

**12/22/2017**  
**College in the Schools**  
**University of Minnesota – Twin Cities**

*Annual credit recognition survey for CIS alumni who graduated from high school in 2016*

**FINAL REPORT**

*Methodology*

**8/29/2017:** An email and link to the online survey was sent to six thousand two hundred and seventy-eight (6,278) CIS alums who graduated in 2016. The email was sent through the University's mass email program and included a banner identifying the email as a University-sponsored email.

**9/6/2017:** A reminder email and link was sent to 6,278 CIS alums who graduated in 2016.

**9/27/2017:** A second reminder email and link was sent to 6,278 CIS alums who graduated in 2016.

**Maximizing response**

To maximize the response rate, CIS contacted students three times, with different email messages each time. We weren't able to personalize the emails, but we did consult with the College of Continuing Education marketing department about how to make the subject line and contents of the email as compelling as possible.

**Estimated sample size requirements**

Names and addresses were provided by the U of M Office of Institutional Research.

**Response rate**

234 (two hundred thirty-six) surveys were returned, representing an actual response rate of 4% (234/5956--the initial mailing list of 6,278 minus 322 invalid addresses.) In spite of the extremely low response rate, the percentages of students responding in a certain way on most questions was the same or very close to the percentages on the same questions in previous years.

**Online methodology issues**

This is the first year that CIS attempted an online survey and the results indicate that, by itself, it is unlikely to ever allow for inferences across large annual CIS student alumni populations. It may serve a purpose as part of a mixed evaluation design. With changes to the NACEP program evaluation standards, CIS will begin discussing a new evaluation plan in 2018.

The obvious advantages to using an online survey are cost, convenience, and reducing errors due to data entry, and these are the primary reasons CIS chose to pursue this option. CIS random sample surveys conducted since 2008 have yielded results with high confidence levels and low margins of error. On measures of student satisfaction with the program and ability to use the U of M credits earned through CIS, the survey results have been virtually the same year after year after year. Although the response rate with the current survey was extremely low, the results are

again virtually the same when compared to responses on the same questions asked on past surveys.

### ***Outcomes***

**A. Secondary to Postsecondary Persistence:** Two hundred twenty-nine (229) out of 234 (98%) respondents attended a 2-year college or trade school (17), or 4-year college (212) within a year of high school graduation.

Two hundred twelve (212) or 91% attended a 4-year college.

**B. Future educational plans:** When asked about the highest degree or certificate they eventually planned to obtain, the 234 students responded:

3 (1%) High school diploma

3 (1%) Vocational technical or Associate's degree

82 (35%) Bachelor's degree

87 (37%) Master's degree

53 (23%) Doctoral degree

6 (3%) Professional degree

0 (0%) No response

**C. Matriculation to the U of M:** Seventy-five (75) out of 234 respondents who attended a postsecondary program (32%) matriculated to the U of M (Twin Cities, Rochester, Crookston, Duluth, or Morris).

#### **D. Credit Recognition at Colleges other than the U of M**

- One hundred and forty-seven (147) out of 229 respondents who went to college or trade school (64%) went to colleges or universities other than the U of M. (7 indicated that they were attending a postsecondary institution, but did not indicate which one.)
- Of the 147 respondents attending institutions other than U of M, one-hundred thirty-one (131) or 89% requested recognition for U of M credits earned through CIS. Of these 131, one hundred fifteen (115) or 88% of the respondents were able to successfully transfer SOME or ALL of the U of M credits earned.

#### **E. Colleges and Universities Attended by CIS Alumni**

- Survey respondents attended eighty (80) different colleges and universities (including UMN's 5 campuses).

#### **F. Satisfaction with the Program**

The percentage of students able to use the credits earned through CIS and overall satisfaction with the program remains high. Two hundred twenty-two (222) out of 234 respondents (95%) rate their experience in CIS as "good" or "excellent." Two hundred twenty-nine (229) out of 234 (98%) would recommend College in the Schools to high school students.

- Two hundred five (205) out of 234 or 88% agreed or strongly agreed with the statement, "By taking UMN course(s) through CIS ... I was better prepared academically for

college.” Fourteen (14) or **6%** were neutral on this question.

