do strongly promote CIS courses as one of our main goals is to prepare students for college.

AVID - in some capacity yes, but has also led to unqualified students in these courses

No

We are a small school, so we are conscientious in our recruiting.

I am not familiar with particular programs but know that our school encourages in many ways all students to participate in honors/AP/CIS courses (per entrance requirements).

Yes! We started working with EOS to increase enrollment

Yes. TEachers and counselors are always targeting smart diverse students. We also have AVID at our school and have a partnership with EOS.

We have advanced lower level classes so all students have the opportunity.

We require all AVID students to take a CIS, AP class to meet their graduation requirements.

Yes, our AVID program targets many of those students and serves as a feeder into our AP/IB programs

We switched to a 7 period class day and offer targeted support for our students.

The AVID program encouages (requires?) likely first time college attendees to take at least one "challenging" class- which is often a CIS or AP course.

AVID has improved the number of ethically diverse students taking college courses.

They really like to get a U of M ID card even though they might not be using it. Some of them might be the first person in the family receiving college credits.

We have implemented a program through Equal Opportunity Schools to try to make our program more equitable.

I'm not sure we have anything shareworthy at this point. I would love to hear what others are having success with.

recruit by going into classes prior to registration

Are school has the AVID program which encourages diverse student enrollment in higher level classes. Outside of that I am not aware of school wide strategies.

Yes, individual counseling/encouragement of students of color in feeder courses. Schoolwide implementation of culturally responsive teaching.

No

Yes

Q9 - The next few questions are only about the U of M courses offered through CIS at your high school. How effective do you think each of the following would be in promoting greater participation by diverse students, in the U of M courses offered through CIS?

#	Question	NOT effective		2		3		4		Very effective		Total
1	Building pathways into U of M courses—i.e., identifying courses that, if completed successfully, would automatically make a student eligible to participate in a particular U of M course.	6.19%	14	11.06%	25	29.65%	67	31.86%	72	21.24%	48	226
2	U of M recognition of high schools with effective programs or strategies for increasing diversity in U of	11.16%	25	13.84%	31	33.93%	76	29.91%	67	11.16%	25	224

	M courses.									
3	CIS-hosted workshops for 9th and 10th graders and their parents, about pathways into college.	5.33%	12	13.78%	31	24.44%	55	40.00%	90	16.44%	37	225
4	CIS-hosted professional development for high school teachers and administrators about college expectations in particular subjects.	5.31%	12	15.04%	34	25.66%	58	38.05%	86	15.93%	36	226

Q10 - How much do each of the following negatively affect the enrollment of diverse students in U of M courses at your high school?

#	Question	NOT a significant barrier for diverse students		2		3		4		A significant barrier for diverse students		Total
1	How U of M courses are promoted or described	49.13%	113	20.87%	48	17.83%	41	8.70%	20	3.48%	8	230
2	School culture	34.51%	78	20.80%	47	23.45%	53	15.04%	34	6.19%	14	226
3	Student beliefs that U of M courses are difficult	12.66%	29	19.21%	44	24.89%	57	30.13%	69	13.10%	30	229
4	Student beliefs about whether they "belong" in a U of M course	22.17%	51	17.39%	40	27.39%	63	23.48%	54	9.57%	22	230
5	Student schedules make it difficult to take U of M courses.	34.50%	79	19.65%	45	21.40%	49	17.03%	39	7.42%	17	229
6	Registration processes at the high school favor some students (for example, students who register early.)	73.36%	168	10.04%	23	12.66%	29	2.62%	6	1.31%	3	229
7	U of M student eligibility criteria	28.38%	65	17.47%	40	29.69%	68	17.47%	40	6.99%	16	229
8	Students lack information about preparing for a U of M course	29.52%	67	22.91%	52	23.35%	53	17.62%	40	6.61%	15	227
9	Access to pre-requisite coursework is limited	52.84%	121	22.71%	52	15.28%	35	9.17%	21	0.00%	0	229
10	Students are not encouraged to try a U of M course.	42.79%	98	22.27%	51	19.21%	44	13.54%	31	2.18%	5	229
11	U of M courses seem too risky for students who	20.00%	46	16.96%	39	28.70%	66	21.30%	49	13.04%	30	230

	might not earn a grade of "A" or "B."											

Q11 - Please say more about the factors you identified as being barriers.

Students are often scared off by the description of the work load as many of our diverse students work. Last year the average number of hours worked per week by students in my CIS class was 25 hours/week. This is a real barrier to being able to complete homework and prepare for UMN exams. My students of color were the students working the most hours. I do think that an A or B in the prerequisite course is a good predictor for success in the CIS course, but does weed out some promising diverse students. Students do not like the risk of taking the course and not achieving and A or a B. For some students this is because it will be on the UMN transcript and they plan to attend the U. For others it is because they are worried about their high school GPA for scholarships and awards.

Criteria established by the U limits student enrollment.

Our counselors and the Excellence with Equity team would have better answers to these questions.

Hard for students to take if they already have 2-3 college credit classes that they don't want to take an additional college course. So have to appeal to those younger students that don't have many college credit options yet.

In my experience at my school, some students create their own barriers by their personal beliefs about going to college and whether or not they can do it.

Even students who are well represented in these courses fear not getting an A, and this has been a barrier to them continuing in a class or going to the next class in a sequence. School culture is at times dominated by the drive to complete tasks that will get into college, not necessarily learning. Student perception that colleges view Bs as bad grades when considering admission influences many decisions. [The emphasis on grades by college/university admissions causes negative culture at the high school level.]

The graduation requirements do not leave much space for other course options when students have entered the school after 9th grade--they are too busy getting the minimum done.

Our school culture is a little lazy and work-averse...there are kids who just don't want to have to do all the work a CIS class entails, or they don't want to take a class and get something lower than an A.

Because of course conflicts some students are unable to take the course. One year I lost 10 enrolled students because of this.

We have mostly institutional barriers, and they aren't different than just trying to get a diverse group of students into any kind of advanced class.

Our school culture promotes taking courses with an "A" is the only option for them. Students from this population will not take a chance nor want to work to be successful in CIS.

Under-represented students have often been taught over their school career to take a certain path of courses or non-dual credit electives.

CIS does not receive weighted credit the way AP courses do. Also, there are teachers and other faculty who discourage students from taking CIS courses.

Diverse students don't take high level courses (AP or College In Schools) because they don't believe they will need them. They don't know enough about their access to a higher education degree and how that would affect their lives. Some students are afraid that the course load is significantly higher than a regular course, which is true, and therefore they would be losing scores of their GPA.

Because our class sizes are between 100-150, the class rank needed is a very small number of students.

You need to realize that the student population is changing rapidly in terms of the importance of courses, grades and post-secondary education. Personally, I see students less interested in strong work ethic, perseverance and dedication. I see students wanting the best grade, but doing the very minimum. As a result, I would not recommend these students to the U of M, as I fear it would diminish the fine reputation the university has achieved.

I think mostly it's a cultural matter (as I mentioned earlier) as well as a fear students have of being overloaded or not getting a A. Our students are "tracked' from 9th grade on, so that immediately creates a culture of "well, if you didn't take honors early on, you might as well forget it now."

Again, challenging because there are a wide variety of issues going on and it can't be narrowed to one or two key correctives.

I think, accurately, some of the courses are known for being difficult. However, I think it is more often the students being "truly" aware of how much work it will take to be successful - and then making sure they have a plan for how they will do that within their own personal schedule.

limited class period offerings...with a very small population of students, there are many class conflicts for upper level courses.

I think students see it as a big step and they fear they are not ready for a "college course". I think we need to do a better job of teaching students what it would be like.

The GPA criteria and class rank can be a barrier for students wanting to take U of MN English courses because we only offer so many sections of that class. Students are allowed to take the same class regardless of GPA at our school, but they do not receive U of M credit for it.

