

CSC Public School Choice Poll Summary

As part of its research on Minnesota Public School Choice programs, the Center for School Change at the University of Minnesota's Humphrey Institute commissioned a statewide poll. CSC hired Mason-Dixon Polling, the same firm that does polling for the Pioneer Press/Minnesota Public Radio, to examine Minnesota attitudes toward public school choice programs. However, no endorsement from either news organizations of this poll's procedures or results is implied or intended. A random sample of 625 registered Minnesota voters were polled February 19-20, 2003. The margin for error is plus or minus 4 percentage points, at a 95% confidence level. The poll was part of a study supported by the Ruth and Lovett Peter Foundation. Among the key results:

- 75% believe "families should have the right to select among various public schools"
- 80% strongly support, or support the Post-Secondary Options program (12% oppose)
- 60% strongly support, or support "2nd Chance" choice programs (18% oppose)
- 56% strongly support, or support Open Enrollment (32% oppose)
- 52% strongly support, or support the charter school law (21% oppose)

By margins of more than 2-1, Minnesotans approve key concepts of the charter movement:

1. 63% approve more control at the school level over hiring and firing employees (16% disapprove)
2. 59% approve giving groups of parents or teachers a chance to start charters (25% disapprove)
3. 57% approve allowing charters to focus on a special theme (28% disapprove)
4. When asked about possible results of giving schools more control over hiring & firing employees
 - a. 65% say the schools "will be better able to hire good teachers and fire bad ones"
 - b. 20% say the schools "will be more likely to mistreat their teachers and fire the unfairly"

Levels of knowledge:

78% say "very familiar or somewhat familiar" with Post Secondary Options
 53% say "very familiar or somewhat familiar" with 2nd Chance Choice Laws
 72% say "very familiar or somewhat familiar" with open enrollment
 62% say "very familiar or somewhat familiar" with charter schools

Demographic variations:

- Majorities in metro and rural support all programs, but there are differences in support levels
- Little or no gender gap on most questions
- Support highest among people under age 50, and parents with school age children

Percent Increases in the Number of Students Taking AP Tests, and the Number of Tests Taken, Nationwide and in Minnesota

Nationwide:

	# Of Students who Took Tests	# Of Tests Taken
1986	231,378	319,224
2001	844,741	1,414,387
Percent Change	365% Increase	443% Increase

In Minnesota:

	# Of Students who Took Tests	# Of Tests Taken
1986	1,970	2,483
2001	14,839	23,015
Percent Change	753% Increase	927% Increase

The bottom line is that the increase in Minnesota between 1986 and 2001 was more than twice the national increase.

WHAT REALLY HAPPENED?

Minnesota's experience with statewide public school choice programs

by

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May, 2002

**A Study by the
Center for School Change
Hubert H. Humphrey Institute of Public Affairs
University of Minnesota
Minneapolis, Minnesota**

Appendix C PSEO Survey Summary

Percent of Students Receiving an A or B in 75-100% of their classes

UofM	State University	Comm. College/Tech College	Private	Unknown or Other	All
58.5% (120)	65.9% (145)	62.9% (748)	60% (21)	44.4% (4)	

When did you enroll in the PSEO Program?

	UofM	State University	Comm. College/Tech College	Private	Unknown or Other	All
11 th and 12 th grade	38.5% (79)	27.7% (61)	33.2% (395)	25.7% (9)	22.2% (2)	32.9% (546)
12 th grade only	53.2% (109)	60.5% (133)	55.6% (661)	48.6% (17)	33.3% (3)	55.7% (923)
11 th grade only	6.8% (14)	10.9% (24)	10.3% (122)	22.9% (8)	11.1% (1)	10.2% (169)
Blank	1.5% (3)	1% (2)	.9% (11)	2.9% (1)	33.3% (3)	1.3% (20)

1. Why did you choose to enroll in the PSEO Program?

	UofM	State University	Comm. College/Tech College	Private	Unknown or Other	All
To take courses not offered at my high school	75.5% (154)	54.5% (120)	59.3% (705)	51.4% (18)	11.1% (1)	60.2% (998)
To save money on future college costs	73.2% (150)	83.6% (184)	80.9% (962)	88.6% (31)	44.4% (4)	80.3% (1331)
To have more freedom	71.7% (147)	66.4% (146)	73.6% (875)	62.9% (22)	22.2% (2)	71.9% (1192)
To help decide whether or not to attend college after graduation	3.9% (8)	9.5% (21)	9.7% (115)	5.7% (2)	11.1% (1)	8.9% (147)
To be in a less restrictive learning environment	61.5% (126)	50.9% (112)	62.2% (740)	42.9% (15)	22.2% (2)	60% (995)
To follow the advice of my high school counselor/teacher	8.3% (17)	11.4% (25)	13.4% (159)	8.6% (3)	22.2% (2)	12.4% (206)
To follow the advice of my parents	19% (39)	26.4% (58)	30.5% (363)	31.4% (11)	44.4% (4)	28.6% (475)
To be with my friends	5.9% (12)	6.4% (14)	8.1% (96)	5.7% (2)	0 (0)	7.5% (124)
To be in a more adult environment	69.3% (142)	62.7% (138)	69% (820)	62.9% (22)	55.6% (5)	68% (1127)
Other (please explain):	25.4% (52)	19.5% (43)	18.8% (224)	14.3% (5)	11.1% (1)	19.6% (325)

2. Why did you choose your particular PSEO institution?

	UofM	State University	Comm. College/Technical College	Private	Unknown or Other	All
The course offerings suited my interests and goals	67.8% (139)	38.6% (85)	41.1% (489)	57.1% (20)	33.3% (3)	44.4% (736)
It was close to my home or high school	59% (121)	71.8% (158)	78.4% (932)	54.3% (19)	33.3% (3)	74.4% (1233)
It was the only school I could attend because of transportation restrictions	7.8% (16)	22.3% (49)	20.4% (242)	5.7% (2)	11.1% (1)	18.7% (310)
It was the only school in my geographic area	1.5% (3)	10% (22)	15.6% (185)	0 (0)	11.1% (1)	12.7% (211)
The school has a good reputation	63.4% (130)	29.1% (64)	29.2% (347)	62.9% (22)	11.1% (1)	34% (564)
My friends were attending this school	17.1% (35)	11.8% (26)	18.3% (217)	14.3% (5)	0 (0)	17.1% (283)
I might want to attend this school after high school graduation	52.2% (107)	39.5% (87)	23.8% (283)	40% (14)	11.1% (1)	29.7% (492)
I missed the deadline for other schools	0 (0)	1.8% (4)	5% (60)	5.7% (2)	0 (0)	4% (66)
Other (please explain):	13.2% (27)	10.5% (23)	7.7% (91)	25.7% (9)	22.2% (2)	9.2% (152)

3. What benefits (if any) do you see yourself gaining from your PSEO participation?

	UofM	State University	Comm. College/Technical College	Private	Unknown or Other	All
Learning more than in high school	83.9% (172)	78.2% (172)	76.9% (914)	80% (28)	44.4% (4)	77.8% (1290)
Being challenged more than in high school	85.9% (176)	80.9% (178)	72.5% (862)	77.1% (27)	44.4% (4)	75.2% (1247)
Feeling more academically prepared for college	84.9% (174)	81.8% (180)	78.3% (931)	82.9% (29)	55.6% (5)	79.6% (1319)
Saving time because getting high school and college credit at the same time	80% (164)	84.1% (185)	84.9% (1009)	85.7% (30)	55.6% (5)	84% (1393)
Knowing what to expect in a college environment	81.5% (167)	76.4% (168)	77.7% (924)	80% (28)	55.6% (5)	77.9% (1292)
Feeling more directed towards a specific academic/career interest	46.8% (96)	41.8% (92)	37.1% (441)	48.6% (17)	44.4% (4)	39.2% (650)
Saving money because tuition was free	83.4% (171)	86.4% (190)	87.1% (1036)	80% (28)	44.4% (4)	86.2% (1429)
Feeling more confident in own academic abilities	55.1% (113)	56.8% (125)	54.2% (644)	68.6% (24)	44.4% (4)	54.9% (910)
None	1% (2)	.5% (1)	.3% (3)	0 (0)	0 (0)	.4% (6)
Other (please explain):	5.9% (12)	3.6% (8)	3% (36)	5.7% (2)	11.1% (1)	3.6% (59)

4. Did you have any of the following problems (if any) did you experience while using the PSEO Program?

	UofM	State University	Comm. College/Tech College	Private	Unknown or Other	All
Teachers/counselors at my high school were unsupportive or unhelpful	21.5% (44)	23.2% (51)	23% (273)	11.4% (4)	11.1% (1)	22.5% (373)
Instructors/staff at my PSEO were unsupportive or unhelpful	6.8% (14)	9.5% (21)	7.9% (94)	8.6% (3)	11.1% (1)	8% (133)
Not able to participate in sports, music or other extra-curricular activities	22.4% (46)	11.4% (25)	10% (119)	14.3% (5)	11.1% (1)	11.8% (196)
Transportation between my home/high school and my PSEO institution is difficult	23.9% (49)	14.1% (31)	10.3% (123)	14.3% (5)	11.1% (1)	12.6% (209)
Not able to enroll in the postsecondary classes that I wanted	18% (37)	35.5% (78)	13% (154)	11.4% (4)	0 (0)	16.5% (273)
Credits did not transfer from my postsecondary institution to my high school	2.4% (5)	2.7% (6)	2.6% (31)	5.7% (2)	0 (0)	2.7% (44)
Scheduling problems between my high school and postsecondary institution	20.5% (42)	22.3% (49)	18.3% (217)	20% (7)	0 (0)	19% (315)
Postsecondary classes were more difficult than I anticipated	8.8% (18)	7.7% (17)	7.7% (91)	5.7% (2)	11.1% (1)	7.8% (129)
Postsecondary classes were less challenging than I anticipated	12.7% (26)	20.5% (45)	13.2% (157)	11.4% (4)	0 (0)	14% (232)
None	17.1% (35)	18.2% (40)	28.2% (335)	34.3% (12)	33.3% (3)	25.6% (425)
Other (please explain):	9.8% (20)	5% (11)	5.6% (66)	11.4% (4)	0 (0)	6.1% (101)

5. What is your overall level of satisfaction with the PSEO Program?

	UofM	State University	Comm. College/Tech College	Private	Unknown or Other	All
Very Satisfied	63.4% (130)	54.1% (119)	62.1% (738)	68.6% (24)	44.4% (4)	61.2% (1015)
Satisfied	29.8% (61)	42.3% (93)	33.4% (397)	25.7% (9)	22.2% (2)	33.9% (562)
In between	2.9% (6)	3.2% (7)	3.2% (38)	2.9% (1)	0	3.1% (52)
Dissatisfied	2% (4)	.5% (1)	.6% (7)	0	0	.7% (12)
Very Dissatisfied	.5% (1)	0	.1% (1)	0	0	.1% (2)
Blank	1.5% (3)	0	.7% (8)	2.9% (1)	33.3% (3)	.9% (15)

6. Did you intentionally avoid a class through PSEO enrollment?

17.6% Yes	82.4% No
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If yes, why did you want to avoid the class?

