

Counselor's Impact Survey 2018

Methodology

Survey links were sent to 266 counselors at CIS partner high schools on 4/13/2018. The counselors were identified by the high schools for inclusion in the CIS database. A reminder email was sent on 4/23/2018. 90 counselors participated, for a response rate of 34%.

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.

Results

Q1 - My school is located in a:

#	Answer	%	Count
1	City	14.44%	13
2	Suburb	43.33%	39
3	Town	20.00%	18
4	Rural Locale	22.22%	20
	Total	100%	90

Q2 - My school is a:

#	Answer	%	Count
1	Public School	86.67%	78
2	Public Charter School	10.00%	9
3	Public Magnet School	0.00%	0
4	Private School	3.33%	3
5	Area Career/Technical Center	0.00%	0
	Total	100%	90

Q3 - Would you be interested in meeting with other counselors and staff from the U of M and Minnesota State Colleges and Universities, either in-person or via WebEx, to talk about advising students who participate in concurrent enrollment?

#	Answer	%	Count
1	Yes	30.59%	26
2	Maybe	50.59%	43
3	No	18.82%	16
	Total	100%	85

Q4 - Select all of the topics that would be of interest to you, from the following list:

#	Answer	%	Count
1	When to advise a student to withdraw from a concurrent enrollment course	16.73%	45
2	How withdrawing from a concurrent enrollment course affects a student	17.84%	48
3	How a low grade in a concurrent enrollment course affects a student	16.36%	44
4	What colleges and universities consider when deciding whether to recognize credit from another postsecondary institution	23.05%	62
5	Student absences and how they affect the student's grade in the concurrent enrollment course	14.87%	40
6	Who is eligible to take a concurrent enrollment course	11.15%	30
	Total	100%	269

Q5 - What other topics would you be interested in?

requesting transcripts

How a student views their concurrent course transcript and transfer those credits to another institution

Equity in CIS.

How to really prepare kids so they know what to expect.

How to request an official transcript - it seems like no student ever has the information they need to complete this process smoothly and I don't have enough info to help them

Q6 - Which would be the best month(s) to convene a group of counselors.

October, November

January/February

Nov - Feb

November

December, January, February

October

June

November, January

August, September

November, January, or April

November-January

Early June/Early November

Feb/Mar when we are doing registration for the next school

August

September

Late January-February

October

October

October

November/December

October

FEB or MAR

October, December

Late August/Early September

November

Any.

June or August (when students are gone)

November, December or January

October

I'm flexible!

January or February

mid-end november, early december

November or December

November

web only

October, November, February

November

June after graduation

November

Sept. May

Not late winter due to registration; some have extended contracts and during that time would be best. We're in the office until the end of June without students.

Q7 - Comments:

WebEx works best

Q8 - 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.	1.43%	1
2	Diverse students are represented in dual credit coursework proportional to their representation in my high school's student population.	50.00%	35
3	Diverse students are UNDER-represented in dual credit coursework, compared to their representation in my high school's student population.	48.57%	34
	Total	100%	70

Q9 - Comments:

I think that is accurate but I don't have any hard fast statistics to back it up.

We have a high diversity at our school, which may not provide you the necessary information that you are seeking.

We have low racial diversity but high economic diversity, and our first gen and low income students generally take CIS as much as the other students - maybe even are more aware because of the cost savings. However, they may not qualify based on GPA sometimes, so we sometimes have teacher approval to get them in the class if they are close.

My school is primarily Caucasian but very few of our minorities take advantage of these opportunities.

We have a very diverse school, with the white population being less than 5% in our high school so a large proportion of our CIS and PSEO students are diverse. Most of our students are first generation and come from low income

backgrounds.

We, unfortunately, only have a small number of diverse students at our High School.

I believe the African Am., Latino and Am. Indian populations are underrepresented; however, our Asian population is not.

We do not have a very diverse population so this one is a little difficult to gauge.

Q10 - Has your school implemented any strategies or programs to improve the diversity of students in dual-credit coursework? If so, what strategies have been successful?

We allow students that are eligible to take the CIS classes regardless of their culture. If they qualify, we encourage them to take the courses.

