

Principals Impact Survey 2018

Methodology

Survey links were sent to 168 principals at CIS partner high schools on 4/13/18. A reminder email was sent on 4/23/2018. 69 principals participated, for a response rate of 41%.

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.

Results

Q1 - My school is located in a:

| # | Answer | % | Count |
|---|----------------|--------|-------|
| 1 | City | 14.49% | 10 |
| 2 | Suburb | 50.72% | 35 |
| 3 | Town | 17.39% | 12 |
| 4 | Rural Location | 17.39% | 12 |
| | Total | 100% | 69 |

Q2 - My school is a:

| # | Answer | % | Count |
|---|------------------------------|--------|-------|
| 1 | Public School | 84.06% | 58 |
| 2 | Public Charter School | 8.70% | 6 |
| 3 | Public Magnet School | 0.00% | 0 |
| 4 | Private School | 7.25% | 5 |
| 5 | Area Career/Technical Center | 0.00% | 0 |
| | Total | 100% | 69 |

Q3 - Number of students in my high school:

850

3000

730

1950

2800

95

45

2200

115

2000

1550

1500

1800

122

270

320

1600

991

1100

600

1150

950

300

1650

2000

330

1250

210

1250

1300

2200

240

460

1260

440

462

300

450

1650

1650

500

2000

410

490

1450

1876

910

200

325

122

1700

800

2000

2000

1600

1800

2400

1850

2100

540

1200

1095

560 (9-12)

2100

190

1365

1700

950

Q4 - 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 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. | 1.82% | 1 |
| 2 | Diverse students are represented in dual credit coursework proportional to their representation in my high school's student population. | 52.73% | 29 |
| 3 | Diverse students are UNDER-represented in dual credit coursework, compared to their representation in my high school's student population. | 45.45% | 25 |
| | Total | 100% | 55 |

Q5 - Comments:

A single response to this question does not provide a clear picture. For example, we have a substantial number/high percentage of Southeast Asian students represented in dual credit coursework, and a much lower number/percentage from other groups of students of color.

My school is 95+% white.

We do not have a very diverse student body. This does impact enrollment in CIS courses.

We have a very small number (5.2%) of students in diverse groups. This group is represented in our dual credit courses.

Our non-white population is 10%. We found that 6.5% of our students in Honors, AP and college (4-year as well as technical education) classes are non-white. We found that 15% of our students in essentials and connections level classes are non-white. As a result - we are reducing barriers, encouraging students and being intentional about non-white student registration.

Our second largest sub-group (Asian) would be OVER-represented, while our two smaller sub-groups of African American and Hispanic students are Under-represented.

At CLHS we have 16 students of color of the 1095 total enrolled.

CIS classes have helped improve opportunities for diverse students.

Q6 - 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?

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?

Yes. We have expanded our CIS course offerings beyond our core curricular areas and into agriculture and career/technical education opportunities.

We prioritize access over our concern about, for example, student scores on tests. This doesn't mean we inappropriately register students for dual-credit coursework or are ambivalent to their performance, but it does mean that we encourage and challenge students who might not otherwise take a DP course to both do so as well as take the corresponding exam (and then we do all we can to support their success in that class). We believe the experience will be more beneficial to them than not, even if they ultimately don't score high enough for college credit.

Purposeful scheduling--reviewing class rosters and identifying potential candidates for dual-credit coursework.

Not currently.

We have done work with AVID and students in the academic middle, diverse populations and low socioeconomic taking concurrent enrollment.

None are necessary.

Yes, we analyze each of our dual-credit courses to ensure students are proportionally represented, commensurate with our school population. We identify students who meet the characteristics of a dual-credit student (GPA range, assessment data, etc) and intentionally reach out to them to consider dual-credit options. A letter is sent to families and counselors meet with students as well.

Personal conversations by teachers and Deans

AVID District Wide Equity Team

No

We serve a diverse population

Yes, we have met with many high potential students of color and attempt to encourage them to take college-level classes. Some of our PLCs are also working on similar equity goals. We are getting closer to proportionate, but we still are not quite there, and that's going to be constant goal of ours.

Yes. We meet with all 9th and 10th graders to discuss pathways we offer at our school and push students of color into our CIS/PSEO pathway. This is also on of our building equity goals and the mission of our AVID Program.

We have partnered with the non-profit Equal Opportunity Schools. However, EOS only looks at A.P. courses with their data and as a school we look at A.P. and concurrent enrollment. This has been a struggle with our partnership.