10.3% (30)	It was too difficult
24.4% (71)	It was too easy
55.3% (161)	It would be a waste of time
41.9% (122)	The quality of instruction was poor
13.7% (40)	Disliked peers
18.9% (55)	Other (please explain):

7. With regard to your personal experience, what ways (if any) could the PSEO Program be improved?

	UofM	State University	Comm. College/Tech College	Private	Unknown or Other	All
Ensure that all credits will transfer between my PSEO institution and high school	20% (41)	19.1% (42)	24.3% (289)	17.1% (6)	11.1% (1)	22.9% (379)
More information about which credits may/ may not transfer to other colleges/ universities	44.9% (92)	42.3% (93)	52.6% (625)	54.3% (19)	44.4% (4)	50.2% (833)
Reducing scheduling conflicts between my PSEO institution and high school	17.1% (35)	22.7% (50)	23.8% (283)	17.1% (6)	11.1% (1)	22.6% (375)
Making transportation easier between my PSEO institution and high school	29.8% (61)	14.5% (32)	16.8% (200)	17.1% (6)	22.2% (2)	18.2% (301)
Better counseling system to support me at my PSEO institution	12.7% (26)	26.8% (59)	20.3% (241)	8.6% (3)	33.3% (3)	20% (332)
Better counseling system at my high school to help me as a PSEO participant	26.3% (54)	35.5% (78)	31.4% (373)	8.6% (3)	22.2% (2)	30.8% (510)
More information should be distributed to students about the PSEO Program	49.3% (101)	55.9% (123)	57.4% (683)	60% (21)	55.6% (5)	56.3% (933)
None	6.8% (14)	6.8% (15)	8.9% (106)	11.4% (4)	11.1% (1)	8.4% (140)
Other (please explain):	13.2% (27)	8.6% (19)	5.3% (63)	5.7% (2)	0 (0)	6.7% (111)

8. *If you were to do it over again, would you choose to participate in the PSEO Program?*

	State University	Comm. College/Tech College
Definitely Yes	84.1% (185)	87.2% (1037)
Probably Yes	12.3% (27)	9.5% (113)
Not Certain	2.7% (6)	1.6% (19)
Probably Not	.5% (1)	.6% (7)
Definitely Not		.2% (2)
Blank	.5% (1)	.9% (11)

Morgan Brown ①

Minnesota Department of Education
February 2005

MINNESOTA ENROLLMENT OPTIONS PARTICIPATION FIGURES

Year Enacted	1985	School Year Implemented	1985-86
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Eleventh and twelfth graders may take postsecondary courses for high school credit.

Students participating in postsecondary enrollment options:

1985-86	3,523	1992-93	5,443	1999-00	7,147
1986-87	3,945	1993-94	6,218	2000-01	7,098
1987-88	5,035	1994-95	6,663	2001-02	7,211
1988-89	5,876	1995-96	6,393	2002-03	7,546
1989-90	5,860	1996-97	6,566	2003-04	7,169
1990-91	6,668	1997-98	6,999		
1991-92	7,546	1998-99	7,115		

Students participating in courses provided according to agreements between the school board and postsecondary institution:

1991-92	1,200	1998-99	9,000 (estimate)
1992-93	3,300	1999-00	9,500 (estimate)
1993-94	4,400	2000-01	9,800 (estimate)
1994-95	5,000	2001-02	10,000 (estimate)
1995-96	5,600	2002-03	12,000+ (estimate)
1996-97	7,500 (estimate)	2003-04	14,000+ (estimate)
1997-98	8,500 (estimate)		

Students participating full time PSEO taking 36+credits/qtr hr. or 24+credits/semester hr.

1985-86	468	1992-93	1,249	1999-00	2,115
1986-87	684	1993-94	1,536	2000-01	2,188
1987-88	682	1994-95	1,686	2001-02	2,141
1988-89	884	1995-96	1,734	2002-03	2,367
1989-90	881	1996-97	1,843	2003-04	2,219
1990-91	1,004	1997-98	2,113		
1991-92	1,234	1998-99	2,097		

Advanced Placement And International Baccalaureate Programs

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M.S. 120B.13

The intent of AP and IB Legislation is:

- ❖ *To provide financial incentives for schools to initiate or expand their AP and IB offerings in secondary schools,*
- ❖ *To promote rigorous courses of study to prepare students for academic success in college and beyond.*

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Rationale:

- ❖ *57% of districts*
- ❖ *61% of secondary schools*
- ❖ *95% of charter schools*
- ❖ *71% of nonpublic secondary schools*

... do NOT offer AP or IB Programs

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Advanced Placement:

- ❖ *Rigorous courses with examinations graded against national standards*
- ❖ *A performance standard known and understood throughout the country and world*
- ❖ *An extensive system of teacher professional development and resources*
- ❖ *Professional development not required*

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AP Midwest Participation - 2004

States	Students	% Change	Exams	% Change
N Dakota	911	0	1,279	-.01
S Dakota	1,833	14	2,963	18
Nebraska	2,288	25	3,270	23
Iowa	5,425	6	8,192	6
Minnesota	17,437	5	27,007	7
Wisconsin	19,906	10	31,404	10
Michigan	28,166	4	44,652	5
Illinois	41,733	5	73,150	5

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Minnesota AP Program

- ❖ *251 schools testing, including non-public*
- ❖ *17,437 students took 27,007 exams*
- ❖ *950 low-income students took 1,281 exams*
- ❖ *2,496 are students-of-color*
- ❖ *336 teachers attended in-depth training*
- ❖ *1,089 AP courses offered*
- ❖ *1,068 teachers*

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International Baccalaureate:

- ❖ *A pre-university diploma and international college admissions credential*
- ❖ *Applies international standards*
- ❖ *Based on an integrated 2-year curriculum*
- ❖ *Infused with international perspective*
- ❖ *Professional development required*

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IB Midwest Participation - 2004

States	Students	% Change	Exams	% Change
Nebraska	44	-91	121	236
Indiana	113	11	322	9
Wisconsin	323	1	934	16
Kansas	350	-9	1,005	4
Michigan	328	-8	1,018	-13
Missouri	482	30	1,057	43
Illinois	637	2	1,873	4
Minnesota	1,220	7	2,734	7

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Minnesota IB Program

- ❖ 11 IB schools
- ❖ 1,220 students took 2,734
- ❖ 237 low-income students took 475 exams
- ❖ 67 teachers attended in-depth training
- ❖ 194 IB courses offered
- ❖ 194 teachers

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Program Funding and Costs:

Program Components	Amount Funded	Overall Cost
AP Exams	\$7	\$82
IB Exams	\$35/20	\$181/55
AP Teacher Training	\$500	\$795
IB Teacher Training	\$850	\$1,200

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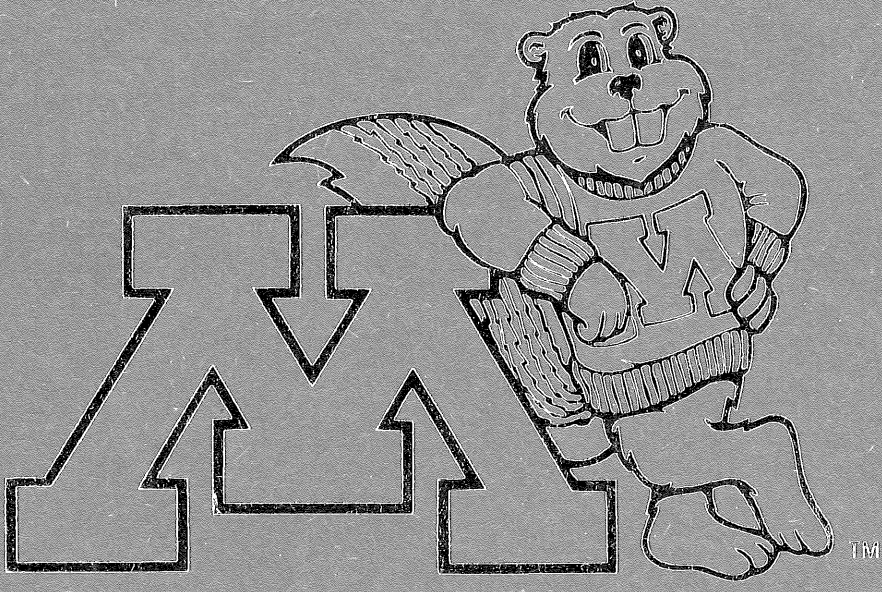
College Level Programs:

- ❖ *PSEO – 7,169 part-time students*
- ❖ *PSEO – 2,219 full-time students*
- ❖ *CIS – 14,000 + students*
- ❖ *AP – 19,000 students*
- ❖ *IB – 1,275 students*

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William
Van Essendelft
and
Susan Henderson

1



UNIVERSITY OF MINNESOTA



College in the Schools

Student Handbook



*"I would like to thank and laud the CIS program—
it got me where I am today, and it gave me a
boost on starting my career in academia."*

www.cce.umn.edu/cis

UNIVERSITY OF MINNESOTA

Welcome to the University of Minnesota!

I congratulate you on accepting the challenge of taking a University course. You will be experiencing the accelerated pace, the high academic standards, and the increased personal responsibility that are hallmarks of college study. After completing your University course(s) through College in the Schools, you will be well prepared for full-time college study.

As are *all* University of Minnesota students, you are responsible for knowing University policies and procedures. This handbook outlines this information and directs you to additional pertinent resources. If you have any questions, please discuss them with your teacher or guidance counselor. You also are welcome to contact CIS staff. We are here to support you in your academic endeavors!

In this handbook, you'll also find:

- tips for successfully transferring your University of Minnesota credit to another college, and...
- directions for obtaining your University of Minnesota transcript from the University Registrar's office.