We have AVID at our school and this program really helps to encourage and prepare students to take dual-credit coursework.

We have just recently created a diversity advisory group of students in 7-12 grades.

No, but I would be interested in learning more about what other schools are doing.

No, we have not.

PSEO at community colleges, AP Study Hall, AP Grant

AVID

All of our students are low-income and students of color. In order to determine other measures of diversity we would have to collect some more information, such as religion, sexual orientation or gender identity.

AP Human Geography for all students in 9th grade, IB Math and IB Language A for all in 11th and 12th grade, AVID as support, open access to all IB, AP and Concurrent Enrollment classes.

They have not tried anything new in the last 2 years, and there has been little to no improvement for the past 5+ years.

Counselors encouraging all students to take at least one advanced course by the time that they graduate high school.

Because our population is so small not a lot has been done. Students either qualify or they don't.

9th and 10th grade academic seminars.

no

No, but it is a constant topic of conversation as to how we can get them more involved.

Our gifted and talented coordinator cross references test scores with current course placement for diverse students. He then meets with these students to encourage them to try more challenging courses and sends a letter home to parents. He will also check registration choices of those students to see which ones chose to follow the recommendation.

We have removed barriers to participate in these classes when possible - for example, we do not have a GPA or rank requirement to take AP courses

Counselors meet with students during registration to discuss options.

Q11 - 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.	3.39%	2	8.47%	5	28.81%	17	42.37%	25	16.95%	10	59
2	U of M recognition of high schools with effective programs or strategies for increasing diversity in U of M courses.	12.07%	7	13.79%	8	34.48%	20	27.59%	16	12.07%	7	58
3	CIS-hosted workshops for 9th and 10th graders and their parents, about pathways into college.	8.47%	5	11.86%	7	38.98%	23	30.51%	18	10.17%	6	59
4	CIS-hosted professional development for high school teachers and administrators about college expectations in particular subjects.	3.39%	2	23.73%	14	30.51%	18	27.12%	16	15.25%	9	59

Q12 - 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	28.81%	17	32.20%	19	22.03%	13	13.56%	8	3.39%	2	59
2	School culture	23.73%	14	27.12%	16	32.20%	19	13.56%	8	3.39%	2	59
3	Student beliefs that U of M courses are difficult	5.17%	3	27.59%	16	25.86%	15	37.93%	22	3.45%	2	58
4	Student beliefs	18.64%	11	20.34%	12	32.20%	19	22.03%	13	6.78%	4	59

	about whether they "belong" in a U of M course											
5	Student schedules make it difficult to take U of M courses.	35.00%	21	28.33%	17	23.33%	14	8.33%	5	5.00%	3	60
6	Registration processes at the high school favor some students (for example, students who register early.)	58.33%	35	25.00%	15	11.67%	7	5.00%	3	0.00%	0	60
7	U of M student eligibility criteria	6.67%	4	18.33%	11	25.00%	15	21.67%	13	28.33%	17	60
8	Students lack information about preparing for a U of M course	16.67%	10	26.67%	16	26.67%	16	23.33%	14	6.67%	4	60
9	Access to pre-requisite coursework is limited	30.00%	18	38.33%	23	20.00%	12	11.67%	7	0.00%	0	60
10	Students are not encouraged to try a U of M course.	38.33%	23	26.67%	16	30.00%	18	3.33%	2	1.67%	1	60
11	U of M courses seem too risky for students who might not earn a grade of "A" or "B."	15.25%	9	28.81%	17	15.25%	9	27.12%	16	13.56%	8	59

Q13 - Please say more about the factors you identified as being barriers.

Students are sometimes "scared" of taking a college level course in high school due to fear of losing their GPA in high school.

We are in a rural area and have limited diversity. Our greatest diversity in population is socioeconomic status. We welcome and encourage all students to participate in concurrent enrollment courses. The greatest barrier for our low income students is not meeting admissions/academic eligibility requirements for these courses. We have limited resources for remediation at the high school level.

I think if you had a person of color for CIS to represent the U of M, that would encourage students of color to be in CIS.