Our school pushes AP classes and not CIS. Because we're on a trimester schedule and music and AVID are required for all three trimesters, CIS classes are often ignored. I'm working hard at getting students to sign up.

A lot of this happens in the counseling office, because they are the ones who do the scheduling, so I am not sure of my responses. I feel like our school has the best interests of the students in mind, and we are trying to get as many students to challenge themselves as possible.

Student work ethic is the biggest factor; some students don't do the work, they don't receive high enough grades and do not register for he course.

Sometimes students feel that they are not ready for a U of M course. They don't want to lose there GPA and feel that they may not do well.

Students in High School are often worried about earning an A. This might lead some of them to not risk taking a dual-credit or AP class.

Technical issues- authenticity of class and/or true representation of the class

We have an odd schedule at my HS and many of my courses are singletons, so for my program it can be hard for students to complete all the pre-requisite courses.

not relevant to our program which is after school program

Students are taking AVID rather than CIS courses; if they're in music they may not have room in their schedules for CIS courses

Our school is 55% EL and that can be a challenge for students who want to take CIS classes but are still learning the language.

We simply do not have a diverse student population.

I think the barriers I listed are barriers to all students, fear of not doing well or fully understanding what it means to take a CIS course.

Eligibility and risk factors can be barriers for some due to their work ethic prior to high school due to home situations. There are also students who wish to succeed and are more bound to choose safely than with risk.

Our school only has about 3% diversity, so I really don't think why the students are not taking the classes is the issue, we simply don't have diverse students.

I have a 25 people class limit. While I'm not sure that how much of a barrier that is, I do know that once I have enough students, no one else can be enrolled. Also, students self-select to take this class. If there was a counselor, a success coach, or a minority liaison who could guide and encourage diverse students to take this class, I think that would be most effective.

the risk of failure is a significant barrier.

Students feel that taking a College course means more work and they feel stressed with all of the other things

happening in their lives outside of school.

The marked answers are barriers for all of my students, not just diverse students as we do not have any.

The grade requirement of A or B might be a barrier for some students of color who would want to be in CIS.

The long-standing tradition of students of color not taking the courses is a major obstacle. We cannot lower CIS standards. We have to do better with recruiting and counseling students when they register.

I think some students are intimidated by the workload.

High School Administration only encouraging top 20% and only offering and limiting to only 25 students.

I think the main barrier is that many students from low-income families don't have the same push from home to succeed in school in their early years and as a result might not have the GPA in the academic middle or the inclination to take college classes.

no barriers in our school.

I do not see any barriers at my school. EVERY kid has the same opportunity. If a diverse kid does not take the course it is because that kid did not want to just the same as it is for every kid of every ethnic group. Families may have control over what a kid take, but the school is doing its job to be fair.

In my experience the admission requirements often exclude students of color as they do not meet the criteria.

Diverse students in my school are well-represented in CIS courses, however, we have a very small diverse student population.

I think our diverse population is fairly represented. The students who should be in CIS are in the classes.

Students have been in ability based sections for years and some may feel they do not have the intelligence to be successful in university coursework.

The restrictions about who is eligible to take the class based on class rank is understandable but also a barrier.

We have a small school and a small faculty, so courses compete with each other frequently.

Many students are apprehensive at first when considering a CIS course; however, our school is small enough that our staff is able to encourage capable students and seek them out with more information.

Students worry very much about whether they will get an "A" and how a lower grade ("B" or "C") will look on their grades, even though it is a higher level course.

We have limited hours that we can teach the classes, and sometimes they conflict with other courses.

Said to say but many of our diverse population do not meet the standards set by the U.

They don't see themselves going to the U of MN (it's very hard to get in) so what would they do with the credit?

Our school has done everything possible to remove barriers. I've had students drop the course because they don't have the time with sports, jobs, etc...to do the work necessary at home to be successful.

In our student body of about 200, we have no more than two or three students of color in grades ten through twelve.

I can only speak for the subject matter that I teach, but as a department we make a concerted effort to recruit a diverse array of students into our CIS classes. We have made inroads in our entry level CIS classes but our upper lever CIS electives do not match our student body.

Students don't understand the work involved in learning college level material. They expect it to be easy or not a lot of effort. Also, GPA is a big factor. Students don't want to take a class that might hurt their GPA

Students feel that they do not have the ability to do well in a CIS course.

Our school culture is that CIS courses are difficult and can impact GPA, so students are encouraged to take only a couple CIS or AP/honors courses a semester. Therefore, if it is a course that requires much work/time/effort,

students will not take it in order to take two or three other such courses.

Many of our SOC do not see themselves at a 4 year university, especially one as difficult to get into as the U of MN. I think the difficulty of acceptance is a barrier to many students in general. I think having something like General College back at the U of MN would help a ton.

I think some students see these kinds of courses as "not for" them. This has to do with school culture and whether or not teachers approach students with a growth mindset.

ESL students have a difficult time with the readings unless there is proper support.

While I don't think any of the factors I identified are significant barriers, I believe that students at our school like to hangout and take classes with students who share similar cultural norms. If only a few "diverse" students take dual enrollment classes, it makes it more of a risk to break away from their social group.   I also think that while we have a weighted GPA system, students are still worried about the look of "B" vs. an "A". Many students would rather get an "A" in an unweighted class, instead of a potential "B" in a weighted class.

The students who qualify for CIS course are the same students who are hyper-aware of their class rank and GPA. They are unwilling to risk the potential impact to their grades.

For many students they have not had success early in HS, so their class rank puts them out of contention. Also, some fear the lasting impact of a college transcript of they do not perform well.

I think the biggest barrier is that students are not aware of how beneficial these courses are. I have to publicize the CIS courses more and to younger groups. My school only offers two CIS UM courses: Physics By Inquiry CI 1563; and Spanish 1 & 2. It is always surprising to the Spanish teacher and me that our students are not aware of this opportunity.

Students color do not have motivation to do hard work.

I believe our trimester system can be a barrier since students may have other requirements that need to be met due to enrollment in certain programs (music, AVID, etc.).

Though we try to inform the kids by starting when they take their first course in the language, we still have kids who have scheduling issues, don't start learning the language early enough, don't understand the value of the courses offered, or they have a fear of failure/don't think they can be successful.

Some students are not academically prepared PRIOR TO the grade in which taking a U of M course would possible; they do not have the background, grades, or work ethic to take the course.

My school offers many challenging courses that are for seniors only, so the students' schedules fill quickly. It'd be nice if they could split up some of the courses between their junior and senior years.

There are no true barriers, just a predominately white population of students.

None

I have seen a large culture shift in my school over the 14 years teaching here: seniors believe that their senior year of academics can "slide" and it makes no difference. Students believe that no effort is required. Students have caught on to the idea that if they don't want to work hard, there is no consequence anyway, because they can withdraw from the course if they don't get good grades (without trying).

Because most of our CIS courses are language courses, the issue is really whether kids are successful in the earlier levels, and whether they feel prepared by the time they make it to what for us is levels 5 and 6 or 1003 and 1004.

Being a small school, often CIS courses are only offered one hour during the day which leaves little flexibility in terms of scheduling. Students in general are also very cautious and don't like to take risks because they don't see the benefit. Also, CIS courses are not promoted as much as they should be. Most of these factors are barriers that apply to all students not just at risk students.

?

Students must take the prerequisite courses for my CiS class. Very few do.

Having the background information in the previous courses leading up to the CIS course

My CIS students are generally pushed by their parents and they come from highly educated families. They are 90% white. I think the encouragement for diverse students needs to start at a much earlier age.

Our enrollment guide titled the course as "College Honors." I feel that may have scared a few students away.

many students may not qualify for classes due to poor academic performance in 9/10/11; many don't want to risk their GPA

we offer a lot of CIS courses. Many of our students are no longer taking some of the CIS courses offered as they hear they are "too hard" or "too much work". They choose to take PSEO courses online with other schools.