The University of Minnesota is the flagship higher education institution of Minnesota *and* College in the Schools is a premier concurrent enrollment program. I believe you'll find your CIS class a satisfying and enjoyable learning experience!

Sincerely,



Susan Henderson, Director
College in the Schools
College of Continuing Education

College in the Schools

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*This brochure is available in alternative formats upon request.
Please contact the College in the Schools office at 612-625-6361.
The contents of this publication may change without notice.*

College in the Schools (CIS)

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Program Overview

The Program

College in the Schools (CIS) is a *concurrent enrollment* program administered by the College of Continuing Education at the University of Minnesota (U of M). When enrolled in a U of M course through CIS, you are eligible to receive *both* high school and college credit for your work. You get a jump start on college while concurrently satisfying high school requirements.

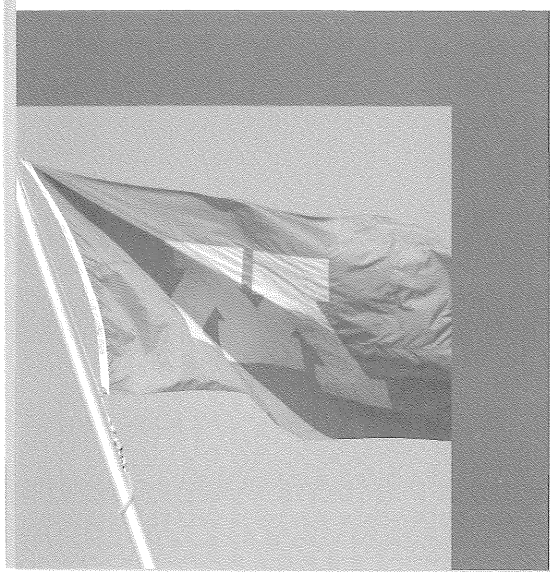
Your CIS Teachers

CIS courses are taught during the regular school day by high school instructors from your school. Your CIS teachers are interviewed, selected, and supported by University of Minnesota faculty. As you walk into a CIS class, remember that your teacher has been appointed as affiliated faculty at the U of M. CIS teachers have elected to take on the considerable load of teaching a college course—and will expect the same hard work from you.

Your CIS Course

The content, pedagogy, and assessment of CIS courses are the same as the U of M's on-campus courses. Students successfully completing a course receive U of M academic credits which are transferable to other colleges.

☀ *Simply put, as a CIS student you are a real U of M student taking real U of M courses—right in your own high school!*



"I would recommend that any high school student take CIS courses, especially if he or she plans on attending college. I was much more prepared for college, and the transition between high school and college was much easier because of this experience."

The Benefits of College in the Schools

Over the years, we've heard from many students who refer to their CIS participation as "a smart move." And so, before delving into the details of CIS participation, we'd like to share with you some of the benefits you stand to gain from successful completion of this course.

As a successful CIS student you will...

- **Get a jump-start on college.**
According to a recent survey of CIS alumni, 95% of the respondents who attempted to secure credit recognition for their CIS-administered U of M credits at *other* colleges and universities were successful.
- **Gain a competitive edge.**
Increased competition in college admissions means that admissions officers now look for *evidence of rigorous course work* in high school transcripts.
- **Enjoy more flexibility in college.**
Completing college requirements in high school gives you *greater flexibility as a full-time college student*. Many CIS alums find they are able to pursue second majors, study abroad opportunities, and/or internships.
- **Learn college-level skills before your freshman year.**
The critical thinking, writing, and reading skills developed in CIS courses will prepare you for success in college.
- **Demonstrate your learning just as you will in college.**
College courses typically assess your learning through several means—examinations, papers, lab reports, etc. U of M courses administered through CIS will assess your learning in this manner, too. You will not be faced with a single, high-stakes test, such as the AP system presents.
- **Reduce the overall cost of a college education.**
CIS tuition is greatly reduced and, in most cases, is paid for by the schools. Additional savings can be realized when recognition of CIS credits allows you to graduate early.

In a nutshell, choosing College in the Schools is **A SMART MOVE!**

"The University of Minnesota—Twin Cities considers strong grades in advanced classes such as College in the Schools to be a plus factor when we review freshman applications."

—Dr. Wayne Sigler, Director of Undergraduate Admissions

Registration and Tuition

Registration for a CIS course occurs separately from your high school registration. You will be asked to provide a correct birthdate and social security number in order to ensure a correct U of M record. Personal information is highly secure in the U of M system and will not be shared or visible in any form. Registration will usually be official within two weeks. Once you are officially registered, your teacher will provide you with your Student ID Number. Upon completed registration, your Student ID Number will become your primary identifier within the University system.

The University of Minnesota has *greatly* reduced **tuition** for CIS courses. Per Minnesota law, your school and/or school district pay your tuition. Schools may, however, request voluntary contributions in support of CIS. Private schools may require students to pay the tuition.

☀ Check with your teacher or guidance counselors to learn how tuition is handled at your school.

On occasion, administrative error results in your being billed by the University for your CIS class. **Do not pay this bill.** Contact CIS registration staff immediately at 612-626-0214 to have the error corrected.

Academic Advising

The best college students consult with knowledgeable academic advisers before registering for classes. Consider the following as you talk to advisers and plan your schedule:

- How much out-of-class work is expected for each course I'm interested in?
- What other commitments do I have during this term – work, sports, time with friends and family?
- How many advanced classes will my schedule allow?

College courses are demanding and time consuming. Gather information. Talk with your high school counselor and/or the CIS teacher. Talk with other students who have already taken the course(s) you're interested in.

Finally, the College of Liberal Arts maintains a helpful "Advising Web." Access the "How-to Guide" for information on planning your course load and tips from University advisers. Visit <http://www.class.umn.edu> to browse this excellent campus resource.

☀ Good advising and realistic planning can set the stage for your success! Teachers and counselors want you to succeed.

Critical Information about Your CIS Course

What to Expect

When you walk into a CIS class, you are walking into a U of M classroom. Not only will you be working with the same content as on-campus students, your CIS teacher(s) will be using the same pedagogy and assessment methods as on-campus faculty. Expect a faster pace, greater personal responsibility, and higher standards than you would in a typical high school course. Expect, also, that the other students in the course will share your high level of motivation.

Finally, expect that when combined, these exceptional teachers, high standards, and motivated students will make for a vibrant and memorable learning experience!

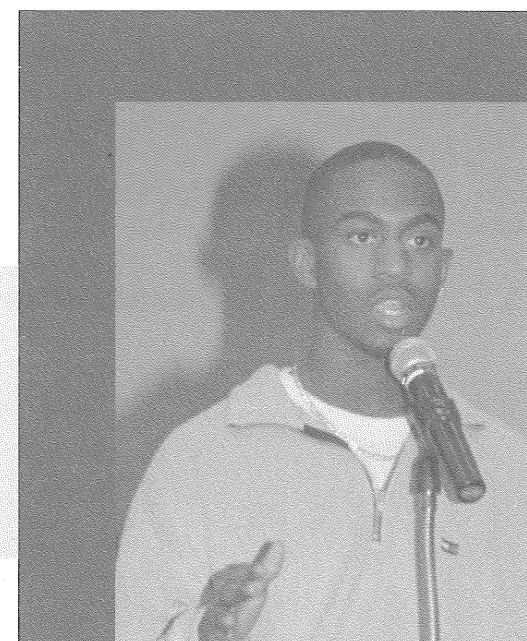
Course Syllabus

When asked for advice on how to succeed in college, one University student said, "Read the syllabus, read the syllabus, and be sure to read the syllabus."

The first step toward success in any college class is to carefully read the syllabus. In addition to assignments, a course syllabus, will contain vital information on course expectations, instructor office hours, key dates, class attendance, advising and disability resources, and grading. Think of the syllabus as *the* course road-map. So read the syllabus, refer to it throughout the course, and know that you won't get lost!

☀ *Keep your syllabus (along with all exams, papers, reports, etc.) after the course has ended. If you decide to go to a college other than the University of Minnesota, having syllabi available from the classes you took through CIS may help you to secure credit recognition.*

"The college credit and exemptions CIS provided allowed me to take other classes beyond my major and still graduate on-time. I highly recommend this program for all serious, college-bound, high school students."



Class Attendance

Attendance is one of the most important factors for student success in college classes. In many cases, the learning and practice that occurs during regular class meetings simply cannot be “made up.” CIS adheres to the attendance policy set by the University of Minnesota. You may view the attendance policy in full by visiting <http://advisingtools.class.umn.edu/cgep/classroomprocedures.html>.

Instructors, guided by the policies of their departments, set their own attendance regulations and rules for late work and **may include attendance as a grading criterion**. Students are held responsible for meeting all course requirements and for observing deadlines, examination times, and other procedures.

The University of Minnesota permits absences from class for participation in religious observances. Students who plan to miss class must: 1) inform instructors of anticipated absences at the beginning of the term; 2) meet with instructors to reschedule any missed examinations; and 3) obtain class notes from other students.

✱ Always review your course syllabus for your instructor’s attendance policy.

Scholastic Dishonesty

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University of Minnesota courses are expected to complete course work responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own will result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.

For the complete University of Minnesota Student Conduct Code, visit <http://www1.umn.edu/regents/policies/academic/StudentConductCode.html>.

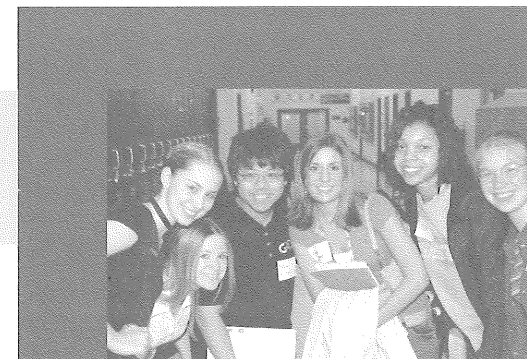
“I really appreciate the opportunity that I was given in high school to participate in college in the schools. I feel that I have benefited greatly from my experience and I continually recommend that high school students get involved with the program.”

