Students take college courses on the college campus.

- Free to students
- Percentage of schools’ per-pupil state formula pays post-secondary institutions
- Classes taught by post-secondary faculty
- Credit transfers to most other post-secondary institutions

The PSEO Act allows advanced high school juniors and seniors to enroll in college courses for dual college and high school credit. The law mandates that post-secondary institutions allow selected high school students to enroll in their on-campus courses, as space allows. The law also allows schools and districts to contract with post-secondary institutions to provide college courses on site at high schools. See Minnesota Statute 124d.09 for the complete PSEO Act.
PSEO & CIS Reorganization

With several staff retirements, we had the opportunity to review and refine the structure of CIS & PSEO. As a result, both programs have been combined into a Pre-College Programs office.

Meet Your Pre-College Programs Team
Scott Coenen, Director, Pre-College Programs
Emily Hanson, Program Director, CIS

Kaitlyn Carlson, Enrollment Student Services Coordinator, CIS
Ashley Cruz, Office Manager and Events Coordinator, Pre-College Programs
Stephanie Davison, Communications and Events Coordinator, CIS
Jan M. Erickson, Associate Director, CIS
Anja Hovde, Academic Advisor, PSEO
Andrew Kopelman, Academic Advisor, PSEO

Retired in 2017-18:
Thank you to Cynthia Tidball for her 15 years of dedicated service to improving our database and instructor resources.

A Transition of Leadership for CIS
Under Julie Williams’s 10 years of leadership and 13 years of service:

- Strong focus on program changes to increase equity and diversity
  - Facilitated change in student eligibility criteria to help increase participation of under-represented students
  - Explored with University-led departments and faculty how combined experience and credentials could be used to qualify competent teachers to teach CIS

- 37% increase in student participation
  - 7,331 participants in 2012–13 to 10,042 participants in 2017–18

- Advocated nationally and statewide through NACEP and MNCEP
  - MNCEP: Shared facilitation on equity working group, increasing vision and strategy for success of under-represented students
  - NACEP: Chaired the communications subcommittee for 6 years while serving on the board of directors

Emily Hanson brings more than 15 years of experience in developing and supporting educational programming in K-12 and higher education.

- Building close relationships for the past 10 years with K-12 Chinese language programs as the Program Director for the China Center and Confucius Institute at the University of Minnesota
- Served two terms on the board of a charter school
- Built partnerships with Minnesota educators during five years at a K-12-focused nonprofit
College in the Schools at the University of Minnesota Twin Cities is a nationally accredited dual-credit program serving high school students, teachers, and schools by:

- strengthening and educating our communities throughout the state.
- expanding access to college rigor for students from diverse backgrounds.
- supporting excellence in teaching.

Program by the Numbers
In the 2017–18 academic year, College in the Schools served:

**10,042 participating students**
Students earned 57,985 credits*
26% students of color
(10% not reported; 64% white)
3.196 = average U of M GPA in CIS courses

**144 high school partners**
**445 CIS instructors**
**613 hours of professional development offered**

42 Courses
- 2 courses in Education
- 4 courses in English and Communication Studies
- 6 courses in Sciences
- 3 courses in Mathematics
- 8 courses in Social Sciences
- 19 courses in World and Classical Languages

*Credits earned are based on final grades of A–F, including student withdraws; starting in 2017–18, participating students includes students who fully withdrew from all courses.
Academic Advancement for Students

Students earn valuable high school credit that transfers to most colleges across the nation.

88% of students surveyed were successful in transferring some or all of the U of M credits earned*

Courses give students more confidence in their college and career trajectory.

84% of students surveyed agreed or strongly agreed with the statement “I was more confident about my ability to succeed in college.”*

Success in early rigorous coursework builds momentum toward college graduation.

CIS students took on average 6 credits in 2017–18 while in the program

Outreach for the U of M

Excerpt from U of M Board of Regents Policy Mission Statement on Outreach and Public Service

“To extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.”

College in the Schools shares:

- knowledge from the University with 144 high school partners, connecting Minnesota communities throughout the state.
- partnerships with 23 departments across five colleges at the U of M, providing Minnesota schools with current pedagogy from a top research university.