Diverse students tend to have less of the pre-requisites that they need for CIS classes. The preparation for these courses starts much earlier that just signing up for the classes. More work needs to be done to get diverse students into rigorous course in 9th and 10th grade and to help those students be successful in those classes.

The lack of home/family life, makes it difficult for many of our diverse students to take CIS classes.

The only barrier I could identify is the prerequisite B in chemistry necessary to take the course I teach. ELL students at my school rarely take chemistry before their senior year and thus would not be eligible to take the course.

At my suburban school, U of M courses seem too risky, and if a student is looking for dual enrollment, she/he is more likely to choose PSEO at the local community college rather than the U of M.

Criteria that limits the pool of students to the top twenty percent of students in the senior class is obviously a barrier.

I do not feel we have significant barriers. We are a very small and not very diverse school. With that said, our diverse students seem just as likely as anyone to enroll and succeed in CIS.

We have removed most barriers. I am proud of the work we have done, but proportional representation is very difficult. Students need to have the academic habits and determination to succeed in CIS course work. One idea would be a CIS prep class for academic skills for 9th and 10th grade students to help provide some of those skills.

We are a small school so sometimes students need a course that is only offered at the time that I teach CIS.

I want more barriers (more students of all backgrounds). Please stop the unqualified students from registering for my class!

Our school population is not very diverse. However, the students of diversity are integrated within the school system and culture.

Many students do not believe in their capabilities and think they can not handle a tough course. Some students that have done poorly in 9th and 10th grade have a low GPA so they are not eligible even if they are capable.

These are cultural issues that need to be addressed within our building, and our community.

Grades seem to drive everything. Kids would rather take a class where they earn a higher grade, over learning or passion for a subject. They think GPA is more important to college admissions than challenge. Based on my students who've been accepted into Tier One schools, I would agree.

The biggest barriers are the reading requirements for success and a belief by students that they are not smart enough to do well in a college course.

Students feel like they will be the only non white in that class. This is not a factor in my class

No matter how much we promote the courses, the stigma of being a college-level course scares some students, especially students that are not seriously considering a 4-year college plan. Some of our lower grade level students are starting to catch up and may consider a CIS course in the future.

Because we are such a small school, it's often difficult for administration to build a schedule that works for everybody. They do the best that they can, however, sometimes students have to make choices between a CIS course or a non-CIS course.

Students don't think a C is acceptable for college courses. Registration as 9th graders puts students on a specific track which may not be appropriate later in high school for CIS registration requirements.

None

Our schedule seems to plot the AP/honors/CIS courses against one another. With only 1 CIS course, and not a large enrollment in German to start with, numbers are limited. AP courses overrode my lower level German classes, so those students are now in Spanish, since more classes of Spanish are offered due to enrollment numbers.

With only 6 periods in a day and a strong push for kids to have 4 years of English, Math, Science and Social Studies for college admission, it is very hard to keep students for 4 years of language as well. They simply do not have time in their schedules. Colleges should not continue to require 4 years of the cores subjects and devalue the students of languages in our global society. Also, with the high cost of college, students are very concerned about maintaining a high GPA for scholarships and aren't often willing to risk getting a lower grade in a CIS course even though that course provides benefits (financial, college readiness, admission, etc.) primarily because they aren't aware of these benefits or don't believe them to exist and be true.

?

Many students (both diverse and non-diverse) choose not to take a CIS course for fear that their grade in the course will lower their GPA and lessen their chances of getting scholarships to college.

Students fear risking their GPA. Students also fear sustained, hard work, generally, and these courses are known to demand that from students.

We do NOT communicate with/inform families of color and with other home languages about these opportunities . . .

Building pathways into U of M courses… (I'm not sure what you mean here.) I teach WRIT-1201. Would the "pathway" be WRIT 1301? As to this question: We strongly promote CIS as a means to really give students a college experience before enrolling full time. We seem to be expanding our enrolment nearly every year. CIS is not the barrier so much as general indecisiveness about college (or whatever the next step is after HS.) Most students fear the cost of college or feel a lot of pressure by their family to go straight into the workforce to make money right away.

We have a higher than average portion of our students who receive some sort of academic support - therefor meeting the criteria and feeling like they would be successful are challenges.

Students understand that taking a CIS class will be more challenging than others and may shy away from it because they are worried about their GPA and will take easier, less demanding courses to earn an easy A.

Kids don't want to risk failure

The top 20% requirement is a barrier for many kids. Especially when AP and IB does not offer such a requirement. I realize that my course in particular is difficult and students much below the top 20% aren't as successful, but the fact that the number is in the course registration materials deters kids from attempting. Personally I have tried to recruit students who are close to the top 20 who I know can get teachers to vouch for their academic capabilities, but I can only reach out to so many--many I don't even know if this is the barrier

Some students who qualify for CIS courses, do full-time PSEO. At my school, students have Spanish 1-2-3 prerequisites and some potential candidates don't have enough room in their schedules to take these prerequisites to qualify.

In my case, I teach the prerequisite courses and know ALL of the students who are eligible. However, if they don't sign up for the lower levels, they can't get to the CIS level. Our counseling department focuses on what students need to do to graduate, not necessarily what students will need for post-secondary education/career.

Overall students need to be more aware of opportunities and encouraged to take CIS classes. Many students need someone to shoe that they believe they can do it! Also since many barriers when need more nuanced solutions.

Counseling encourages students to worry about GPA and to save money by taking the easier concurrent enrollment classes through communiry colleges.

Q12 - Are there other significant barriers to participation by diverse students at your high school?

Additional outside help if a student does not have the resources at home to assist.

Advice given to them by school staff.

At times, I worry that because they don't see a lot of their peers in the course, they assume it is not for them. However, we try hard to encourage them to keep learning and continuing with the course. We have had more success with Latino students the last few years but our African American student numbers are low.

Attendance is always an issue for some. When they get behind they need to be encouraged to get caught up and that they can still do it. They want to give up if they get a bad score as well.

Because the offerings at our high school are not as wide-ranging as other, public or private, schools, we do lose students who might have continued on to CIS courses here.

CIS Lit/Writing is the 12th honors level course, and most students think that they have to have been in the pre-AP/AP track in order to consider enrolling in these classes. Also, students must enroll in both CIS Writing and CIS Lit., though they might benefit from just taking one of these courses instead of both.

College level text is hard for some diverse students to read and understand.

Divers students have tendency not to take harder courses at my school.

education gap between students of color and majority students

For some, the homework load of a dual enrollment class may interfere more with family obligations than a normal high school class might.

I am not aware of any barriers posed by prerequisites, or standard registration processes. I have started conversations with different student groups and with area representatives for minority students to investigate other hidden challenges.

I am not in the loop on this. I really don't know. We don't have a lot of diversity here to begin with. I don't know the per centages but we are mostly white.

I believe, and I may be wrong, that the barriers faced by our diverse student population are the same set of challenges that are faced by kids of poverty or kids with other characteristics that make success in school more challenging.

I do not know

I know there is a mindset among some senior students that they don't want to have a challenging course load their senior year. I don't know if this affects some student groups more than others. It is hard to target and deliver information to specific groups of students if you don't have them in class (or don't have a relationship with them). Because I teach CIS Math Modeling, I don't have space to teach the other prerequisite classes that lead to it. So I have to rely on those teachers to share this information. There are student groups that meet on a regular basis that maybe would be appropriate to share the info with (ie. the multicultural club, etc.).

I think academic rigor in our school needs to increase. Some students have struggled in this course in a manner that was unexpected given their Algebra 2 grades.

In CIS Spanish, I encourage heritage Spanish speakers to complete requisites to be eligible to take CIS Spanish.

In my rural area parent support is an issue. Many do not see school as a way out of the economic position they are currently in.

Lack of diverse students.

lack of study skills/time management skills needed to be successful.