Yes - Professional development strategies indemnifying potential candidates

No program specifically. Unofficially, of course, we work to build our enrollment with these populations.

We look for ways to include and encourage application to CIS and articulated courses. We make sure all students know about these opportunities in class meetings and parent meetings.

One strategy we have discussed is having conversations with our 9th and 10th grade students to begin planning for enrollment opportunities. We also offer informational sessions in the evening prior to registration that has helped

w/divers enrollment.

At this point none, due to the fact the group is represented at or above a proportional level.

For our honors courses (except CIS) we allow students to to self select their courses. For CIS there are barriers for students to enter the program.

Very little diversity exists. We are well represented by those who are.

We have reduced barriers - for example, used the "instructor approval" clause much more liberally as it helps more students access classes. We have implemented AVID to get non-traditional pre-college students in a rigorous, supportive environment to get students making college a reality. We also have visited other schools, engaged in professional development around inclusion, equity and diversity and hired an American Indian Parent Liaison.

AVID programming which serves many diverse students, incorporates the goal of advanced or dual-credit within their four year plan.

No. It hasn't been an issue at this point.

Our AVID program encourages students, many of whom are students from traditionally under-represented populations, to enroll in AP or CIS classes that match their skills/abilities. This has helped a bit.

We have counselors and or administrators meet with diverse students to encourage participation in dual-credit coursework.

We are four years into AVID and hope to see a higher representation

Yes, we have an Outreach list based on test scores, GPA, and teacher input. We encourage these students to enroll in rigorous coursework (AP, CIS, ARCC, Articulated classes).

AVID program helps with giving students the tools and support to be successful.

We have implemented AVID school wide to promote the idea of reaching all students.

We have encourage all of our students to have one "postsecondary" experience prior to leaving our school. We have multiple opportunities for students to have this experience and the U of M CIS classes are one of those options.

none

4-Year high school and career planning electronic portfolios.

NA

AVID Freshman seminar class Increased focus on CCR

Yes--we implement an AVID program that challenges students to take rigorous coursework.

Q7 - 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 | 1.92% | 1 | 5.77% | 3 | 34.62% | 18 | 36.54% | 19 | 21.15% | 11 | 52 |

| | | | | | | | | | | | | |
|---|--|-------|---|--------|----|--------|----|--------|----|--------|---|----|
| | eligible to participate in a particular U of M course. | | | | | | | | | | | |
| 2 | U of M recognition of high schools with effective programs or strategies for increasing diversity in U of M courses. | 1.92% | 1 | 21.15% | 11 | 40.38% | 21 | 32.69% | 17 | 3.85% | 2 | 52 |
| 3 | CIS-hosted workshops for 9th and 10th graders and their parents, about pathways into college. | 3.85% | 2 | 11.54% | 6 | 32.69% | 17 | 38.46% | 20 | 13.46% | 7 | 52 |
| 4 | CIS-hosted professional development for high school teachers and administrators about college expectations in particular subjects. | 1.92% | 1 | 13.46% | 7 | 34.62% | 18 | 40.38% | 21 | 9.62% | 5 | 52 |

Q8 - 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 | 31.48% | 17 | 27.78% | 15 | 29.63% | 16 | 9.26% | 5 | 1.85% | 1 | 54 |
| 2 | School culture | 31.48% | 17 | 27.78% | 15 | 20.37% | 11 | 20.37% | 11 | 0.00% | 0 | 54 |
| 3 | Student believes that U of M courses are difficult | 16.67% | 9 | 29.63% | 16 | 24.07% | 13 | 24.07% | 13 | 5.56% | 3 | 54 |
| 4 | Student believes about whether they "belong" in a U of M course | 20.37% | 11 | 16.67% | 9 | 27.78% | 15 | 20.37% | 11 | 14.81% | 8 | 54 |
| 5 | Student schedules make it difficult to take U of M courses. | 40.74% | 22 | 24.07% | 13 | 22.22% | 12 | 11.11% | 6 | 1.85% | 1 | 54 |
| 6 | Registration processes at the high school favor some students (for example, students who register early.) | 68.52% | 37 | 18.52% | 10 | 9.26% | 5 | 3.70% | 2 | 0.00% | 0 | 54 |
| 7 | U of M student | 12.96% | 7 | 16.67% | 9 | 25.93% | 14 | 35.19% | 19 | 9.26% | 5 | 54 |