U of M Grading Scale

The grade you receive in a CIS course is recorded on your University of Minnesota transcript and automatically becomes part of your permanent U of M academic record. All CIS grades adhere to an A-F scale as defined by the University:

- A** Achievement **outstanding** relative to the level necessary to meet course requirements (no grade of A+ is possible; A, 4 grade points; A-, 3.67 grade points).
- B** Achievement **significantly above** the level necessary to meet course requirements (B+, 3.33 grade points; B, 3 grade points; B-, 2.67 grade points).
- C** Achievement **meeting the basic course requirements** in every respect (C+, 2.33 grade points; C, 2 grade points; C-, 1.67 grade points).
- D** Achievement **worthy of credit** even though it does not fully meet the basic course requirements in every respect (D+, 1.33 grade points; D, 1 grade point; no grade of D- is possible).
- F** Performance **failing** to meet the basic course requirements (0 grade points).
- W** Withdrawal (See p. 8 of this handbook for policy.)
- I** Incomplete (See p. 9 of this handbook for policy.)

“Thanks to CIS and hard work, I finished a semester early and was able to take a job in New York!”



Obtaining Your U of M Grade

Printed grade reports are not mailed to students. To obtain or verify your University grade or to print an unofficial transcript, go to <http://www.onestop.umn.edu/registrar/Grades/index.html>. You will be required to provide your U of M internet ID and password (see p. 12 of this handbook for instructions on obtaining your internet ID and password).

You may also visit any One Stop Student Services office to obtain your official or unofficial transcript in person. Call 612-624-1111 for hours and locations. Grades cannot be given over the phone.

Disputing a Grade

Except in cases of error, it is rare that University grades are changed. However, if you believe you have a justifiable complaint about your grade, first talk with your CIS instructor. If your problem is not satisfactorily resolved, contact the CIS office.

Withdrawing from a CIS Course

☀ Be aware of University deadlines for course cancellations.

To drop a CIS course, you must submit an official CIS course cancellation form. Talk with your instructor or visit the CIS Web site at www.cce.umn.edu/cis to obtain the cancellation form and to view University of Minnesota cancellation procedures. The University of Minnesota policies described below apply to all student cancellations.

If you officially withdraw from a CIS class...

- **within the first two weeks of the high school term**, the course will not appear on your transcript. (Students in a nine-month term have six weeks to officially cancel.) The school district will not be billed for your tuition.
- **after the second week and before the midpoint of the high school term**, a W (Withdrawal) will automatically appear on your transcript. (In a nine-month term a W will appear if you cancel after the sixth week and before the midpoint of the term.)



"I loved the higher expectations I found in the CIS class. It made me feel more respected by my teacher and I also felt more responsible. I had a very positive experience. My only regret is not having taken more!"

- **after the midpoint of the high school term and are doing passing work at the time**, you must obtain University approval. Contact the CIS Office to request a Petition to Cancel form; complete and return it. Your instructor will be required to verify that you are doing passing work at the time of cancellation.
- **after the midpoint of the course and are not doing passing work at the time**, you will receive a permanent F on your academic record.

Note: If you are experiencing difficulty after the midpoint of the course, call CIS instructional support at 612-624-9898 or consult with your teacher about using a **one-time only discretionary cancellation**.

If you do not officially cancel and you fail to complete the course work, you may receive an I (**Incomplete**) if, in the opinion of the instructor, there is a reasonable expectation that you can successfully complete the work of the course before the end of the next high school term. You and the instructor should arrive at a clear written understanding in advance whether you may receive an I and, if you can, what the conditions will be. Upon successful completion of the course work, the I is changed to a permanent grade. An I that is not completed within one calendar year of the end of the high school academic term automatically becomes an F.

"CIS gave me the chance to visit the University campus and to see what college is really like. Mixing with students from other schools exposes you to new view points—which is what college is all about!"

Student Field Days

Most CIS cohorts hold a Student Field Day once per term. Join students and teachers from other schools for a day of sharing and exploration on the U of M—Twin Cities campus. Field Days are relevant to your CIS course and vary according to discipline. Engage with students, faculty, and elected officials in citizen jury debates; visit on-campus language classes and put your skills to the test alongside full-time University students; hear from accomplished authors and share some of your own writing with others; challenge University experts on topics you've explored in class; compete with other schools in foreign language video competition. Finally, join your friends to explore Dinkytown or Stadium Village for lunch on your own (restaurant lists and campus maps will be provided).

- ☀ You'll get the most out of your Field Day if you prepare ahead of time. We look forward to seeing you on campus!

Your University of Minnesota Transcript

☀ Remember to check your transcript for accuracy.

All University of Minnesota transcripts are handled by the University's Office of the Registrar, not the CIS office. It is the student's responsibility to verify that information on a transcript is correct. If your name is misspelled or an incorrect social security number has been recorded, you must fax a copy of your social security card to 612-626-1754 along with a letter explaining the correction. If the course or grade appears to be incorrect, contact the CIS office.

When your CIS instructor electronically submits your grade to the University, it is immediately reflected on your transcript.

Requesting Transcripts Online

To request an official copy of your transcript or to view an unofficial copy of your transcript **online**, go to <http://onestop.umn.edu/Forms/index.html>. Scroll down to "Verifying Your Academic Record" for options. Note: You will need your Internet ID and password to access online transcript services. See p. 12 of this handbook for instructions on obtaining your internet ID and password.

Requesting Transcripts In-Person, by Mail, or by FAX

You may request either official or unofficial copies of your transcript **in-person** by presenting a photo ID at any of the three One-Stop Student Services offices. Call 612-626-4432 for campus locations and instructions. No fee is charged for *unofficial* copies; however, a limit of two copies per day is enforced. A fee *is* charged for all official transcripts.

For phone instructions on requesting an official transcript via **FAX or mail**, call One-Stop Student Services at 612-624-4115 or call the Office of the Registrar at 612-626-4432.

Financial Aid Transcripts

Even if you received no financial aid from the U of M, some colleges request that students submit a Financial Aid Transcript with their U of M course work transcript. Call the One Stop Phone Line at 612-624-1111 to have a letter sent to the college of your choice.

"I wish my high school had offered more CIS classes. I preferred the environment where the teacher gave us more responsibility and treated us more as young adults who were significantly responsible for our own learning."

Using Your Credits after High School

Now that you know how to request the official record of your U of M credits earned through CIS, here are some instructions that will help you use those credits after high school.

If you apply to the University of Minnesota, you don't need to worry about transferring credits. Thanks to your work in CIS you already have a permanent transcript at the University. Be sure, however, to mention on your undergraduate admission application that you've already completed course work at the University. Contact the U of M's Office of Admissions at 612-625-2008 or visit <http://admissions.tc.umn.edu/> to request an application.

If you apply to another college or university, be aware that the decision whether to grant credit recognition rests entirely with that institution. However, data we've collected over the years indicates that *the vast majority of students succeed in securing recognition for their U of M credits earned through CIS*. See our survey data on page 3 of this handbook.

Types of Credit Recognition

☀ Recognition of your U of M credits earned through CIS can come in several forms. Be aware of these distinctions as you apply to other colleges and universities. **Credits may...**

- be **directly transferred** toward your chosen degree;
- be accepted as **elective credits**;
- **exempt** you from taking a required course;
- make you eligible for **placement** into a higher level course.

☀ Tips for Securing Credit Recognition

- Save your class syllabus and all your written work and exams so that you can submit evidence of the level of work your CIS course required.
- Clearly indicate on college application forms that you have taken course work at another university.
- Include an official University of Minnesota transcript as part of your application.
- Should a college have questions about the CIS course you have taken, present a portfolio of assignments and examinations to the college with the request that the portfolio be evaluated on an individual basis.

If transfer of credit is denied simply because the course was taken as a part of the CIS program, contact the CIS office for assistance.

Access Privileges at the U of M

As a College in the Schools student you *are* a University of Minnesota student. As such, you are eligible to receive many of the same access rights to University resources enjoyed by on-campus students. Take advantage of these opportunities to familiarize yourself with campus, enhance your studies with University library privileges, and save money with free internet and e-mail access.

Student ID Number

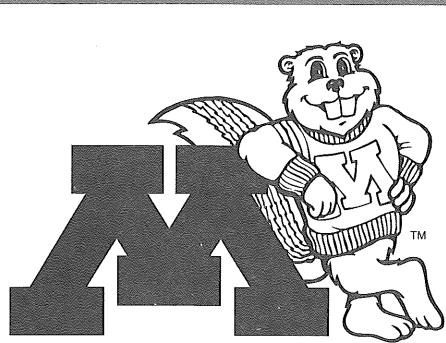
All U of M students are issued a Student ID Number when they register for classes. The University uses this number to identify you in its system. **Learn your number.** You will need it whenever you register for classes or request University resources like a transcript. Your teacher will give you your Student ID Number after your University course registration is official. This number will also be on your U-Card (should you choose to obtain one).

The U Card

As is true of all University students, you are eligible to receive an official University ID card known as the U Card. As long as you are a registered student at the University, this card will allow you to borrow resources from the University libraries and is used around campus as a photo ID. The U Card also officially identifies you as a student, making you eligible for student discounts when offered.

Your first U Card is free. A \$15.00 replacement fee will be charged for lost, stolen, or damaged U Cards. U Card brochures and office locations are available by calling 612-626-9900. Also, visit the Web page at www.umn.edu/ucard for the most up-to-date information about U-Card programs.

There are two ways you can obtain a U Card—either by visiting one of the U Card offices on-campus or via U.S. Mail with the assistance of your instructor. We want you to succeed in your first trip to the U Card office; **read the following section carefully** to ensure that you get this valuable resource as quickly and efficiently as possible.



Obtaining Your U Card on Campus

You are not eligible to receive a U Card until you are officially registered with the University. Your teacher will let you know when your registration is official and will give you your Student ID Number at that time. You will need your Student ID Number (or social security number) and a photo ID to obtain your U Card.

☛ CIS students are prohibited from getting their U cards while attending Student Field Days.

You may come to campus at another time to obtain your U Card at any U card office. Call the main U Card office located in Coffman Memorial Union at 612-626-9900 for hours and locations. (Note: The U Card office located on the St. Paul campus offers convenient evening and weekend hours. Call 612-625-8283 for specifics.)

Obtaining Your U Card via U.S. Mail

You may obtain your U Card by mail *only* if your CIS instructor collects and submits individual photos and identification information from the entire class.

To obtain U Cards by mail, each student must provide her or his teacher a passport-sized photo (2" x 2"). On the back of the photo write your name, home address, social security number and, if possible, your U of M Student ID number. Ask your teacher for your ID Number. **Note: Photographs should show you looking directly at the camera. You cannot wear hats, bandanas, etc. for your photo.**

Your CIS teacher will send in photos for the entire class at one time. Approximately one week after the U Card office receives the photos, the U Cards will be returned via Federal Express to your teacher, who will distribute them to you and your classmates.