Low grades and inadequate prerequisites - but this does not apply to ALL

Many are encouraged to attend a two year trade school.

Many of our diverse students in higher grades struggle to receive a passing grade in the normal, grade level courses and consider a CIS course beyond their abilities.

Many of our students don't have the time or access to technology needed to keep up with a college course. Our homework is all online which is a barrier to many students. Many of my EL students work full time and simply don't have time for the amount of studying required for this course.

My students are parenting so attendance can be a barrier to success in CIS classes.

no

No

no

No

No

No

no

No

No.

No.

No.

No.

no.

No.

No.

No. In our student body of about 200, we have no more than two or three students of color in grades ten through twelve.

None

None

None at this time.

None that I can think of

None that I can think of.

Not anymore than nondiverse students

Not from the schools perspective. The barriers would be from home, or peers.

Not really. Students are all known on a personal level.

Not that I can think of now.

Not that I can think of.

not that I know of.

Not that I know of.

Not to my knowledge

Our barriers are the same as most schools with similar demographics and we are making strides to improve upon our achievement gap.

Our counselors and the Excellence with Equity team would have better answers to these questions.

Our population of diverse students is very low, so this may be intimidating for some.

Parent support and encouragement, organizational skills

perhaps they would need to pay we do not operate in a regular high school but a volunteer after school activity

Prior grades

Probably, but not that I am aware of

School climate

School Culture and the belief it is too hard.

School culture that doesn't do enough to encourage kids to step up and try, since they can't drop it.

School culture--there is definitely a "legacy" of who has taken upper level courses (siblings follow siblings) and probably a stigma of who "should" or "should not" be taking a class (what students (white, Af Am, Asian) typically enroll). We are working to dispel that and encourage students to take more risks. That is hard though--students don't want to fail or have undue stress when they can just take the "regular" option and get a decent grade.

Simply not enough outreach to those students here.

social economic backgrounds see limited value in attending a 4 year school right out of high school.

Some students don't want to stand out as the "smart" one. School culture/ society has a way of dragging them down.

Some students of disadvantaged background may not have the academic skills to do well in a CIS course.

Students lacking in the academic skills to succeed in a rigorous course.

Students of color are less likely to attend a workshop or information session at the u of M or outside of the school day.   Our staff is not familiar with CIS as we only offer it in Spanish, French, and German.

The achievement gap is the largest barrier to equal participation in U of M classes. Students suffer institutional racism from all corners, and eventually are underprepared for college courses. It is the same reason these same demographics are under-represented in higher ed.

The attitudes / perspectives of their peers have a great impact the courses students decide to take.

The courses are often seen as "for the white kids" - eligible kids don't see themselves fitting in.

The level of education of the parents in our area seems lower. While some would see the opportunity of working hard for academic benefits (and certainly CIS is one), many do not focus as much as they should on emphasizing the value of getting good grades. Many many students at my school see school as a punishment, not an opportunity.

The new program AVID is helping students, but it takes them away from these types of courses.

There aren't any entry level courses (that I know of) where students could feel success and gain confidence.

There is an academic gap between these populations

There is only one CIS course offered at this high school.

There probably are, but none that I can think of at this time. Sorry!

There really are no barriers due to the lack of ethnic diversity for those students.

These students assume it will be just like AP, and they have no idea how potentially successful they could be. Nobody is encouraging them to take the course.

This is not really an issue at my school. I find that the more times students can be exposed to rigor, the more positively they respond to it. I have had students as 10th graders who were placed in a high school reading resource class, who by 12th grade were able to be successful and earn college credit in CIS. Often it is about having high expectations for a student rather than writing them off just because they don't fit the stereotype of the "good" student (whatever that means). Being a successful student is something that can be learned. Intellectual stamina can be developed by introducing increasingly rigorous tasks which challenge the student (and their mind) to grow.

transportation

Transportation could be an issue for those who are enrolled in free and reduced lunch. If the student does not have their own transportation to and from their service-learning placement (3 times a week), it makes things a bit more tricky, but it can be done. I can create placements in their schools or within walking distance of their schools to alleviate the problem.

Very simply stated: They are so under prepared to even graduate from my high school, much less succeed in a university class.

We do not have a very diverse student population.

We do not have available staff to assist students with learning needs. Students know what AP classes are but are not as familiar with concurrent course.

We hold to the U of M recommendations for class rank or percentages in order to get in to any of the CIS courses. I wish we would open them up for more students to try university courses.

You have eluded to it with your topics, but confidence is huge.

Q13 - The CIS office is committed to providing information and updates to our partners in a timely manner. Overall, how satisfied are you with the communications from CIS?

#	Answer	%	Count
1	Very satisfied	60.52%	141
2	Satisfied	34.76%	81
3	Neutral	4.29%	10
4	Dissatisfied	0.43%	1
5	Very dissatisfied	0.00%	0
	Total	100%	233

Q14 - Comments:

our cohort communicates well with one another and provides the necessary information in a timely manner

They are prompt at returning phone calls and emails when I have questions

You do a phenomenal job.

They do a great job to make my course function.

The CIS office is amazing!

I feel that tech support for instructors, especially when it comes to Canvas, Moodle, and grade reporting, needs much more precise training. Since CIS instructors are essentially satellites out here, we may not be receiving the same kind of training as on-campus instructors. I especially find student registration to be ridiculous. Google Forms to enroll kids seems silly for a university, and waiting for students to finally get added to my roster so they can access the UMN libraries for trend research gets tedious.

Very helpful and cooperative staff. Frequent emails keep me informed about what I need to do and what is going regarding upcoming meetings, activities, etc.

great coordinators and our language   supervisor highly professional efficient and effective!

CIS office does an excellent job.

The enrollment email never made it to my in box and after several emails back and forth, we finally got the problem figured out. I was a little panicked that my students wouldn't be properly registered.

Thank you

Exemplar.

Would be helpful to have student evals returned in a timely manner. I'm teaching 1004 without any feedback from 1003.

For the past year, I have not received e-mails on time about some CIS meetings, etc.

All the CIS administrators, liaison cohort leaders, and staff are fully available to CIS teachers in my experience. Communication is efficient and timely; I am very grateful for the way the U of MN CIS program is conducted.

I have always felt that CIS is a well-organized program.

CIS folks communicate very well and get back to me quickly regarding any questions or concerns.   Please consider requesting one syllabus per course for the entire year.

Thanks!

I'm very comfortable with the support put in place.

None

The program is strong, and it shows.

CIS is great and has been a huge benefit to our students! I especially appreciate the professional development opportunities and the department communication I receive regularly. Reminders from the office on deadlines, etc. are also really appreciated. Thank you!!

Most communication is good but some was filtered out by the District's Spam software.

I believe our district would increase the number of university classes, but they see AP classes as "free" and we struggle trying to convince them that CIS is much more financially responsible compared to the number of students taking the same CIS classes offered through PSEO.

this has been an awesome experience. CIS at the UofMN does a tremendous job! THANK YOU!

No problems

Being involved in the CIS program has been a wonderful thing for our school. We are very proud to have our partnership. It has had a significant impact on our students and teachers.

Except for the one time my email access disappeared for 3 weeks, everything is fine.

This is my first year with a CIS course and I am very happy to be able to email the professor at any time.

We appreciate the program for serving our students.

Communications are timely and are easy to understand. Communications that include step-by-step instructions for things like checking rosters, submitting grades, etc. are helpful.

We recently hit a minor issue with not having enough time to register for breakout sessions, due to a difference in our Spring Break from other schools. I suggested at least two weeks on communications to avoid this as I'm sure coordinating all school calendars would be too complicated.

The remaining questions are from the National Alliance for Concurrent Enrollment Partnerships, our accrediting body. It will take you about 5 minutes more to respond to these questions. We appreciate if you are able to take the time to continue; however, if you would like to skip these questions and go to the end of the survey now, please select that option below.