- One hundred seventy-three (173) out of 234 or **74%** agreed or strongly agreed with the statement, “... I developed more realistic expectations about college.” Thirty-six (36) or **15%** were neutral on this question.
- One hundred ninety-six (196) out of 234 or **84%** agreed or strongly agreed with the statement, “... I was more confident about my ability to succeed in college.” Twenty-two (22) or **10%** were neutral on this question.
- Thirty-four (34) out of 234 or **15%** agreed or strongly agreed with the statement, “... I considered, for the first time, enrolling in college.” Fifty-seven (57) or **24%** were neutral on this question.
- One hundred sixty-seven (167) out of 234 or **71%** agreed or strongly agreed with the statement, “... I improved my study skills.” Forty-one (41) or **18%** were neutral on this question.
- One hundred fifty-eight (158) out of 234 or **68%** agreed or strongly agreed with the statement, “... I improved my time management skills.” Fifty-five (55) or **22%** were neutral on this question.
- One hundred thirty-five (135) out of 234 or **58%** agreed or strongly agreed with the statement, “... I improved the skills I need for my chosen career.” Fifty-six (56) or **24%** were neutral on this question.
- One hundred twenty-nine (129) out of 234 or **55%** agreed or strongly agreed with the statement, “... I improved my knowledge of the educational requirements for entry into my chosen career.” Forty-nine (49) or **21%** were neutral on this question.
- One hundred seventy-three (173) (**74%**) out of 234 respondents felt that the CIS courses were at least as rigorous as the courses at their current college or university.

### **G. Respondent Demographics**

- One hundred fifty-eight (158) of 234 respondents or **68%** were female. Sixty-seven (67) or **29%** were male.
- In response to the question “*To the best of my knowledge, the highest education level achieved by at least one of my parents is...*”
  - 9 (4%) no response
  - 1 (<1%) do not know
  - 4 (2%) High school not completed
  - 12 (4%) High school diploma
  - 12 (5%) Some college
  - 14 (6%) Technical program
  - 16 (7%) Associates degree
  - 98 (42%) completed a bachelor’s degree

68 (29%) completed a graduate degree

- 37 (16%) students qualified for free or reduced price lunch in high school.
- 51 (22%) students qualified for a Pell grant to continue their education.
- 178 or **76%** of the 234 respondents were Caucasian;  
18 or **8%** were Asian/Asian American;
- 5 or **2%** were African American/Black;  
6 or **3%** were Hispanic of any race;  
1 or **<1%** were Arab;  
1 or **<1%** were Native Hawaiian or Other Pacific Islander  
12 or **5%** were of two or more races;  
13 or **<6%** did not respond to this question.

## H. Comments

Amazing!!
Awesome program!
Awesome program. I took SPAN1001 and 1002 and loved the program and teacher at Eastview. Definitely worth it and the level of rigor was perfect.
Boston College does not accept CIS credit forcing me to take the classes again... i don't mind taking them, but it is annoying to have to retake something I already learned.
CIS classes are a really good way to get college credits for free (or they cost very little compared to regular college classes).
CIS prepared me for the rigorous mathematic courses at my university. It is a great experience and I recommend it to those who want to save time and money once you get into college. PSEO courses as well!
CIS provided me with amazing opportunities and I'm forever grateful to have participated. It was the smartest choice I made in my high school career to prepare me for college. I can't say enough good things about it.
CIS was the most helpful course I ever took in college. My professor both cared about her students and knew the content inside and out. Compared to all of the other college prep courses, this class was by far the most realistic and useful tool I was given. If I had a choice, I would've taken more CIS courses in high school!
College in Schools was a phenomenal class that encouraged me to learn and gave me the head start I needed in my post-secondary education. I strongly encourage this to any other people that are in high school and I will always recommend them to enroll in these classes.
College in the Schools is a great program that allows students to take college level courses in a more easy-going environment that they are used to (high school). This ability provides for an easier transition into college, not a perfect transition, but an easier one. This is because some CIS students better understand the layout of college courses and the fact that college is a slightly different environment than high school. I honestly don't think I would be where I am without the CIS and AP classes my high school offered me, and I wish I would have taken more advantage of some of those classes while I was in high school.
College in the Schools was a fantastic segway for me to develop the time management skills I'd need in college. Time is a heavy stress in college, and learning some of the foundational skills in dealing with a lack of time gave me a leg up on many of my classmates. I would recommend College in the Schools to any student pursuing any level of post-high school education.
College in the Schools was a nice way to ease myself into the world of higher education. It was a look at what homework would be like, the way lectures would go, and the self discipline it takes to study continuously and to manage your time so you achieve things. It was also really nice to be able to knock out a few college credits and save money, especially if you plan to pay for school yourself. Overall, I had a really fun time in my C.I.S courses and if I could, I would do them again or even take more.
Enforce the CIS Professors to speak almost strictly German. It was a very hard transition and a rude awakening when I could not understand my college professor.
Excellent experience
Fantastic program that is very well planned out. There is a solid amount of curriculum and all my classes I took were well paced throughout the year.
Favorite class
Great opportunity and program! Would strongly recommend, even more than Advanced Placement!
Great, far better than AP
I believe this is the best form of advanced classes you can take in high school, it pays off much more than AP classes or honors courses.