Math teachers make the recommendations to the students and base it on performance in the current math course, MCA scores, and work ethic or study skills.

Some low-income families may not think they can afford for them to move onto college; therefore, they are less likely to try a U of M course

The entrance criteria for the U of M keeps going up, and many of our diverse students simply do not meet qualification. I have nominated diverse students the past two years for the VIP weekend opportunity sponsored by the admission office and none have been accepted as their GPA's are considered to low to admissibility.

Our school district has too many options for students and the CIS information gets lost in the process. If we do have students sign up for the course, they may not be eligible.

Our most difficult concurrent enrollment coursework to access based on eligibility is our U of M courses. We work with 5 different colleges. They are also the smallest class sizes we have in our building as well per U of M rules.

We only do 1 CIS class so not a huge impact

Some students feel if they are not a straight A student, they shouldn't TRY a U of M class, even if they are strong writers, etc. and could be successful. They also may not meet the class rank requirement as we have small classes and only 15-20 students at the top qualify for being in the top third of the class.

They are university level classes and the eligibility criteria is based on GPA and class rank which per our traditional school system which is white, places barriers for diverse students from the moment high school credit can be earned.

Some students may not have enough room in their schedule if they need additional classes whether that be arts, remediation, etc. Some students may not feel that they want to take a harder course. Some students aren't able to get into courses depending on their grade level.

Our school is more on the conservative side, and it is hard to get our population to accept some of the requirements of a U of M class (e.g. risky texts).

Students worry about having a high GPA and don't want to risk a low grade.

I know that a few of my teachers would like to teach CIS courses but they have found barriers in being eligible to teach those course. Especially if we have new teachers or a teacher who has taught CIS courses in the past leave, we have not been able to replace the CIS course.

We only offer one CIS course and there isn't a significant population of kids interested in UM Animal Science

Our students tend to not have the grades that automatically qualify them for acceptance (which is another conversation in and of itself that we are having). They don't take the time to go through the appeals process, and counselors don't have the time to encourage each and every student who should appeal and/or register who doesn't (although in a perfect world we would!).

Our students aren't as competitive as students from suburban schools.

Q14 - Are there other significant barriers to participation by diverse students at your high school?

We don't discriminate when students are choosing classes, however, if they don't meet the requirements to take a course, we advise them to select a different course.

Students may think CIS is too hard for them. Maybe their parents do not know what CIS is so they are not encouraged at home because no one knows anything about it...compared to students from privileged backgrounds...their parents encourage their student to take it..even if the student may not be interested.

Tracking. The moment students start to be tracked in subject areas at any level, if they are not placed into the "higher" level, they are less likely to be able to achieve the eligibility criteria necessary for CIS classes.

Very few teachers of color - many of the students do not see a role model in positions of power in our school. Lack of parent involvement.

Transportation is often an issue.

Q15 - 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	15.25%	9
2	Satisfied	55.93%	33
3	Neutral	28.81%	17
4	Dissatisfied	0.00%	0
5	Very dissatisfied	0.00%	0
	Total	100%	59

Q16 - Do you know where to go or who to contact to find information or ask a question about CIS?

#	Answer	%	Count
1	Yes	76.27%	45
2	No	23.73%	14
	Total	100%	59

Q17 - Comments:

We are very thankful to have CIS courses offered in our school and very fortunate to have qualified teachers to provide the classes to our students.

I am not certain I receive information about CIS from the U of M.

I feel it is important for the UM to maintain a level of rigor with acceptance into your dual credit program. I do not want standards lowered to accommodate any group of students.

I honestly have never seen anything from the U of M for counselors to use when helping students and parents register for classes. We have a little blurb in our registration guide, but I don't even truly understand all of the ins and outs of CIS... Criteria, how they register for the credit with the U of M. Our teachers give the students the information on dual enrollment. I have no idea if they can drop the dual enrollment or if there is a deadline, etc.

The website is great.

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.