| | eligibility criteria | | | | | | | | | | | |
|----|--|--------|----|--------|----|--------|----|--------|----|-------|---|----|
| 8 | Students lack information about preparing for a U of M course | 20.75% | 11 | 32.08% | 17 | 28.30% | 15 | 18.87% | 10 | 0.00% | 0 | 53 |
| 9 | Access to pre-requisite coursework is limited | 51.85% | 28 | 16.67% | 9 | 18.52% | 10 | 9.26% | 5 | 3.70% | 2 | 54 |
| 10 | Students are not encouraged to try a U of M course. | 50.00% | 27 | 22.22% | 12 | 18.52% | 10 | 9.26% | 5 | 0.00% | 0 | 54 |
| 11 | U of M courses seem too risky for students who might not earn a grade of "A" or "B." | 24.07% | 13 | 24.07% | 13 | 33.33% | 18 | 12.96% | 7 | 5.56% | 3 | 54 |

Q9 - Please say more about the factors you identified as being barriers.

The course schedules of our students taking CIS courses are traditionally full, and contain challenging coursework. We currently offer one CIS course through the U of M.

The eligibility criteria (GPA, assessment scores) eliminate many students from qualifying for CIS course-offerings.

We only have one CIS class here - Japanese. Students have to enroll in the lower level Japanese to have a chance to earn the CIS credit. We need to encourage more students of color to take the lower level class initially and then move up.

U of M courses seem to be more difficult classes in our school compared to other CIS offerings because of the nature of the classes.

The two largest factors for the U of M courses are eligibility criteria and students afraid to take the risk of failing to earn an A or a B.

Some students do not want to "risk" a grade on the college transcript that may be there affecting their college transcript. The application to enter a CIS course is different than our other honors/AP courses and this is a possible barrier.

Some students do not take a course because of protecting GPA

The curriculum does not necessarily reflect a diverse population - non-white students do not see non-white students already in the classes, they do not see a bona fide commitment to non-white authors, curriculum and experiences, and they do not have the GPA from many years of not having the expectation to perform at their ability level. They are "invited" but not "expected."

Some diverse students have a difficult time picturing themselves as being successful in a dual-credit opportunity. Some of our diverse students are dealing with educational barriers outside of the school that effect their GPA/enrollment criteria. We also see peer pressure in some of our sub-groups to not be successful, even though students have the potential.

We don't see many barriers as we only offer 3 courses through the U of M. I believe most of our students have equal access to these courses and the barriers they experience are mostly due to personal factors such as schedule and grades.

The problem we have is that there may not be enough students to take a class.

Our HS is very academically sound, our top 75% of students fit into the top 50% of MN students. The caps make it

very hard for all students to access the coursework based upon those caps.

More and relevant information delivered in a medium that speaks to individuals would increase the number of students who would choose or attempt to participate.

Some CIS courses limit us because of the number of students who can participate, such as 24 being the number told to us by the U of M. Secondly, when you tell us when these courses have to be offered (has to be the consecutive trimesters), it restricts students schedules on what they can take. Thirdly, the support the U of M gives to promote these courses is very minimal. It would be wonderful to have a representative at our Curriculum Information night.

We need to look for ways for students that don't qualify under initial requirements to have alternative pathways.

I think criteria that is based on class rank makes it difficult for diverse students to take some U of M CIS classes. I understand they may appeal, but adding additional steps does make it more difficult.

Students not being academically prepared for the rigor of a college course starting in elementary school

We feel that the culture of learning is a big factor in getting students to pursue more rigorous course work...when students are confident that appropriate supports are in place to help them succeed, they are more likely to pursue CIS course work.

Eligibility criteria

Q10 - Are there other significant barriers to participation by diverse students at your high school?

Our barriers start well before a student reaches high school based off of how they are "grouped" early on with gifted and talented.

Would be nice to offer more CIS classes in other subject areas.

None

Non-white students do not want to be the "spokesperson" for their race, identity and experiences for the curriculum in class. If they are the only black student - they do not want to study and speak for "To Kill a Mockingbird", for example.

They don't see the connection of the U of M with helping them with a cost for college in the future.

The U of M has done a great job of trying to open pathways. Continue to look at the eCIS option as a highlight in a variety of areas as well.

We have very little racial/ethnic diversity in our school...we primarily deal with special education and low socio/economic populations of students. The main barriers that we face with these students are their ability to meet the prerequisite requirements to enroll in the courses or the preconceptions that they do not have the skills or abilities to succeed.