Q15 - I teach UMN-TC courses in the following discipline(s): (Check all that apply)

#	Answer	%	Count
1	Economics	3.85%	6
2	Communication	4.49%	7
3	English and Composition	24.36%	38
4	Foreign Languages	21.79%	34
5	Government	3.85%	6
6	History	3.21%	5
7	Psychology	2.56%	4
8	Other	3.85%	6
9	Biology	3.21%	5
10	Environmental Science	0.64%	1
11	Mathematics	14.10%	22
12	Physics	6.41%	10
13	Agriculture, Food and Natural Resources	3.21%	5
14	Engineering/Engineering Technology	0.00%	0
15	Other	4.49%	7

	Total			100%		156

Other

Exploration of the Teaching Profession
Education.
CIS Writing Studio
Education
Education

Other

Anatomy and physiology
Anatomy and Physiology
Human Physiology
Human Physiology
Human Physioloy
Human Physiology
Physiology

Q16 - As a result of taking the UMN-TC course(s) I teach, students:

#	Question	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
1	Participate in rigorous learning	76.00%	114	22.67%	34	1.33%	2	0.00%	0	0.00%	0	150
2	Develop realistic expectations of post-secondary coursework	64.67%	97	33.33%	50	1.33%	2	0.67%	1	0.00%	0	150
3	Increase their likelihood of pursuing post-secondary education	61.07%	91	26.17%	39	11.41%	17	1.34%	2	0.00%	0	149
4	Develop a better understanding of their academic skills	64.67%	97	33.33%	50	2.00%	3	0.00%	0	0.00%	0	150

#	Question	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
5	Raise their post-secondary educational aspirations	49.33%	74	40.00%	60	10.67%	16	0.00%	0	0.00%	0	150

Q17 - As a results of offering UMN-TC courses, my school:

#	Question	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
1	Offers more rigorous classes	62.67%	94	26.67%	40	8.67%	13	2.00%	3	0.00%	0	150
2	Offers prerequisite courses that prepare students for college courses in upper grades	42.00%	63	34.00%	51	15.33%	23	8.00%	12	0.67%	1	150
3	Demonstrates to parents that students are doing challenging work	52.35%	78	36.91%	55	9.40%	14	1.34%	2	0.00%	0	149
4	Enhances its prestige and academic reputation	59.33%	89	33.33%	50	6.67%	10	0.67%	1	0.00%	0	150
5	Has more students continuing on to post-secondary education	33.33%	50	35.33%	53	28.67%	43	2.67%	4	0.00%	0	150
6	Has more students succeed in post-secondary education	42.67%	64	36.67%	55	19.33%	29	1.33%	2	0.00%	0	150

Q18 - As a result of teaching UMN-TC course(s), I have:

#	Question	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
1	Learned about new ideas and developments in my academic discipline(s)	72.48%	108	26.85%	40	0.67%	1	0.00%	0	0.00%	0	149
2	Taken leadership positions within my department, school, district, or professional association	42.28%	63	34.23%	51	18.12%	27	4.70%	7	0.67%	1	149
3	Been energized as a teacher	68.00%	102	30.00%	45	2.00%	3	0.00%	0	0.00%	0	150
4	Benefited from the support of and contact with CIS colleagues in other high schools or career centers	78.67%	118	19.33%	29	1.33%	2	0.00%	0	0.67%	1	150
5	A better understanding of the knowledge and skills that college faculty in my discipline expect of	68.67%	103	25.33%	38	4.00%	6	1.33%	2	0.67%	1	150

	students										
6	Incorporated the content and/or pedagogy of the U of M course in other classes	59.06%	88	30.20%	45	8.05%	12	1.34%	2	1.34%	2	149
7	Established higher standards for student work	65.33%	98	29.33%	44	2.00%	3	3.33%	5	0.00%	0	150
8	Felt supported by the [Post-secondary Institution Name] liaison/mentor	74.00%	111	20.67%	31	4.00%	6	0.67%	1	0.67%	1	150
9	Been hired to teach a college course on a college campus and/or online	9.09%	13	0.00%	0	27.27%	39	30.07%	43	33.57%	48	143

Q19 - The single greatest impact CIS has on my students is:

preparing them for college

Experiencing a college level course while still in high school helps students prepare for the pace, workload and challenging exams they will encounter in college, while in a small setting with many supports in place.

University of MN credit

The ability to think deeper and connect with the world.

Helps them to realize that everything that they have learned up to this point is important!

Allowing them to learn time management and how to use a syllabus.

preparation for college coursework

It makes them more likely to attend college after graduation, more prepared for the rigor of college classes, and more confident in themselves.

Greatly increased the rigor and relevance of content to prepare them for college. The students also love their CIS field experiences at the U of M.

They get college credit and can leave high school with a head-start on college.

Ability to earn college credit for free in high school.

Becoming aware of their appreciation for the topic and their ability to succeed in the environment

Pushing them as writers and in test-taking skills

Access to a rigorous course in an environment they are comfortable in.

The understanding of what it takes to be successful at the college level.

Confidence in post-secondary options and education

They realize that learning is not all about taking tests.

Experience of expectations and rigor of a college level course.

Once they enter their post-secondary path, they see classmates in struggles they feel they do not because they feel they are better prepared.

They earn college credit in high school.

They learn what it takes to succeed at the University level.

Greatly prepared them for the junior level Spanish courses in many universities and or colleges.

A sense of the rigor and workload demands college will present them. They also grow significantly as writers by the time the term ends, and they often email me to tell me how much the course prepared them for college writing expectations.

Students get to experience a college course while receiving support and guidance from the HS teacher.

More and more students are able to earn the credits while still participating in school activities. Also just the exposure to those classes.

A rigorous course as preparation for college level work.

Greater confidence as a student

Learning how to write better and how to study. Also, learning how to budget your time.

I often get told that my course truly prepared my students for college. I often get told we did more in our class then they do now in college. I think having the college course in high school does prepare them to take that next step and be prepared for the rigor.

Given them the motivation and a road map to continue learning world language in college.

See below

It definitely prepares students for their college years. My own daughters took CIS coursework, and it prepared them both to be high achievers in college.

Giving them a chance to learn how to study and identify what helps them prepare for larger and longer exams.

They get an idea of what is expected of them in a college class.

They are encouraged by how much they already know AND they realize what I high level of work they can do when they have to!

seeing that they can do it (college-level work)

Preparation for college

Academic Rigor

helping students lower the cost of post-secondary education.

The ability to experience college level rigor in a familiar environment that allows for success and failure in a safe environment.

Discovering if the teaching profession is something they would like to pursue. Also, most of their attendance is outstanding because of the expectation I put in place at the beginning of the semester.

Confidence and self knowledge.

The greatest impact CIS has had on my students is that it has given them interest and a desire to work hard than they have ever in high school.

They have learned how to work collaboratively with fellow students to gain the understanding of the courses content.

It has opened their eyes to different cultures.

They have confidence.

Confidence in college success. Time management for rigorous course work.

Duel credits

Free college credit.

Preparation for post-secondary education

An ability to express themselves genuinely and confidently.

They learned the level of rigor that college requires.

they experience the rigor of a college course

Learning skills that will help them succeed in college. Rigorous and engaging coursework.

they get to stay in the high school, while taking an academically rigorous class.

Some expectation of what college work is like.

Helping with their critical thinking skills and opening their horizons/minds.

higher expectations

Prepares and challenges them for post-secondary education

Providing the opportunity for students to engage in college-level rigor before graduating from high school is a valuable situation which these students are ready for. These credits are EARNED, and do not require the students to take a test after they exit the course in order to prove they have earned the credit. They have a transcript which they can transfer to almost any college they choose to attend.

Providing post secondary access and credits to low income students.

Giving them access to college level learning.

preparation for the rigors of college courses

providing them the opportunity to earn college credits while still in high school from a renowned university.