Q18 - As a result of taking a U of M, Twin Cities course through CIS, students:

#	Question	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
1	Participate in rigorous learning	59.09%	13	36.36%	8	4.55%	1	0.00%	0	0.00%	0	22
2	Develop realistic expectations of postsecondary education coursework	59.09%	13	36.36%	8	4.55%	1	0.00%	0	0.00%	0	22
3	Increase their likelihood of pursuing postsecondary education	36.36%	8	40.91%	9	22.73%	5	0.00%	0	0.00%	0	22
4	Develop a better understanding of their academic skills	40.91%	9	54.55%	12	4.55%	1	0.00%	0	0.00%	0	22
5	Raise their postsecondary educational aspirations	31.82%	7	36.36%	8	31.82%	7	0.00%	0	0.00%	0	22

Q19 - As a result of having CIS in my school, I:

#	Question	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
1	Changed the way I present college options to students	22.73%	5	40.91%	9	27.27%	6	9.09%	2	0.00%	0	22
2	Have a better understanding of the skills and knowledge students need to succeed in postsecondary education	14.29%	3	57.14%	12	19.05%	4	9.52%	2	0.00%	0	21
3	Perceive more students as capable of higher levels of postsecondary educational achievement	9.52%	2	47.62%	10	38.10%	8	4.76%	1	0.00%	0	21

Q20 - As a result of offering U of M, Twin Cities courses, my school:

#	Question	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total
1	Offers more rigorous classes	45.45%	10	40.91%	9	4.55%	1	9.09%	2	0.00%	0	22
2	Offers prerequisite courses that prepare students for college courses in upper grades	27.27%	6	54.55%	12	9.09%	2	9.09%	2	0.00%	0	22
3	Demonstrates to parents that students are doing challenging work	36.36%	8	50.00%	11	9.09%	2	4.55%	1	0.00%	0	22

4	Enhances its prestige and academic reputation	36.36%	8	45.45%	10	18.18%	4	0.00%	0	0.00%	0	22
5	Has more students continuing on to postsecondary education	18.18%	4	36.36%	8	40.91%	9	4.55%	1	0.00%	0	22
6	Has more students succeed in postsecondary education	27.27%	6	45.45%	10	27.27%	6	0.00%	0	0.00%	0	22

Q21 - The single greatest impact CIS has had on my students is:

Helping them to be college ready along with save money and potentially graduating college in 4 years.

Understanding the level of rigor for a college course. I feel the UM offers rigor that community colleges and some four year colleges fall way short.

Strengthening students' academic skills and preparing students for post-secondary rigor.

Preparing them for college level work.

Giving them the opportunity to learn college level material with an instructor who is present everyday.

Exposure to college level coursework with the support of high school staff.

opportunity to earn college credits before entering college

saving them money by having earned some credit before even entering college.

Students that are unsure of their ability to be successful in post secondary education gain confidence.

Preparation for college level work.

Q22 - The single greatest impact CIS has had on my school is:

Increasing the norm/expectation/likelihood for students to continue post-secondary education.

Increasing high level opportunities for students from a small town, to get college credits.

Gives our students college experience while remaining in our building.

opportunity to offer challenging courses to better prepare students for college

creating more rigorous course options for our students.

Community see this as a benefit for our students.

Q23 - What is the name of the high school where you work? (optional)

Delano High School

Community of Peace Academy

Bethlehem Academy

Tri-City United High

Harding

Q24 - Number of students in my high school:

430

160

900

800

2500

1500

2600

1800

225

420

250

440

280

200

165

560

850

1300

550

1900

1200

Q25 - I have worked with students taking U of M, Twin Cities courses through College in the Schools (CIS) for _____ years.

2
3
13
17?
7
4
2
10
4
7
0
5
3
6
7
12
1
15
5
14
6

Q26 - I interact with students taking U of M, Twin Cities courses through CIS:

#	Answer	%	Count
1	Almost Daily	31.82%	7

2	Often	50.00%	11
3	Occasionally	9.09%	2
4	Rarely	9.09%	2
5	Never	0.00%	0
	Total	100%	22

Q27 - The number of students I advise who are taking U of M, Twin Cities courses through CIS is:

20

10

40

50

100

50

60

200

50

50

?

50

40

30

120

67

10

200