I don't think taking CSE CALCULUS for a CIS Course is fair for students in High School students. It's seen as one of the hardest calculus classes here at the U, and to have students take that class as a CIS Course (also meaning their GPA drops because of the course) was totally unfair.
I loved the College in the Schools program, but I was disappointed when my university did not accept any of my credits. I still enjoyed the rigor of the courses, but I may have considered taking more AP classes instead since my university accepts only AP credits.
I really enjoyed College in the Schools. I liked that whether a person was able to receive college credit or not was dependent on how they did in the class, not just a huge test at the end of the year. I think this way better shows how well a student has mastered the content and whether or not they actually deserve the credit.
I think it is a great opportunity and saves a lot of time and money!
I took both CIS and AP classes and college in schools was by far more beneficial than AP. I wish I could have taken all CIS classes.
I was not able to transfer both the Composition credits and Literature credits to cancel out my English requirements at St. Thomas, so only one set of credits transferred.
I wish CIS Physics was calculus-based, that is all.
I wish information about what the classes could do for me in college was provided more readily while or before taking the class. I also wish a more diverse group of subjects were offered.
If my high school had more CIS options, I would definitely prefer to take those instead of AP classes. Directly transferring credits and not having to worry about the national AP exam was amazing, along with my high school teacher helping us to adjust to a college classes workload. I felt more prepared for college because of CIS
I'm very grateful for the opportunity to earn college credit while in high school!
It is a great opportunity that everyone should take advantage of!
It is a great opportunity to earn college credit for free!
It is a great program that I think really helps students prepare for college and help lessen their debt in the long run.
It made me a better writer which has helped me so much in college!
It really took a weight off of my shoulders. Being able to focus on taking a class and learning for credit rather than stressing about passing an exam that determines if I even got credit was great.
It was a fun, and educational experience. It helped me to greatly further my understanding of the German language, and keep pace with those in later years of college. If you can, take a CIS course to help get ahead.
It was a great experience and the course prepared me for my college courses.
It was a great opportunity to earn college credit and gain advanced experience without having to pay the college tuition for that class. That being said, some classes are a nice fit for the high school lifestyle, while others are very difficult to balance with a 7 course load of all honors, AP and CIS classes.
It was a great way to experience college level courses without missing out on the experience of high school. It set me way ahead in coursework during college, so I should be able to graduate early. I have no regrets about taking CIS Courses.
It was an amazing program, and I would love to see it expand further throughout high schools in Minnesota
It was an awesome program. I took CIS Spanish and it undoubtedly changed my entire career path. I added Spanish as one of my majors and I will be headed to Spain next year to live with a family and continue my Spanish studies abroad.
It was an experience I feel like I was so privileged to be a part of and hope more students take this option in the future