An opportunity to figure out a career path before heading to college.

It helped to prepare them for the rigorous coursework they will encounter at college.

My students have been challenged and have improved their comprehension and problem solving skills.

Feeling empowered.

Prepared students for the rigor of post secondary courses

it allows students to either graduate earlier from a post-secondary institution and pay less tuition, or makes it easier for them to graduate with multiple majors.

Increasing confidence in their ability to handle college-level expectations.

An interest in and curiosity about the subject matter

seeing themselves as a college-ready student.

Teaching the Physics by Inquiry class through UM Twin Cities, I have students that were not science-kids tell me they are thinking about physics when they see shadows, circuits, colors etc... and these students are trying to figure out what is happening to produce what they witness. My AP Physics kids seldom discuss these things.

Helping kids transition from high school to University level courses

students try to be independent and responsible. They try to reach higher level of accuracy.

The realization of the level of difficulty of college level work.

The financial gains and post-secondary preparatory skills they acquire.

Students use of the course as a litmus to gauge success and prepare them for after school.

Given my students the opportunity to learn human anatomy and physiology at an advanced level (there is no AP course for this subject) while accelerating them into the realities and pace of college learning

Gives them feedback on their writing, along with many opportunities for writing and revising.

Learning the expectations of a college course. Learning the level of academic skills that they have developed in high school.

Financial. The money they save really makes a difference for low income families but benefits everyone. The second greatest impact I have seen is my students graduating from college early with the credits they have earned in high school.

College credits

Providing skills needed in general level college classes.

Given them confidence to take risks

Changing the minds of students who aren't sure or don't believe they are capable of producing high quality work or being successful in a college level class.

challenging, rigorous coursework

Students learn what it means do do college level work and have great pride in completing a college level course.

Access to challenging courses that prepare them for rigorous post secondary experiences.

Being able to earn credit

They learn to write with clarity and and conviction, both make them able to take on college level writing in any discipline.

Gives them the confidence to make a successful transition to college.

Students have an opportunity to try a college class and earn college credit.

Gaining the academic skills to succeed in college. Students that take multiple CIS courses go to college and finish.

They have the opportunity to earn college credit and gain an understanding of college level course work.

Learning that they are capable of going to college.

College credit

Developed confidence for the next level.

Giving them the opportunity to take a college level course with support if needed.

Showing them that they are capable of college level course work.

Preparing for post-high school - they know how to study, take notes, listen, and manage time.

The feeling of accomplishment that they can be successful in a college course.

knowing that their language skills are that of the same caliber of other incoming college students.

The confidence gained by successfully completing challenging coursework.

The opportunity to see that they can be successful in a university-level class. They can see that college classes are work, but the benefits are great.

Earning college credits while becoming better prepared to succeed when in college full time.

The have a glimpse into the rigor of post-secondary study.

Development of study and collaborative skills that improve the chances for success in college.

Preparation for futures post secondary study

Lets them see what college is really going to be like.

Helping them become more confident

College experience while still in high school

Challenging curriculum and realizing that they can do it!

We often tell students that college work is more rigorous than high school. CIS gives them the hands-on experience of this rigor, rather than just the advice or warning of it.

Increased self-confidence.

College credit

Earning free college credits

college readiness and rigor

Preparedness for econ specific content and rigor-- they have never taken a course with this content before.

College level work in HS

Confidence of their ability to be successful at the post secondary level

The breadth and depth of what I can offer them.

A realistic impression of the level of detail and effort will be required when preparing for college assessments.

Their ability to do rigorous work that prepares them for college.

Demonstrating that the work they are doing is worthy of college credit. I don't think the course is harder than what I used to do, but it is different, and I think it is powerful for them to see how they can do on assessments that are also used at the college level.

Learning about their future career option. They get a true sense of what being a teacher is about before they start their full time college career!

Preparation for college, and makes a four year degree a possibility for many.

Q20 - The single greatest impact CIS has had on my school is:

offering more opportunities to diverse students

reputation for strong concurrent enrollment

Keeping students in the school rather than PSEO.

Parents like to see more CIS classes, so it helps with some students enrollment.

Kids are proud that they are U of M students.

Variety of rigorous courses leads to higher academic achievment.

Shows our community that advanced opportunities are available in our semi-rural setting.

We have the opportunity to go beyond AP courses. CIS courses encouraged me to apply and now there are two Classics CIS teachers with a PhD in the field.

Provides a lot of opportunities for students to try college before going to college.

selling point

More options for our higher-level students

Keeping students on our campus

Provided a track of learning that challenges students.

Non-AP students have a place to experience rigorous academic learning that they can feel successful in.

Students involved with CIS are jumpstarting their college career.

Allowing our students to graduate from high school with so many college credits under their belts that they will not have to incur debt for.

BHS continues to be a desirable public high school in the south metro.

Our students are more educated and see difficulties as challenging opportunities instead of obstacles.

Has brought great awareness to post-secondary education opportunities.

Giving students an opportunity to get free college credits without having to worry about commuting to campus.

The school can showcase how students can earn college credit without leaving the campus and at no cost to them.

Many parents want courses that offer "credit" and concurrent courses offer credit to students who will be struggling to pay for tuition. These opportunities give them a boost.

Improved the rigor all courses

Incentive of college credits.

Increase student participation and college credit completion during high school

Helping students make that transition into college smoother, and allowed them to get ahead and begin major coursework earlier.

The belief that they can do it and to continue with Spanish.

It has been somewhat successful in stemming the flow of students who leave the district to go PSEO. It gives students the flexibility to feel like they are transitioning to college right in their hometown schools.

Maintaining high expectations.

Keeping kids in the high school, rather than going PSEO, where they have been much less successful

It's a point of pride for my school.

We lose people to open enrollment in charter schools and PSEO, so CIS is a great way to keep students here.

giving students opportunities

Academic rigor

Curriculum development

helping families lower the cost of post-secondary education.

It has allowed students to stay on campus with greater rigor in their classes than their PSEO counterparts.

Offering students a chance to explore teaching as a profession.

Making it more differentiated for our higher achieving students, made it a source of pride for the faculty and community of those involved in concurrent enrollment.

It has open the door to offer more CIS classes.

Students feel more comfortable about college and that they can be successful in the college setting.

CIS adds to the overall education package that can be received by attending my school.

We have pride in what we do here.

Confidence in college-

Duel credits

Keeps students in the high school instead of going PSEO

Enhances academic reputation

An increase within the student population of critical thinking skills.

Many students receive college credit who otherwise would not.

given more "non-AP" class students a pathway to post-secondary credits

It has improved my teaching and I am currently realigning curriculum at the school to best support a diverse student body to get them prepared for CIS, AP, and college level courses.

More students are staying at the high school for classes.

Ability to keep students in our classrooms rather then leaving our building for PSEO classes.

It creates a college-ready atmosphere for all students, starting in 9th grade.

opportunities for high achieving students

Increased the rigor and allows more students to pursue post-secondary education

Parents like this option to be available, and the f-2-f opportunity of CIS classes seems to offer a more rigorous option than some of the online options for earning college credit before high school graduation.

Established a college pathway for our student body.

Adding rigor to our curriculum.

higher expectations, academic rigor

raised the academic bar for all courses.

Creating potential new teachers

It has more students the opportunity to earn college credit while remaining on campus and part of our tightly knit school community.

School now has an option for students that better prepares them for college rigor as well as gives them college credit.

We have a strong college prep curriculum.

CIS has allowed students to stay at our high school instead of going PSEO and leaving our rural community

it has served as a way to both attract and retain student enrollment.

Setting higher expectations for students, which leads to increased learning by staff.

our studnets seeing themselves as college-bound.

Students that did not plan on going to college have changed plans and attended college.

students have had an opportunity to stay in high school while simultaneously earning up to 1.5 years of University credit

I can show our class outcome directly to administrators and parents.