*Statistics taken from the 2016–17 Student Impact Survey. For complete survey results, visit the CIS website at ccaps.umn.edu/college-in-the-schools/accreditation

CIS Partner Schools for 17–18

Scholarly Community for Teachers

College in the Schools energizes teachers by giving them opportunities to network with teaching professionals from around the state, enhancing their pedagogical approach.

“CIS provides face-to-face 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.”

Teachers actively participate in discipline specific professional development workshops throughout the year led by award-winning distinguished faculty.

“(College in the Schools) has made me a more demanding instructor. I have very high expectations, but I work hard to help the students realize they can do it. I push them to do things they didn’t think they could.”

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Overview

- Both part- and full-time students who enhance their high school experience by being immersed into a college environment
- Driven students who commute to campus
- 54% of PSEO students remain at the U of M after high school graduation

PSEO Admissions

PSEO admission is highly competitive. Our students come from a variety of educational backgrounds in the public, private, home, or charter school sectors. Applications are accepted February-April. Admissions application review spans April-May for the upcoming academic year, which includes a holistic review of over 1,000 applications.

Prospective Students

Information sessions prepare families for the PSEO admission process

15 high schools were visited in AY 2017-18
600+ prospective PSEO students and families attended one of three on-campus information sessions

For the 2017-18 academic year admissions cycle:

- 1,060 completed applications
- 604 (57%) admitted students

Of the admits:

- 3.93 average unweighted high school GPA
- 94% average class rank
- 20% had PSEO credits from another institution
- 3% home school
- 4% private
- 93% public
- 124 high schools represented

448 (74%) of admits were enrolled during the academic year

40% of admits were from the following schools:

Blaine          Homeschool          South
Champlin Park   Maple Grove       Southwest
Chanhassen      Minnetonka        Spring Lake Park
Eden Prairie    Mounds View       Thomas Jefferson
Edina           Park Center        Washburn

PSEO students are supported from the time they enter the program to the time they exit. Students attended 1 of 16 mandatory summer orientation sessions that cover essential information of what it means to be a college student on campus. Topics include commuting to campus, academic support resources, and the basics of class registration. Incoming PSEO students are assigned a full-time academic advisor who supports their progress while in the program.
Enrolled Students

594 total enrolled students
(448 new admits + 146 continuing students)

40% students of color (Asian 25%; Black 6%; Hispanic 4%; 2 or more races 5% [not included in other counts]; 4% did not report ethnicity)

36% juniors
64% seniors

105 high schools represented

3% homeschool students

48% of students took greater than 11 credits (full-time)
52% of students took fewer than 12 credits (part-time)

105 high schools represented

11,224 credits taken
(3,241 courses)

10 credits average per semester

3.64 average U of M GPA in PSEO courses

Most popular courses:

- ECON 1101 · Principles of Microeconomics
- MATH 1271 · Calculus I
- WRIT 1301 · University Writing
- POL 1001 · American Democracy in a Changing World
- PSY 1001 · Introduction to Psychology
- MATH 1151 · Precalculus II
- MATH 1272 · Calculus II
- MATH 2263 · Multivariable Calculus
- ENGL 1001W · Introduction to Literature
- BIOL 1009 · General Biology

Between three full-time academic advisors over two semesters and 9,257 student email communications, 745 student appointments were logged by advisors.

Fall 2018 PSEO Students Admitted as Freshman

The PSEO office tracks the number of PSEO students that continue at the U of M Twin Cities for their undergraduate degree.

Of the 400 PSEO 2018 high school graduates:

- 379 (95%) applied for freshman admission
- 373 (98%) of those who applied were admitted
- 216 (54%) of those who were admitted were enrolled by the 10th day of the fall term

PSEO students consistently report a positive experience.
Here’s some feedback from recent students.

“I got to have a sense of independence that I wouldn’t have had at my high school. One of the greatest benefits was being able to complete 50+ University credits alongside completing high school requirements. It will save my family and me a lot of money.”

“I was able to know what college is really like. I also learned how to manage my time and get more academic rigor and challenge. I also learned how to utilize all these resources on campus and advocate for myself with professors and TAs.”

“My advisor made my experience much better. I was really satisfied with most of my classes. I also enjoyed that there was a PSEO board that gave me the opportunity to meet new people and not feel so alone. Overall my whole experience doing PSEO at UMTC was extremely satisfying.”
College in the Schools

Post-Secondary Enrollment Options