It was awesome and really worth it!
It was super helpful for my college credits. It has allowed me to move ahead in my college career by not needing certain classes anymore.
It's a great program to get into. The courses weren't as challenging as some college courses, but it helps high schoolers figure out the mentality of studying for a big exam. I was happy I took the courses offered in high school because I got pre-requisites out of the way.
it's a great program to help kids get a head start on their college credits so they don't have to borrow as much money (if applicable) to be in school so long since they already have college credit.
It's an incredibly valuable program!
Kelly Dirks, my German CIS teacher is absolutely amazing!
LOVED IT... besides the class itself being one of the best I took in high school (which is probably dependent on my school in particular), I love that it let me skip past all of the introductory language coursework at the U. I would have HATED taking lower-level language courses.
Loved my CIS Spanish class!! Loved it so much that I have encouraged my sister to take a CIS class as well! I wish I had taken more CIS classes when I was a junior in high school instead of waiting until I was a senior. Taking the CIS classes really helped me prepare for college!
Loved my Spanish classes. CIS composition was awful- I honestly believe the course was way harder than it would be taught at the U of M for freshman.
Mahtomedi offered tremendous CIS programs and teachers, but I could see why the structure of CIS program would allow other schools to neglect the program and its students. The framework was so semistructured by having required tests and projects but no required course work, that teachers of the course could abuse the program and grade students unfairly. Without more teacher instruction I can not see a way to avoid this problem.
My Chinese teacher was trash. She literally changed grades based on her opinions of students even in the college in the school program. She tried to get me expelled from the program because another student copied my paper. Not myself cheating but some one cheating off me.
My CIS classes were my favorite high school classes and really prepared me for the future.
MY CIS credits are absolutely essential to my current degree plan. Without having taken those credits in high school, I wouldn't be able to pursue my double major. CIS credits are much more transferrable than AP, and although I'm glad I had both types of courses, CIS prepared me much better for college.
My experience with CIS was nothing short of excellent. It enabled me to challenge myself academically in a way that wouldn't have been possible apart from CIS while still being a part of a high school community. CIS was an invaluable part of my education that I am extremely grateful for.
Out of date information
Please emphasize that if students do plan on going to a U of M school that they need to make sure they are aware their GPA includes the CIS classes so it's important to do well since it's the foundation of their college GPA.
Probably one of the best decisions I could have made. It allowed me to enter into courses regarding my major, much sooner than planned.
Some teachers and classes were significantly harder than others, leaving much room for inconsistency.
Thank you. My professors understood my academic level when I began their courses and knew the best ways to "show us the ropes" in building skills for these college level courses. I gained confidence, professionalism, and accurate expectations for the future. Thank you.

The CIS English classroom I was placed in the first semester of my senior year did not represent the racial and socio-economic diversity of my high school. It instead had a majority of wealthy, white students, many of which were already college-bound. This, I believe was not due to a lack of interest but instead the restrictions on CIS admittance.

My second semester, I took another regular English class which was also offered a different hour through CIS. My classroom followed much of the same curriculum and rigor as the CIS class, but the difference was that it was made up of mostly black, Asian, and Latinx students. I found this diversified classroom to have much richer discussions because it included varying points of view; it taught me more about myself and othersâ€”something which the best college classes do.

Yet, in spite of its similar curriculum to the CIS class, the similar success of its students, my classmates and I did not receive college credit for the class. While this was something that I (wealthy, white, college-bound) was willing to give up, for my classmates, I believe the impact of this college credit and the self-confidence that comes with the understanding that college is achievable might have made a tangible difference in their futures. It is because of this that I hope efforts are made to encourage diversity in future CIS classrooms (whether the changing of admittance policies is appropriate for that I do not know) because I believe that it would make a difference not only in the lives of students but also the success of the CIS program.

The CIS program was very beneficial to my education. I feel I would not graduate on time if it weren't for the credits I had already earned while still in high school.

The classes are very helpful when it comes to getting out of general education classes. However, the way high school teachers presented the information, and made everything more to high school level vs the college level did not prepare me in the slightest. The college courses offered at high school were ten times easier than the high demand classes I am currently taking in college, which have a faster pace, and way more homework involved.

The coursework for CIS classes did not always match what was required for college sections of the class. For example, in my intro to literature class, I did WAY more work in high school than the college sections did.

The expectations between the two classes of CIS composition at my school were different and even if we did the same work due to inconsistent expectations students in the other class (with a different teacher) received sometimes better grades because of that.

The French class I took will not count towards anything needed for my engineering degree, so I have not attempted to transfer credits, and a language class is very different from math and science, so I did not feel it helped prepare me for my college courses

The majority of the teachers were amazing. Only one I did not like.

This is a beneficial program to high school students. I recommend it continue with the teaches licensed at their current level. One way to improve the authenticity of the course as well as prove the rigor would be giving the high school students the same or similar final exam as the college students, much like the AP exams.

This program is a phenomenal opportunity for high school students. Please continue to grow it!

This program is one of the best ways to either get out of the less significant college requirements or get prepared for a similar class at a college level. The classes I completed through CIS counted for more of my specific school requirements than the AP credits I transferred did- the APs mostly counted for general credit of some sort.

This was a fantastic experience to have in high school and better prepared me for college than the AP coursework I completed while in high school.



This was a huge waste of time. I learned that college programs are scams or a waste of time. I was discouraged from taking college courses almost completely. Everyone else in the class hated my guts. If I could go back in time, I would not take a U of M course. I hate the U of M.

This was an amazing opportunity for me! By participating in this program I am one semester ahead of the game and definitely saved me money in the long run!

Very good program.

Very good program. Should take at the same pace as college though, i.e. 1 semester should not be stretched into a year. The rigor was not as high as real college courses.