"CIS not only gave me credits to give me a jump start on college, but it also gave me the chance to see what college work would be like, and how to start thinking critically and academically. Sure, high school classes can be challenging—but how many high school classes give you transferable college credit?"



Internet Access and E-mail Accounts

As a University student, you are issued an internet account during the terms in which you are registered. This account will give you access to 50 hours per month of free internet access, a free e-mail account, as well as numerous online University resources. *College in the Schools* students are encouraged to take advantage of the money savings and University resources provided by this access.

☀ It is a good idea to activate your internet account even if you *don't* wish to use e-mail or free internet service. The *internet ID* (or "X.500 username") and *password* you receive in the process will give you access to many online University resources (libraries, grades, transcripts, etc.).

It takes up to seven days from the date of registration for your new internet account to be created in the University's system. Once the University has created your internet account, it *must be activated before you can begin using it*.

To activate your account, visit www.umn.edu/initiate. For security purposes, you will need to provide your Student ID Number, social security number, and date of birth. *The initiation process takes place on a secure Web server (https)*. The University will issue you an internet ID and ask you to provide a password. *Remember your ID and password*, as they will be required to access your University e-mail or to request grades or a transcripts online. Once you have activated your account, you will be able to access your University e-mail from any internet-connected computer at www.mail.umn.edu.

☀ For assistance with initiating your account, accessing e-mail, or setting up free **dial-up internet access**, call the University's internet help line at **612.301.HELP** (4357). For information online concerning activating and managing your University internet and e-mail accounts, visit <http://www1.umn.edu/adcs/info/accounts.html>.



"It's great that you make the option available for students to get a head start on college for free. I really enjoyed being a college student as a senior in high school—I had a University ID and could use the huge library—I felt mature and responsible, and it helped solidify my desire to attend a four-year University."

University Library Access and Privileges

The Twin Cities campus of the University has literally dozens of libraries, special collections, and archives. As a University student you enjoy full library privileges at all U of M libraries. **Your U Card functions as your library card on campus.** Be aware that the University has an enforced overdue policy; be sure to pay attention to due dates. For information on library hours and locations, call 612-624-4552.

Online library resources and your library account may be accessed by providing your internet ID and password at <http://www.lib.umn.edu/>.

☀ Great college students have great library skills. Increasingly, library research is done both electronically and in-person. Get a jump-start on honing your research skills by taking advantage of your access to the University of Minnesota's world-class library system!

"It's funny that these surveys came out just as I was reflecting on my past high school & college experience. CIS was so important in preparing me for the level of critical thinking, writing, and reading that is required in college. I highly suggest that high school students take advantage of such classes. Thanks for the opportunity to enroll in CIS!"



Quick Reference Guide to University Resources

College in the Schools

Web: www.cce.umn.edu/cis
 Phone (central): 612-625-1855
 Fax: 612-624-5891
 E-mail: cis@cce.umn.edu
 Mailing Address:
 107 Armory Building
 15 Church St. S.E.
 Minneapolis, MN 55455

One-Stop Student Services

Web: <http://onestop.umn.edu>
 Phone: 612-624-1111

U Card Office

Web: www.umn.edu/ucard
 Phone (Coffman): 612-626-9900
 Phone (St. Paul): 612-624-8283

Transcript Services (One Stop)

Web: <http://onestop.umn.edu/Forms/index.html>
 Phone (Office of the Registrar): 612-626-4432
 Phone (One-Stop Student Services): 612-624-4115

E-mail and Internet Access

Web (to initiate): www.umn.edu/initiate
 Web (for help): <http://www1.umn.edu/adcs/info/accounts.html>
 Web (to access e-mail): www.mail.umn.edu
 Phone: 612-301-HELP (4357)
 E-mail (all questions): help@tc.umn.edu

U of M Library System

Web: <http://www.lib.umn.edu/>
 Phone (hours and locations): 612-624-4552
 E-mail: infopoint@umn.edu

Online Grades

Web: <http://www.onestop.umn.edu/registrar/Grades/index.html>

U of M Office of Admissions

Web: <http://admissions.tc.umn.edu/>
 Phone: 612-625-2008
 Mailing Address:
 Office of Admissions
 240 Williamson Hall
 231 Pillsbury Drive S.E.
 Minneapolis, MN 55455-0213

*"My CIS class was
 awesome, due in large part
 to the incredible professor.
 He was the best teacher
 I have ever had."*

UNIVERSITY OF MINNESOTA
College of Continuing Education
107 Armory Building
15 Church Street S.E.
Minneapolis, MN 55455



*“Great opportunity for
students! Financially,
academically, and socially.
Thank you!”*

**College in
the Schools**
Student Handbook

www.cce.umn.edu/cis

College in the Schools University of Minnesota—Twin Cities

www.cce.umn.edu/cis/

A History and Overview

College in the Schools (CIS) is a University of Minnesota - Twin Cities partnership program that delivers University courses in collaboration with area high schools to advanced high school juniors and seniors. Administered by the College of Continuing Education, the program offers regular, introductory University courses at partner high schools; all courses are approved for University degree credit. Students earn both high school and University of Minnesota credit for courses taken through CIS.

U of M courses offered through CIS are taught by qualified high school teachers during the regular school day. CIS teachers are appointed as University of Minnesota Teaching Specialists and prepared and continuously supported by training provided by University of Minnesota faculty from the sponsoring departments.

College in the Schools was founded in 1986-87. Modeled after Syracuse University's Project Advance, CIS has grown steadily and in 2003-04 served 62 high schools, 150 teachers, and 3,555 students. In 2003-04, CIS offered 28 courses in 11 disciplines and processed 4,409 course registrations.

CIS seeks to promote excellent education by:

1. Making University courses accessible to high-ability junior and senior high school students;
2. Providing participating high school faculty ongoing professional development directly related to the content, pedagogy and assessment of the College in the Schools courses they teach; and
3. Building a supportive network of faculty and students committed to high achievement.

CIS charges schools a greatly reduced per-student, per-course tuition. Neither the state nor the University provides CIS with support funding. CIS must generate sufficient income to pay both direct and indirect costs.

College in the Schools Benefits. . . .

- **Students**, by providing them an effective transition to full-time college study. They experience directly the high academic standards, the intense workload, and the increased personal responsibility for learning characteristic of college study. Students also enjoy greater flexibility while a full-time college student, having earned enough college credits before beginning full-time study that they have time during their college career to complete internships, double majors, and/or study abroad. Some CIS alumni are able to, and choose to, graduate "early" from college.

- **Teachers**, by providing them ongoing, discipline-specific, University-based professional development and connecting them with University and collegial resources.
- **Schools**, by providing challenging curriculum that keeps high-achieving students in the high school.
- **The University**, by allowing academic departments to engage in high quality, sustainable outreach to high school teachers and schools. CIS also provides many students with their first direct contact with the University of Minnesota

Ensuring University Quality

CIS has adopted the program standards of the National Alliance for Concurrent Partnerships. These standards specify policies and practices related to curriculum, high school instructors, students, professional development, assessment, and program evaluation and administration. Copies of these standards are available from www.nacep.org or from the CIS office (612-625-6361).

Research on College in the Schools

The University of Minnesota's CAREI (Center for Applied Research and Educational Improvement) recently completed analyzing the results of two recent CIS surveys: Program Impact Survey and Follow-up Student Survey. The report is available on the CAREI website (<http://education.umn.edu/CAREI/default.html>) or by calling the CIS office at 612-625-6361.

Survey results show:

- 95% of responding CIS alums who sought to have their U of M credits earned through CIS recognized by *other colleges or universities* were successful.
- 93% of responding CIS alums indicate that the program helped sharpen their academic skills in preparation for college.
- 92% of responding CIS teachers indicate that the program keeps high-achieving students on their high school campus.
- 98% of responding CIS teachers indicate that their involvement has re-energized them professionally, that they feel better connected to their discipline, and that CIS provides a strong, supportive community.

The Minnesota Context

Minnesota law, specifically the Post Secondary Enrollment Options Act (PSEO), mandates that postsecondary institutions allow advanced high-school juniors and seniors to enroll in their on-campus courses, as space allows. The PSEO Act stipulates that the tuition for these courses is paid by the high schools and districts, not by students. The law also allows schools and districts to contract with postsecondary institutions to provide postsecondary courses on site at high schools. This provision has stimulated the widespread development of concurrent enrollment courses among Minnesota's postsecondary institutions.

The International Baccalaureate program and, most especially, the Advanced Placement (AP) program also shape the context in which CIS operates. AP is strongly supported by the state through promotion, teacher training, and supplemental financial exam support.

Budget Cuts Stress Minnesota Education Systems

Ongoing budget cuts in K-12 systems as well as recent state funding cuts to higher education have created enormous financial strains for all players in College in the Schools. High schools have cited lack of funding as the number one reason they are unable to offer CIS courses.

The PSEO legislation *requires* schools to allow students to leave their high schools and take advantage of courses offered by nearby postsecondary institutions. The schools have no choice about paying for these courses—the law requires them to do so. The law does *not*, however, require schools to offer concurrent enrollment courses. Given the widespread and serious budget crises in K-12 systems, as well as the optional nature of concurrent enrollment courses, schools sometimes choose to not offer concurrent enrollment classes.

Overview of CIS Organization and Partnership

CIS is housed and administered within the University of Minnesota's College of Continuing Education.

CIS is a complex partnership, relying on many different people and institutions to perform crucial work. Following is a summary of key players—individuals, committees, staff, and institutions—and their major responsibilities.

1. High Schools. High schools and school districts pay CIS tuition and fund classroom instruction, instructional space, textbook purchases, release time for high school teachers attending CIS workshops, reserve teachers to teach classes while CIS teachers attend CIS workshops, and transportation to on-campus student field days.
2. High school teachers. Teachers provide classroom instruction and student advising.
3. University Academic Departments. Departments approve the offering of one of their courses through CIS and assist in the identification of faculty and staff to serve as CIS Faculty Coordinators and Faculty Assistants.
4. Faculty Coordinators. CIS hires University of Minnesota faculty and staff to serve as Faculty Coordinators for each course or set of courses. The Faculty Coordinator plays a critical role in ensuring that the University courses taught through CIS offer the same content, assessment, and pedagogy as used on campus. The Coordinators help select, train, and support CIS teachers, primarily through leading teacher workshops and observing CIS teachers teaching in their own school classrooms.