Allowed many students who take advantage of all of the classes to graduate as much as a year early due to the credits transferred in. Huge money savings for the student.

A huge expansion for concurrent enrollment in other courses. Unfortunately, we were on a waiting list for too long so some had to pursue other universities.

Provided an alternative to AP courses, by partnering with a university to provide a sustained yearlong course that accesses university resources and has high expectations

It gets students college ready.

More students earning college credit in high school.

The fact that it has driven academic expectations up. I have a reason for the rigor that students can't argue with or complain about.

college credits

Raised the rigor of content

growth in Spanish CIS enrollment

Giving students more options and value for being able to take a senior year math class (other than pre-calc or calculus).

demonstrates academic rigor and opportunities to community

Students work hard and have pride in their academics.

Encouraging students who consider leaving our campus for PSEO to stay on campus and take concurrent enrollment courses. Our number of PSEO students has significantly decreased.

Providing concurrent enrollment opportunities

Hard to say; my school is the largest district in MN, and every school, every program is vying for high impact and notoriety/accolades. Currently, AP test scores are the high impact darling.

Students receive free (to them) college credit.

It has kept more students in school by providing opportunity.

We have been able to increase the success of students of color in rigorous academic courses. AP courses end with a high stakes test that do not factor in all of the learning.

Students have a number of opportunites to take college level course work.

We can teach college course just like our counter part high school. (We are an Area Learning Center.)

Keeps more students in attendance rather than going PSEO

Increased the number of students challenging themselves to take higher level courses.

It has other teachers looking at more rigorous work for students.

More rigorous curriculum in several subject areas.

Students are applying to schools they may not have considered before, and being accepted.

Offering students college credits while keeping them under our roof.

keeping students from going PSEO. We can keep them here in the building.

Increased number of students going on to post-secondary educational institutions

Students not taking PSEO German, as they can take it for credit and stay in the school

Making us a competitive school with several college options. I teach in a low income school so anything that helps kids save money and/or encourages those who might not otherwise attend college is extremely beneficial to our community.

Promoting the school as one that offers higher-level courses to its students, in order to draw students from other districts to the school.

Most economical post secondary offering

Allows students to take college work without sacrificing their in-high-school experience.

Helped students take more rigorous courses

Creating a culture of high academics

Raised the standards and informed 9-12 about what is going on in Post-secondary institutions

Giving students a college experience that they can share with their peers. Even students who don't take CIS hear about the challenges of it. For many, it gives them a vision of what their post-high-school work will be like, even if they don't take a CIS course.

Concrete evidence for potential families that we provide rigorous curriculum.

More college credits available

The ability to have CIS as part of the school profile. Our school is all about image (they refuse to honor the cap of 25 students enrolled in the course, but love to say we offer CIS)!

competing with area schools to offer duel enrollment courses

Prestige and parent approval. Not all schools in my district offer CIS so students and parents are excited there is a

dual credit option available.

College credit, keeping kids at RHS and not PSEO.

Opportunity for students to take concurrent classes with rigor

Showing students new and more diverse perspectives and options.

Prestige. Students love to brag about the UMN course they are taking!

Student are highly interested in taking college courses.

Increased rigor.

Opportunity for students

Q21 - The single greatest impact CIS has had on me as an instructor is:

having a network of teachers state wide to support me in my growth as a teacher

The professional development provides ideas for strategies, an understanding of what the on campus course experience is like, and challenging mathematics for me.

expanded my knowledge of topics in my discipline

The ability to really dig into my subject and what I love to do.

I am challenged to improve myself as an instructor.

I have been energized by my colleagues and appreciate their ideas.

Better understanding of what will be expected of students at the college level.

It has raised the level of my understanding and awareness of college level coursework.

Increased knowledge on new changes within the content area; I enjoy our professional development opportunities (especially the tours)

I am delighted to teach this advanced course. It has made me excited for the year and that enthusiasm transfers to the students and the school. Being connected to the University is wonderful on many levels--the library access, the workshops on campus all encourage scholarship and serious learning.

Good professional development and connections

inspired a greater level of inquiry learning in my classrooms

I love the workshops and talking about subjects in-depth with other teachers

Pedagogical growth

Challenging the students to look at the world through an economic lens and connect their lives to the theories and ideas from this subject.

Continual personal growth

I have learned so very much in so many areas of my career, too many to list.

Regular exchange of ideas, learning, and building a network of colleagues in my subject area.

The great professional development opportunities that have allowed me to integrate ideas into all of my curricula.

Positive collaboration with colleagues.

I'm more knowledgeable about my content area than ever before and that make it more fun and exciting for me.

I have grown as a professional and more as an ambassador between UMN-TC and my school district. I am confident of the policies and information I learn from the U and often share what I learn at district professional development days.

Helpful collaboration with follow CIS colleagues and excellent staff development training...I have learned so much from my fellow CIS peers about how to teach this course, lessons to use, materials...

The single greatest impact has been professional development opportunities as well as connection to colleagues.

The time to speak with other "great" teachers across the state.

Being part of a community of dedicated teachers who share ideas and share values. Professional development required through the U is excellent and impacts not only my instruction in the concurrent classes but also in my other courses as well.

Improved the rigor in all my courses

Learning from my cohort leader and other teachers in my cohort. I use many things from these colleagues. Also, the guest speaker that we have from time to time. I really enjoy hearing these presentations

It has made me a more demanding instructor. I have very high expectations, but work hard to help the students realize they can do it. I push them to do things they didn't think they could

It has given me a connection with a team of teachers and given me a clear scope of what my students need to know to transition into university level language courses. It has been invaluable for me to build these relationships and to understand the curriculum.

Energized me to want to teach a class at the U!,

The collaborative nature of my cohort has given me great ideas from terrific educators from around the state of Minnesota.

Growth in my skills as a teacher by having the opportunity to collaborate with other French teachers in Minnesota.

Has increased my knowledge and expectations of students

I get the opportunity to mentor my students through learning how to approach a college level class (rigor, time management, prioritizing responsabilities, what is a syllabus and how do I use it...)

I've learned so much from the other teachers in my cohort and it has been an affirming experience to realize my hard work pays off when students tell me they are going to minor or major in my subject area.

being part of a cohort

I love the content and that energizes me as a teacher. Additionally, I learn so much from the other instructors.

Professional Development

allowing me to work with many different high schools in furthering pedagogy.

I have increased the rigor and complexity in all of my classes to prepare students for complex texts and writing assignments.

The opportunity to offer U of M credit for high school students. Also, I've enjoyed the chance to collaborate with other teachers in the CIS program.

Stronger, more rigorous curriculum and expectations.

The greatest impact it has had on me is being able to connect with other professionals to develop new labs, lesson, and activities.

I am able to create a classroom of discovery for my students. Through this my students are more engaged with the content and their learning.

The CIS development workshops have given me insight into both material that can be covered and methods that will work in the classroom.

The staff development has been amazing.

Current trends and pedagogy

Made me a better teacher

Elevated my teaching through the CIS training.

Learned about new ideas and developments in my field

An opportunity to enable the intellectual growth of students beyond what they thought they could do - or were even aware of as possible.

It has given me the opportunity to teach writing without the hurdles that a traditional high English class provides.

I teach a subject that is usually just one teacher per school and our department is pretty small as well, so it's nice to be able to talk to other teachers and get ideas and assistance form them at our workshops!

great professional development opportunities that I can use in all of my classes - not just the CIS class

It has improved my teaching. I have learned more from my CIS cohorts than many past professional development opportunities offered by other organizations.

I get to work with some of the best students in our school.

Ability to have a cohort that is covering the exact same material and being able to learn from them about successes and failures they are having.   Being able to share my experiences and get feedback about what I could change to make something better.

The professional development for CIS has helped me teach better in all my courses.

the joy of teaching!

The opportunity to share ideas and curriculum with CIS faculty and instructors in my discipline has been invaluable.