The U is very restrictive about the schools they will allow to teach CIS. We have had so many very quality teachers turn down even though they totally meet the quality standards needed to be successful.

Q11 - 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 | 43.64% | 24 |

| | | | |
|---|-------------------|--------|----|
| 2 | Satisfied | 49.09% | 27 |
| 3 | Neutral | 7.27% | 4 |
| 4 | Dissatisfied | 0.00% | 0 |
| 5 | Very dissatisfied | 0.00% | 0 |
| | Total | 100% | 55 |

Q12 - Comments:

I would have like to receive information on ensuring our school was prepared to continue to offer the courses we do for next school year. Not that it was difficult, but I needed to reach out to our contacts at the U to make sure this was the case and we were prepared to do so.

It would be nice to see a representative from U of M in the rural programs once a year.

CIS does a great job of communicating with our school and staff.

The remaining questions on this survey are from the National Alliance of Concurrent Enrollment Partnerships and will take approximately 5 more minutes to answer. We appreciate it if you have the time to respond but if you would prefer to be routed to the end of the survey now, please select "Go to end of survey" below.

Q13 - I am in contact with CIS staff:

| # | Answer | % | Count |
|---|--------------|--------|-------|
| 1 | Constantly | 0.00% | 0 |
| 2 | Frequently | 43.48% | 10 |
| 3 | Occasionally | 56.52% | 13 |
| 4 | Never | 0.00% | 0 |
| | Total | 100% | 23 |

Q14 - CIS provides professional development opportunities to instructors in my high school/career center.

| # | Answer | % | Count |
|---|--------------|--------|-------|
| 1 | Constantly | 21.74% | 5 |
| 2 | Frequently | 56.52% | 13 |
| 3 | Occasionally | 21.74% | 5 |

| | | | |
|---|-------|-------|----|
| 4 | Never | 0.00% | 0 |
| | Total | 100% | 23 |

Q15 - I have a collegial partnership with CIS.

| # | Answer | % | Count |
|---|-------------------|--------|-------|
| 1 | Strongly agree | 21.74% | 5 |
| 2 | Agree | 52.17% | 12 |
| 3 | Neutral | 17.39% | 4 |
| 4 | Disagree | 0.00% | 0 |
| 5 | Strongly disagree | 8.70% | 2 |
| | Total | 100% | 23 |

Q16 - The partnership I have with CIS is supported by: (Check all that apply)

| # | Answer | % | Count |
|----|--|--------|-------|
| 1 | Professional Development | 37.78% | 17 |
| 2 | Conferences | 15.56% | 7 |
| 3 | Library Access | 2.22% | 1 |
| 4 | Technology Resources | 4.44% | 2 |
| 5 | Academic Advising | 11.11% | 5 |
| 6 | Financial Aid Counseling | 2.22% | 1 |
| 7 | Tutoring | 0.00% | 0 |
| 8 | Teacher Scholarship for Graduate Courses | 2.22% | 1 |
| 9 | College Campus Visits or Events | 22.22% | 10 |
| 10 | Other | 2.22% | 1 |
| | Total | 100% | 45 |

Other

Email Communication

Q17 - U of M courses offered through CIS improve academic rigor in my school

| # | Answer | % | Count |
|---|-------------------|--------|-------|
| 1 | Strongly Agree | 65.22% | 15 |
| 2 | Agree | 26.09% | 6 |
| 3 | Neutral | 4.35% | 1 |
| 4 | Disagree | 4.35% | 1 |
| 5 | Strongly disagree | 0.00% | 0 |
| | Total | 100% | 23 |

Q18 - U of M courses offered through CIS improve academic rigor in my school by: (Check all that apply)

| # | Answer | % | Count |
|---|--|--------|-------|
| 1 | Expecting college work | 35.42% | 17 |
| 2 | Implementing college course standards | 33.33% | 16 |
| 3 | Requiring a higher level of student accountability | 27.08% | 13 |
| 4 | Other | 4.17% | 2 |
| | Total | 100% | 48 |

Other

increase offerings

Giving college credit!!