Current CIS Faculty Coordinators are George Green, Barbara Hodne, Timothy Johnson, Betsy Kerr, Fumiko Matsumoto, Oliver Nicholson, Claudia Parliament, Donald Ross, Renana Schneller, Stephen Smith, Virginia Steinhagen, Muriel Thompson, Susan Villar, and Zhen Zou.

5. Faculty Assistants. Each Faculty Coordinator is supported by a CIS Faculty Assistant, if the teacher cohort is large enough to warrant support. Some Faculty Coordinators choose to hire a graduate student as an Assistant, and some choose to hire a retired CIS teacher as an Assistant.

6. **Course Advisory Committees.** Each Faculty Coordinator is invited to appoint a Course Advisory Committee composed of two to three teachers from the CIS cohort he or she works with. As experts on teaching high school students, these advisory teachers assist Faculty Coordinators in planning workshops and student field days; pilot new administrative processes; advise CIS administrative staff; etc. Advisory teachers serve one-year terms.
7. **CIS Advisory Board.** CIS has an Advisory Board comprising representatives from all major stakeholder groups (faculty, high school principals, teachers, superintendents, school board members, district curriculum directors, etc.). The purpose of this board is to provide CIS with advice on strategic issues, extend the program's communication networks, and advocate, as needed, for CIS.
8. **CIS Administrative Staff.** CIS has a 4.5 FTE staff: director/staff liaison to language arts; associate director/liaison to world languages; communications manager/staff liaison to social sciences; program associate/course manager; and a part-time secretary.

CIS also works closely with the College of Continuing Education's Student Support Services Unit; Office of Information Systems, especially its institutional research staff; and Marketing and Promotion, especially its research staff.

Key program events: CIS Workshops and Student Field Days

Each year, College in the Schools mounts approximately 44 teacher workshops, ranging in length from one to three days; 25 on-campus student field days; a full-day New Teacher Orientation; an Annual Dinner Meeting; and regular faculty and assistant meetings.

U of M courses offered through CIS

Chinese	(Chn 1011, 1012, 3021, 3022)
Economics	(ApEc 1101, 1102)
English	(EngC 1011H; EngL 1001W; GC 1421)
French	(Fren 1003, 1004)
German	(Ger 1003, 1004)
Hebrew	(Hebr 1001, 1002, 3011, 3012, 3015, 3016)
History	(Hist 1301W, 1302W)
Japanese	(Jpn 1011, 1012)
Latin	(Lat 3113, 3300)
Political Science	(Pol 1001)
Spanish	(Span 1003, 1004)

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College in the Schools

A Program of the University of Minnesota & Collaborating Minnesota High Schools

www.cce.umn.edu/cis

Compare CIS tuition with "normal" U of M tuition

CIS tuition is only 8% - 17% of the normal undergraduate U of M tuition (depending on the number of credits the CIS course offers). This tuition reduction acknowledges the fact that CIS partner schools cover instructional costs as well as provide classroom facilities. In recognition of schools' challenging budget situations, CIS works to keep costs low while still delivering a quality program. *By law, concurrent enrollment programs such as CIS can charge only enough to cover costs.*

CIS tuition

\$128.75 per student *per course* (regardless of number of credits; CIS offers courses ranging from 3-6 credits)

Normal U of M Undergraduate Tuition — \$256.85 *per credit*

Students pay:

- \$770.55 for a 3-credit course
- \$1,027.40 for a 4-credit course
- \$1,284.25 for a 5-credit course
- \$1,541.10 for a 6-credit course

Where Does the Tuition Go?

CIS receives no special support dollars from either University or external sources. Program costs must be covered by tuition charges. Where does the money go? Here's what CIS tuition dollars pay for:

- Teacher workshops
- Teacher support costs
- Student field days
- Student registration services
- Program Web site and print communication
- Research and evaluation
- Technology services
- National program accreditation/organizational membership costs (NACEP)
- University faculty coordinator and faculty assistant compensation
- Program staff salaries

From the Director:

Why does the University "do" CIS?

Occasionally I am asked, "Why does the University offer College in the Schools (CIS)?" Does the U do CIS as a recruitment tool? Does the U do CIS to generate income for itself? The answers are "No" and "No," as you will see by reading this newsletter.

So, "Why does the University do CIS?"

University academic departments offer courses through CIS because they believe building relationships and exchanging information among CIS teachers, high schools, and University faculty and staff helps *everyone* in the K-16 continuum do his or her job better. Better articulation of high school and University curriculum allows both high school and University faculty to be more effective teachers. It allows students to be better prepared and successful as they move through the education continuum. Idealistic? Yes, but *true!*

The PSEO legislation of the 1980s increased academically challenging options for Minnesota high school students. This legislation allowed students to attend classes at Minnesota colleges and universities and earn both high school and college credit for those classes. It also stipulated that schools could contract with colleges and universities to provide college classes on site at the high schools. The first option—students leaving high schools to attend classes on college campuses—was for a long time the most visible manifestation of this legislation. Now, programs such as CIS are becoming more commonplace in Minnesota high schools.

Why has CIS succeeded? Quite simply, CIS succeeds because students want the college credits and experience; parents want their children well prepared for college and value the savings on college tuition; high schools want to keep high achieving students on their own campus and to provide sustained professional development for their teachers; teachers want connection with their colleagues and the University; and University faculty want the direct connection with high school teachers and students. CIS will continue to succeed only if it continues to meet the needs of all partners.

Susan Henderson

Susan Henderson



CIS students huddle at a recent on-campus Field Day.

Myths about why the University "does" CIS

- *Does the University sponsor CIS as a means of increasing legislative funding for the U?*
Peter Zetterberg of the University's Office for Institutional Research and Reporting says, "The University's legislative funding base is adjusted for changes in total FYE (full year enrollment) of two percent or more. Head count is *not* a factor." Given that more than 63,000 students are registered on the four campuses of the University, CIS students—the great majority of whom take only one or two classes—are a very small portion of the University's total FYE count. Changes in the U's legislative funding are driven by state budgetary and political issues far more than by student head counts.
- *Does the U sponsor CIS as a recruitment tool?*
No. Administrators and faculty are greatly pleased when CIS students enroll at the University of Minnesota, but neither are they dismayed by the fact that only 20-25% of CIS students actually enroll at the U of M upon graduating from high school.

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News in Brief:

CIS to explore World History offering. Look for an announcement early in 2005 for an informational session open to interested teachers and administrators.

Beginning in January, CIS will e-mail all teachers using only their U of M e-mail accounts. If you haven't yet set up this account, call 612-301-HELP (4357) for technical assistance.

CAREI reports now available. The Center for Applied Research and Educational Improvement has completed evaluation of two CIS studies. You can view these reports at the CAREI Web site (<http://education.umn.edu/CAREI/Reports/default.html>) or call the CIS office to request hard copies.

CIS Web site Remodel Underway. The CIS Web site will be undergoing a much needed remodel during the next few months. We anticipate launching our new site early in 2005. The "old" site should continue to function normally during this time.

College in the Schools

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& Collaborating Minnesota High Schools

www.cce.umn.edu/cis

The University of Minnesota is an equal opportunity educator and employer.

DCP-730/11.04



College in the Schools

A Program of the University of Minnesota & Collaborating Minnesota High Schools

FALL
2004

In this issue:

- CIS Teachers Reflect on First Year
- Why does the University "do" CIS?
- Myths about why the University "does" CIS
- Compare CIS tuition with "normal" U of M tuition
- Where does the Tuition Go?
- News in Brief



UNIVERSITY OF MINNESOTA

CIS Teachers Reflect on First Year

For the second consecutive year, CIS is welcoming a record number of new teachers to the program. To get a sense of how last year's new teachers are doing, we sent a short e-mail questionnaire. The query asked teachers to reflect on their first year of participation offering thoughts on the benefits and challenges they've encountered.

Chris Peterson: U.S. History—Richfield High. The support that you receive [from CIS] is unlike any other concurrent enrollment program we have tried at our school. The workshops are informative and the University faculty supported me through every step in the CIS process. New teachers shouldn't be afraid to reach out to the University or fellow CIS teachers. **NO ONE IS ALONE. Greatest challenge?** The work load the first year was challenging... It was stressful at times, but manageable. **Greatest benefit?** The network of U.S. History teachers that I now have at my disposal. They are great people to work with and are very helpful.



Diane Boruff poses in her CIS Spanish classroom.

Dianne Boruff, Spanish—Burnsville High. This is a tremendous opportunity for students to earn university credit and still participate in high school activities. There is no hassle of transportation to a campus daily and yet you can still be challenged with intense classes. **Advice to new teachers?** PREPARE IN THE SUMMER! There is so much new content and methodology that I was fortunate to start preparing in the summer. Also, relax and still have fun with the material. **Greatest benefit?** Helping students excel in the language and content is really exciting. I have benefited and feel re-energized by working with new materials and colleagues from the other high schools and the University.

Melissa Davis, French—South High. CIS French is an excellent option for highly motivated students. We have many of these at South High. Our public schools need to maintain these sorts of upper level classes in order to challenge students and keep them in the public schools. It's a stimulating and challenging program both for students and for me. I also like collaborating with the U of M faculty and my CIS colleagues. It's a very enriching experience, even though it's a lot of work! **Advice to new teachers?** Make a course schedule and stick to it!

David Cink: U.S. History—LeCenter High. The one thing I would add to prospective schools considering the program is the opportunity CIS provides for individual teachers and students to grow in ways they hadn't even thought of before. When I began teaching CIS history, I was forced to look at history in a whole new way. It changed how I teach and how my students learn. It has been a very positive change, one that would have never happened without the CIS program.



Chris Peterson with wife Cheryl and youngest son Brooks.

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*College in the Schools
Pre-College Programs
College of Continuing Education*

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February 3, 2005

Tuition, Enrollment, and Family Savings Fall term, 2004

College in the Schools, Twin Cities Tuition

- \$128.75 per student *per course* (regardless of number of credits; CIS offers courses ranging from 3-6 credits)

Normal U of M, Twin Cities Undergraduate Tuition -- \$256.85 per credit

Normal in-state undergraduates pay:

- \$770.55 for a 3-credit course
- \$1027.40 for a 4-credit course
- \$1284.25 for a 5-credit course
- \$1541.10 for a 6-credit course

* **CIS tuition is only 8% - 17% of the normal undergraduate U of M tuition** (depending on the number of credits the CIS course offers). This tuition reduction acknowledges the fact that CIS partner schools cover instructional costs as well as provide classroom facilities. In recognition of schools' challenging budget situations, CIS works to keep costs low while still delivering a quality program.