Immeasurable benefit has come to me because of my involvement in CIS, and I will always be grateful for this. The staff development is the best I have ever experienced; CIS provides f-2-f opportunities for collaboration and support among colleagues in the CIS cohorts. I belong to three CIS cohorts, and each one has given me pedagogical tools to improve my professional skills.

Changed my philosophy as it pertains to group work.

Bringing more tools to the classroom. I have been able to utilize different techniques because of curriculum and connections.

given me ideas that I can incorporate into other courses (senior level)

Improved my abilities as an instructor and facilitator.

I have been able to teach a group of students that I typically do not see in my courses

It has made me a better teacher in my other classes. It has made me see new value in my MA in English.

Has connected me to a community of educators and encouraged my to try to teach through a model instructional approach.

Making me a better teacher!

CIS has energized me as a teacher and has allowed me to collaborate with other instructors

it continues to help with professional development and networking within my field.

continued engagement in my own learning, as well as connections with fabulous, intelligent colleagues.

The single best professional development I have experienced.

It has reinvigorated my work with students in general physics courses that do not plan on going into physics.

given me skills to be a better teacher

I can make our lessons more meaningful and articulate to the college course for students.

Seeing the "bigger picture" of what was expected at the college level for students. We work hard to prep them all along so they can take advantage of these opportunities when they are ready.

Made ME a better teacher through extensive professional development, to increase student learning and achievement

It provides continual growth within me.

I have learned a great deal about physiology, and I feel that the teacher collaboration in my cohort makes it all worthwhile. Teachers from all over the state working toward the same goals is a fantastic way to keep teachers energized.

The support of an awesome cohort of professionals that teach the same subject as I do. Teaching in a rural district, I am essentially a department of one.

?

Pushed me to continue graduate classes in my content area.

a greater sense of prestige

So many things. Its been the best professional development and networking of my 15 year career.

provided me with additional resources to use in all my classes; development my understanding of expectations at the college level

CIS gives me a co-hort of physics teacher to work with, something that is not available to me at my own school.

Collaborative development of innovative instructional strategies and the shared development of high quality, peer reviewed curriculum

Unquestionably, the BEST professional development I have ever experienced. I have gone to AP seminars and countless district sponsored professional development; I have sat in auditoriums and cafeterias listening to educational leaders and classroom experts. Nothing has left me knowing I am valued as an educator, or well equipped to teach all learners, or more authentically part of a community of educators who really care about their craft than CIS professional development.

Participating as a member of a professional community of teachers who learn from each other.

I have increase my knowledge base in my field. I have also grown as an instructor.

Content Knowledge and creating a professional network that has enhanced all parts of my career.

I feel challenged every day.

I have learned and grown as a person and a professional.

Fun and useful trainings

Getting together with colleagues from other schools. I am the only physics teacher in our school system. These workshops have help me improve as a physics teacher.

I have a deeper understanding of the topic I am teaching and I appreciate the level of difficulty for my students. I am trying to incorporate labs into the class to make it more engaging for high school students.

I've become a much better teacher of writing, because of the frequent compositions and shorter essays required for the course I teach.

Energizing me! I spend a lot more time and thought on my lessons. I am much more conscious of my use of target language in class.

Strengthened my math knowledge is higher level math areas that I had not used in many years.

The professional development that I receive from my cohort is priceless

I am always challenging myself to increase the learning in my classroom by becoming informed of the latest research and helping kids learn through inquiry.

It has improved my speaking confidence and knowledge of additional instructional techniques.

I feel more challenged and stimulated in my work as opposed to when I only taught lower level high school courses. I am always pushing myself to learn more and be a better teacher because of my affiliation with the U of MN.

It has energized me as a teacher and as a member of my cohort - the PD sessions are useful and the collegial relationships are invaluable.

Development of pedagogy and confidence in my teaching skills, and mastery of my subject area.

Allowed me to teach at the highest level possible in high school. Keeps me engaged as a teacher.

Pushing me as a teacher to continue to develop more effective instructional strategies that engage learners and offer students voice and choice.

Countless professional, pedagogical improvements and mindset

WONDERFUL professional development and support

Since my course strongly focuses on writing, I can really work on that skill. General English courses at my school have more emphasis on reading skills as it is seen as more connected to the foundation of learning (ie students need to read in all subjects). But in college, we know that writing is also foundational and students will be writing in all academic areas as well (more so than high school). I feel that CIS does give students the experience, practice, and support they need in becoming an effective writer. I often say that in college they are not just consumers of information but are now creators of information.

Consistent and quality professional development.

Made me evaluate ap vs cis

Allowed me to teach upper-level students who tend to love French

a network of professional development and a group to share ideas and exchange materials. Our U of M professor has been instrumental and inspirational. Very few high school teachers can be part of the process of publishing in journals or presenting at national conferences. Our cohort of CIS physiology teachers have participated and published while teaching at a high school. For this experience I am very grateful.

Professional development and networking. I have become immersed in my content and have really grown as a professional. There have been doors opened to me that will have only existed had it been for my involvement in CIS.

Professional development

Being able to prepare my students to be successful at the next level

A renewed purpose in showing students MORE!

I have greater confidence in my knowledge of the content I am teaching. I also feel confident that students leaving my course, regardless of their grade, have been given the tools necessary to be successful in college.

Collaborating with other CIS instructors increases my repertoire of activities and strategies for learning.

Meeting with our CIS mentor and the other CIS teachers is the greatest professional development that I participate in. I love working with a network of teachers...I am a singleton at my school, and this is one of my only opportunities to collaborate with others teaching the same courses I am teaching.

Collaboration with instructors and other teachers have greatly increased my knowledge and pratices within the classroom.

Clear expectations for college needs. Professional development

Q22 - Approximately how many years have you taught U of M, Twin Cities courses through CIS?

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Q23 - What is the name of the high school where you teach? (optional)

AGAPE

Forest Lake High School

Hill-Murray High School

Central High School

Nova Classical Academy

Burnsville

Ubah Medical Academy

Brooklyn Center High School

Shakopee High School

Mounds View High School

Edina High School

Burnsville High School

New Prague High School

Burnsville High School

Eagan High School

East Ridge High School

Perpich Center for Arts Education, Arts High School, Richfield Public Schools

Tri City United

Buffalo High School

Roseville Area High School

New Prague High School

Eastview High School

Hastings High School

Forest Lake HS

North High School

Humboldt HS

Delano High School

Braham Area High School

CTECH

Brooklyn Center

Bethlehem Academy

Eden Valley - Watkins High School

Milaca High School

Eagan High School

North Branch

St. Clair Public Schools [ISD #75]50

Chaska High School

Pipestone Area Schools

New Prague High School

Eden Valley-Watkins

New Ulm Cathedral High School

Richfield High School

Humboldt High School (St. Paul)

North High School

Waconia High School

Community of peace academy

Pine City High School

Forest Lake Area High School

Buffalo High School

Rosemount High School

Braham

Delano

Apple Valley High School

Southwest High School

Milaca

Minnehaha Academy

Delano

Richfield Senior High

Mora High School

Lester Prairie

Eden Prairie High School

Blaine High School

Richfield High School

Plainview-Elgin-Millville

Anoka High School

Johnson High School

Richfield High School

Forest Lake Area Learning Center

Nova Classical Academy

Avalon School

Woodbury High School

Eagan HS

Wabasha-Kellogg

Eden Valley-Watkins

Tri City United High School

Winona Senior High

Caledonia Area Public Schools

Hopkins High School

Blaine

Henry Sibley High School

Hmong College Prep Academy (HCPA)

Hopkins Senior High School

Champlin Park

Richfield HS

Pipestone

Buffalo High School

Apple Valley High School

Tartan

Eden Valley Watkins

Q24 - Approximately how many CIS students did you teach in 2016-17

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Q25 - Approximately how many CIS course sections did you teach in 2016-17?

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