Q19 - Parents at my school have a greater understanding of college expectations because of CIS:

| # | Answer | % | Count |
|---|-------------------|--------|-------|
| 1 | Strongly Agree | 17.39% | 4 |
| 2 | Agree | 56.52% | 13 |
| 3 | Neutral | 21.74% | 5 |
| 4 | Disagree | 0.00% | 0 |
| 5 | Strongly disagree | 4.35% | 1 |
| | Total | 100% | 23 |

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

| # | Question | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Total |
|---|---|----------------|-----------|----------|----------|-------------------|-------|
| 1 | Offers a greater number of rigorous classes | 26.09% 6 | 52.17% 12 | 13.04% 3 | 0.00% 0 | 8.70% 2 | 23 |
| 2 | Offers prerequisite courses that prepare students for college courses in upper grades | 21.74% 5 | 47.83% 11 | 17.39% 4 | 4.35% 1 | 8.70% 2 | 23 |
| 3 | Demonstrates to parents that students are doing challenging work | 27.27% 6 | 59.09% 13 | 9.09% 2 | 0.00% 0 | 4.55% 1 | 22 |
| 4 | Enhances its prestige and academic reputation | 26.09% 6 | 47.83% 11 | 13.04% 3 | 8.70% 2 | 4.35% 1 | 23 |
| 5 | Has more students continuing on to post-secondary education | 17.39% 4 | 30.43% 7 | 30.43% 7 | 8.70% 2 | 13.04% 3 | 23 |
| 6 | Has more students succeed in post-secondary education | 26.09% 6 | 39.13% 9 | 26.09% 6 | 0.00% 0 | 8.70% 2 | 23 |

Q21 - Partnering with CIS helps my instructors

| # | Question | Strongly Agree | Agree | Neutral | Disagree | Strongly disagree | Total |
|---|--|----------------|-----------|----------|----------|-------------------|-------|
| 1 | Align secondary curriculum with college curriculum | 17.39% 4 | 56.52% 13 | 13.04% 3 | 4.35% 1 | 8.70% 2 | 23 |
| 2 | Improve college readiness of my students | 21.74% 5 | 60.87% 14 | 8.70% 2 | 0.00% 0 | 8.70% 2 | 23 |
| 3 | Develop subject-area expertise in their discipline | 30.43% 7 | 56.52% 13 | 4.35% 1 | 0.00% 0 | 8.70% 2 | 23 |

Q22 - One way I would like to see our relationship with CIS grow and develop is by:

Offer more CIS classes at our school.

The standards for teachers are impenetrable for most rural instructors. Even those qualified are rejected by the U.

A significant barrier is class size caps. We are considering replacing CIS with more AP due to this. No good reason to set these in place and treat these courses differently.

Find ways to get more students involved. Try to accommodate a broader range of students.

One major issue - the graduate course requirement to teach a college class. If that is the case, the college/university system MUST model this by not having graduate students teach undergraduate classes. Don't give lip service to this - the college undergraduate teachers should have to follow the same requirements as college classes offered in high schools. To me - this is typical university-level BS.

Have ways to scholarship current staff members into graduate courses to build the offerings at our school.

Being more flexible with who qualifies for CIS courses, how many students are allowed in a course, when courses can be offered in a trimester system, have support for our counselors who are trying to get all these students registered correctly, allow our teachers to teach them without them having to prove that they are capable. These are low level courses and our teachers have licenses. Provide me data that shows that our students are being successful in future courses after completing your CIS courses. Now that students are told that they still have to take 120 credits at the U of M, and they still have to take a math placement test, etc, is it really worth their time? The benefits of these courses for our students and parents have diminished. We know that you are a financial institute too, but the cost at the U of M is not cheap. For us to offer and recommend to our students needs to have financial support to the High Schools too for setting it all up because you get a lot of money from us.

I would like to develop a broader partnership with the U of M system. We have approximately 40 courses offered at Buffalo High School, and partner with 5 different colleges. I would like to stream line this work and try to bring more course work under the U of M umbrella. Please contact me if you would like to talk through this more.

Offering more pathways for teachers to earn graduate work in their disciplines more easily.

Allowing more schools to teach CIS courses.

Q23 - High school name (optional):

Woodbury High School

Kennedy High School - Bloomington, MN

Hutchinson HS

Dover-Eyota

Monticello High School

Hastings High School

Delano High School

Buffalo High School

Farmington High School

Milaca High School

Henry Sibley

Hutchinson High School

Q24 - Number of years my high school has offered U of M Twin Cities courses through CIS:

15

4

8

8

15

10

10

10 ?

7

20

10

6

10

20

10

7

8

7

15