By Minnesota law, concurrent enrollment programs such as CIS can charge only enough to cover costs.

Student Enrollment and Family Savings:

Term	CIS Program	Student Registrations	Credits Earned	Value at "Regular" U of M Tuition of \$256.85 <u>per credit</u>	Savings conferred to Minnesota families
Fall 2004	65 Schools	3,102	13,178	\$3,384,769.30	\$3,384,769.30

NB: This enrollment and savings report is based upon data retrieved from the University of Minnesota's Peoplesoft system on December 17, 2004. Enrollments and cancellations processed after 12/17/04 will not be reflected in the data.

COMPARING AP, PSEO, AND COLLEGE IN THE SCHOOLS (U of M—TC) COURSES

Prepared by U of M-TC CIS staff in consultation with U of M PSEO staff, MN Dept. of Ed staff, and experienced AP teachers. November 2004

	College in the Schools (U of M-TC)	Advanced Placement	PSEO (U of M—TC campus)
Type of Course	<ul style="list-style-type: none"> University of Minnesota catalogued course (i.e., one that appears in U of M undergrad catalogue & is open to all U of M undergrads); Textbooks used on campus are used in CIS courses. Syllabi required to be same as or comparable to campus syllabi 	<ul style="list-style-type: none"> Curriculum suggested List of recommended texts provided No specific syllabus required 	University of Minnesota catalogued course (i.e., one that appears in U of M undergrad catalogue & is open to all U of M undergrads)
Teacher Support	<p><i>Initial training:</i></p> <ul style="list-style-type: none"> Workshops/directed study with U of M faculty and staff is required; No charge to school or teacher; workshops held on U of M campus. 	<p><i>Initial training:</i></p> <ul style="list-style-type: none"> Participation in workshops & conferences strongly encouraged but not required; AP-approved workshops available in Minnesota at Carleton College & Augsburg. 	<ul style="list-style-type: none"> High school teachers are not involved. High school counselors are main liaisons between high school and U of M.
	<p><i>Ongoing support:</i></p> <ul style="list-style-type: none"> 3-6 days (annually) of discipline-specific workshops with U of M faculty are required – no expense to teacher or school; workshops held on U of M campus Regular classroom visits from CIS program faculty coordinator/assistant (every 2-3 years) Password protected web site resources for many CIS disciplines 	<p><i>Ongoing support:</i></p> <ul style="list-style-type: none"> Participation in workshops & conferences encouraged, not required; AP-approved workshops are available in Minnesota at Carleton College & Augsburg. Online courses, consultants, textbook reviews, and other resources 	NA
Credit Earned	<ul style="list-style-type: none"> Students earn high school and college credit immediately upon the successful completion of the course. Grades appear on official U of M transcript. All courses are approved for degree credit. 98% of students who enroll in a CIS class earn U of M credit. 	<ul style="list-style-type: none"> Score of 3, 4, or 5 must be earned on AP exam in order to be <i>eligible</i> for receipt of college credit or exemption from college courses; Some colleges accept only 4s and 5s. College Board Web site reports that 67% of AP tests taken in Minn. in 2004 earned scores of 3, 4, or 5. 38% of all Minn. AP tests in 2004 earned scores of 4 and 5. 	<ul style="list-style-type: none"> Students earn high school and college credit immediately upon the successful completion of the course. Grades appear on official U of M transcript. All courses are approved for degree credit. 84% of students who enroll in a U of M PSEO class complete the class and earn U of M credit (this includes cancellations before the term and withdrawals).

	College in the Schools (U of M—TC)	Advanced Placement	PSEO (U of M—TC campus)
Transfer of Credit	<ul style="list-style-type: none"> • Credit is transferable to most postsecondary institutions in the U.S. • Consistently, 95% of survey respondents report that their U of M credit earned through CIS has been recognized by institutions other than the U of M (credit, exemption from required courses, or advanced placement). 	<ul style="list-style-type: none"> • 90 % of U.S. & Canadian colleges have a policy granting incoming students, credit and or placement. • Students are eligible to request credit and/or exemption on the basis of AP scores. Some schools do not accept any AP scores, e.g., U of M foreign language departments do not grant credit automatically on the basis of <i>any</i> AP score. See box above for more information. 	<ul style="list-style-type: none"> • Credit is transferable to most postsecondary institutions in the U.S.
Basis of Grade/Score	<ul style="list-style-type: none"> • Multiple and varied assessment are used to evaluate student learning over the entire term of the course. • High school & college grades determined by above assessments. 	<ul style="list-style-type: none"> • The AP score (1-5) is determined by student's performance on a single test administered in the spring. • High school grade for AP course based on multiple & varied assessments over entire term. 	<ul style="list-style-type: none"> • Multiple and varied assessment are used to evaluate student learning over the entire term of the course. • High school & college grades determined by above assessments.
Student Eligibility	Top 20%-30% of graduating class; exceptions allowed	No AP policy; high school policies vary	No minimum criteria; each application individually reviewed. For Fall 2004: Average High School GPA: 3.82 Average High School Rank: 88.4%
Student Support	<ul style="list-style-type: none"> • Full privileges to U of M libraries • U of M email accounts • Student handbooks 	Electronic student handbooks	<ul style="list-style-type: none"> • Full privileges to U of M libraries, public computer labs • U of M email accounts • Academic advising services • Comprehensive student handbook and on-campus orientation
Cost to Student	None	AP exam rate (partially subsidized by the state)	None
Cost to Teacher	None	AP workshop fee, unless covered by school/district/state	NA
Cost to School	<ul style="list-style-type: none"> • \$128.75 per student per course, regardless of # of credits (2004-05) • Textbooks • Substitute teacher pay for 2-4 days (to cover classes during CIS workshops and student field days) • Transportation for students to CIS student field days 	<ul style="list-style-type: none"> • None, unless school elects to pay for teacher AP workshops. • Substitute teacher pay when teachers attend AP workshops. 	<ul style="list-style-type: none"> • Schools lose percentage of their per-pupil state allotment; proportional to number of courses student is enrolled in at high school. • Per-pupil state allotment ranges from \$4,807 to \$8,165; average allotment is \$5,634.
Program Validation	<ul style="list-style-type: none"> • Courses approved through regular U of M processes. • U of M academic dept. oversee courses administered by CIS • Accreditation by Natl. Alliance of Concurrent Enrollment Partnerships 	<ul style="list-style-type: none"> • Courses are developed by national committees of college and high school faculty. • Grading is nationally normed. • Exams are developed by national committees of college and high school faculty, with support from AP staff. 	<ul style="list-style-type: none"> • Courses approved through regular U of M processes.

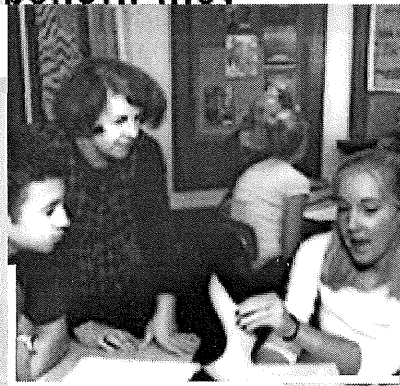
college in the schools teachers

How does CIS benefit me?



"... I feel like I've been able to discuss things I don't ever get a chance to at school."

– CIS Instructor



by earning **professional development** provided by College in the Schools.

Testimonials from College in the Schools teachers...

"Nothing has done more to influence my success and excitement as a teacher than the CIS program." –*CIS Teacher*

"CIS has been absolutely wonderful. The connection to my colleagues has been incalculable and I can't imagine teaching in my subject area without it." –*CIS teacher*

"Working with other teachers and with the U of M staff has enhanced my teaching and provided a much needed network of both support and teaching materials." –*CIS teacher*

"College in the Schools offers the best professional workshops I have attended. They have had a great impact on me and my teaching; I think all teachers would benefit from attending these workshops." --*CIS Teacher*

"As a professional, CIS is a great motivator. It connects me with the University, which keeps me informed, curious and inspired." --*CIS teacher*

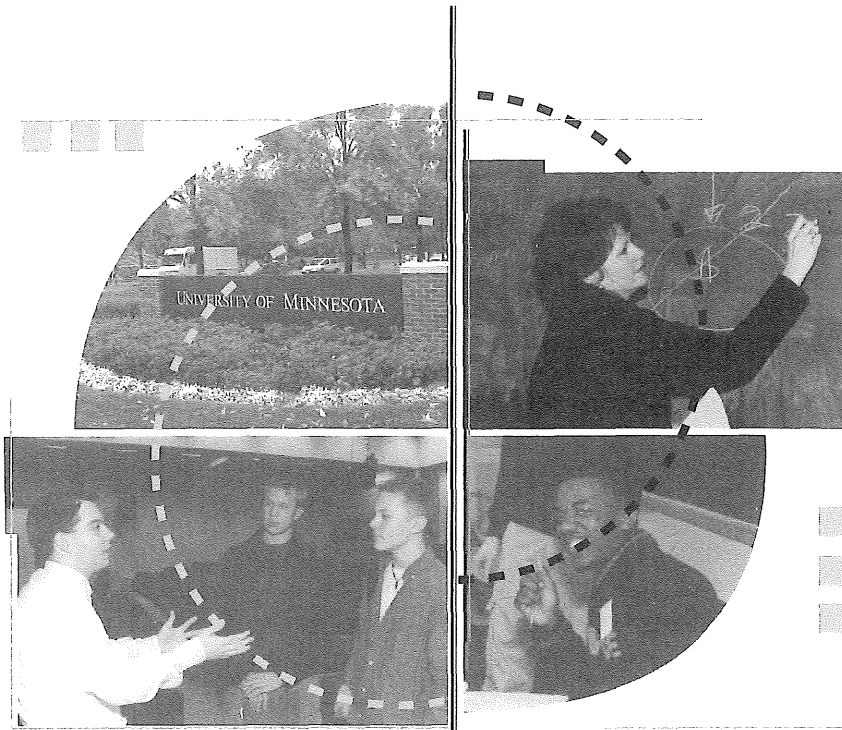
"Before I came to CIS, I was on the fast-track to burning out as a teacher. College in the Schools resurrected me professionally." --*CIS teacher*

"The single greatest strength of College in the Schools is the professional development provided to teachers. Although we have a very strong academic program, CIS involvement has given me the chance to discover many new ideas and content that I have used in *every* class I teach. Others in my department share this wealth of information as well." --*CIS Teacher*

UNIVERSITY OF MINNESOTA

College IN THE
Schools

Administrative Handbook



COLLEGE OF CONTINUING EDUCATION

www.cce.umn.edu/cis

College ^{IN THE}
Schools

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*The University of Minnesota is an equal opportunity educator and employer.
This brochure is available in alternative formats upon request.
Please contact the College in the Schools office at 612-625-6361.
The contents of this publication may change without notice.*

College IN THE *Schools* (CIS)

Administrative Handbook

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COLLEGE IN THE SCHOOLS (CIS) is a University of Minnesota program that delivers University courses, in collaboration with area high schools, to advanced high school juniors and seniors. Administered by the College of Continuing Education, the program offers introductory University courses at participating high schools; all courses are approved for degree credit. Specially prepared high school faculty teach all CIS classes.

CIS Program Goals

College in the Schools seeks to promote excellent education by:

- making University courses accessible to high-ability junior and senior high school students;
- providing participating high school faculty ongoing professional development directly related to the content and pedagogy of the College in the Schools courses they teach; and
- building a supportive network of faculty and students committed to high achievement.

University of Minnesota Faculty Coordinators

Each University course offered through CIS has a University of Minnesota faculty coordinator selected from the academic department of the course. The faculty coordinator is responsible for designing and delivering workshops to prepare first-time and continuing instructors to teach University-level courses; evaluating CIS teachers' classroom teaching; overseeing CIS course curricula; and designing and implementing campus field days for CIS students.

CIS High School Instructors

Selection Criteria

The CIS director and faculty coordinators select high school teachers to participate in CIS. To qualify for selection, teachers must have significant course work in the field of instruction and demonstrated excellence in teaching advanced high school students. A graduate degree is desirable.

Application Process

- High school administrators recommend potential instructors to the CIS program.
- The instructor completes the CIS program application and submits required materials to the CIS office.
- CIS staff and University faculty review the applicant's credentials.
- CIS staff and University faculty interview the applicant.

Responsibilities

CIS instructors commit to:

- participating in a course-specific summer workshop for *new* CIS instructors prior to the first year of teaching in the program;
- participating in regularly scheduled CIS workshops during the summer and academic year. These workshops are essential to maintaining the critical link between the high schools and the University of Minnesota and for ensuring the quality and integrity of the CIS program; and
- teaching at least one term of a CIS course each year. You may remain associated with the CIS program even if you do not teach a CIS course every year. However, some of the benefits below may not be available to you.

Benefits

Teachers participating in the program have found the opportunities to discuss their academic discipline and pedagogy with colleagues and University faculty to be highly stimulating and valuable. CIS instructors also enjoy several benefits by virtue of teaching for the University. These benefits include:

E-mail Accounts. CIS instructors will have a (nearly) free e-mail account and access to the Internet. Up to 50 hours per month of use is free; a small fee is charged for each additional 30 hours over the initial 50 hours. Teachers can initiate their account via the ADCS Web site at www.umn.edu/initiate once they have submitted the Human Resource Information form to our office. Any questions or problems with e-mail should be directed to the help line at 612-626-4276. Please call 612-626-0214 to request the HR form if you have not received one.

U Card. CIS instructors are eligible to receive a University ID card, called the U Card. This card allows instructors use of all University libraries and other facilities. Call 612-624-4552 to hear current library hours and locations. Some facilities, such as the recreational and sports facilities, require a participation fee. To obtain a U Card, teachers must bring a photo ID to the U Card office. Call 612-626-9900 to hear U Card office hours and locations.

Graduate Credit. CIS instructors have the option to earn tuition-free graduate credit for a directed study from the academic department in which they teach. This credit is earned only in the instructor's first year of participation in the CIS program. To earn credit, CIS instructors are expected to attend all workshops and field days, teach at least one term of a CIS course, and meet any additional requirements stipulated by the University faculty coordinator for the CIS course they are teaching. Teachers work with the CIS office to register for this credit.

CIS Course Advisory Committees

Each CIS course may create a Course Advisory Committee composed of two to three CIS instructors. The role of these committees is to assist the faculty coordinator in planning workshops and field days and to be a sounding board to CIS staff regarding administrative and programmatic issues.

Student Benefits

ID Number. All students are assigned a University of Minnesota identification number when they register for classes. It is printed on their confirmation of registration or "Study List" and on their U Card (if they choose to obtain one.)

U Card. CIS students are eligible to receive a University ID card, called the U Card. The first U Card is free. While students are registered, this card will allow them to borrow books from the University libraries and can be used in many places as a photo ID.

Library Privileges. CIS students have library privileges at all University of Minnesota libraries. A U Card is needed to borrow materials. Call 612-624-4552 or visit www.lib.umn.edu for library hours, locations, and other information.

Please note that the University of Minnesota library system has an enforced overdue fine policy, which is stated on all due date cards found in borrowed materials.

E-mail Accounts. CIS students will have a (nearly) free e-mail account and access to the Internet for the term(s) in which they are registered. Up to 50 hours per month of use is free; a relatively small fee is charged for each additional 30 hours over the initial 50 hours. Please note that it takes up to seven days from the date of registration to create a new e-mail account on the University's system. To find out how to activate the account, what software you need, and locations of on-campus computer labs, call the e-mail help line at 612-626-4276.

School and District Responsibilities

Participating high schools and districts are responsible for the following costs associated with CIS:

Tuition. The reduced tuition charge for each student registration per course is a small fraction of the normal tuition. School districts are billed directly for student tuition.

Teacher Stipend for Summer Workshop. There is no charge to districts or the teachers for the summer teacher workshops. However, school districts are *strongly* encouraged to provide stipends—where allowable—to teachers participating in summer workshops.

Release Days. There are one to two per CIS course during the academic year for teacher workshops and student field days. Schools must provide substitutes for days when teachers attend academic year workshops and field days. During teacher workshops, CIS instructors work with University faculty supervising the CIS courses. These workshops are essential to maintaining the critical link between the high schools and the University of Minnesota and for ensuring the quality and integrity of the CIS program.

Transportation for Student Field Trips to Campus. School districts provide transportation for CIS students and instructors to come to the University campus for at least one field day experience per course.

Textbook Purchase. CIS courses require the same textbooks used in University campus courses; faculty coordinators approve textbook selection. Districts are required to provide these textbooks to students.

Observing Class Size Limits. CIS requires an enrollment limit of 25 for English Composition, 22 for French and German, and 25 for Hebrew. For all other courses, high schools may determine their enrollment limit.

Tuition

School districts receive a tuition invoice each term for students registered in courses offered through College in the Schools. The tuition charge is a small fraction of the normal University of Minnesota tuition.

Policies and Requirements

Attendance Policy

www.cla.umn.edu/advising/cgep

Grading Criteria Can Include Attendance.

Attendance is one of the most important factors for student success in college classes. In many cases—especially in language classes and in writing classes such as EngC 1011H—the learning and practice that occurs during regular class meetings simply cannot be “made up.” Consequently, attendance in class may be used as a partial criteria for determining a course grade.

Below is the official University of Minnesota College of Liberal Arts (CLA) Attendance Policy. Note that this policy allows for the fact that attendance policies vary from department to department within CLA.

“Instructors, guided by the policies of their departments, set their own attendance regulations and rules for late work. Students are held responsible for meeting all course requirements and for observing deadlines, examination times, and other procedures. Instructors should inform students as early in the term as possible of dates for testing and deadlines for papers and reports; the return of graded work and other evaluative material before cancellation deadlines (the end of the eighth week) is strongly encouraged. Students should be told at the outset if unannounced quizzes are part of the evaluation process. Policies for makeup work and incomplete grades should be on the course syllabus.

"The University of Minnesota permits absences from class for participation in religious observances. Students who plan to miss class must: (1) inform instructors of anticipated absences at the beginning of the term; (2) meet with instructors to reschedule any missed examinations; and 3) obtain class notes from other students. Instructors are requested to assist students in obtaining course materials and assignments distributed during class sessions and to make arrangements for taking missed examinations. Questions about this policy as it affects students should be directed to the Office of the Vice President for Student Development & Athletics, 110 Morrill Hall, 612-624-3533." (N.B. Questions regarding attendance in CIS courses should be directed to Susan Henderson, Director, College in the Schools, at 612-625-6361.)

"Students who must miss classes or examinations due to scheduled activities of official University student organizations (e.g., intercollegiate athletics, ROTC, University band, University student government-MSA) should be allowed to make up missed work to the same extent as students who are absent because of verified illness. They must, however, notify the instructor in advance of their absence. When necessary, the assistant dean for CLA Student Services, 612-625-3846, will certify activities qualifying for such accommodation. Other acceptable excuses for absence include subpoenas, National Guard service, and confirmed medical excuses. If administering makeup exams presents a severe burden for the instructor (as in large classes), alternatives that do not penalize the student may be considered, such as computing the final grade without the missed assignment. . . ."

CLA Policy Modifications. CLA policy will necessarily need some modification when applied in high schools. This is so because the typical high school and University schedules of class meetings often differ. The CLA policy on participating in official University events will guide CIS teachers in developing their policies for students participating in official high school events.

Grading Criteria

The University of Minnesota College of Liberal Arts grading policy states: "University grade definitions establish the qualities of performance expected at different grade levels. Instructors define grade standards for their courses in conformity with their departmental policies.

- A Achievement outstanding relative to the level necessary to meet course requirements
- B Achievement significantly above the level necessary to meet course requirements
- C Achievement meeting the basic course requirements in every respect
- D Achievement worthy of credit even though it does not fully meet the basic course requirements in every respect
- F Performance failing to meet the basic course requirements

Pluses and minuses are used: A, A-, B+, B, B-, C+, C, C-, D+, D, and F. Note that A+ and D- are not allowed by the University.

An I (Incomplete) is assigned as a temporary grade when appropriate. An Incomplete is given when the instructor has reason to expect that the student can successfully complete the work of the course before the end of the next high school term. Student and instructor should arrive at a clear understanding in advance as to whether the student may receive an I, and what the conditions will be. Upon successful completion of the coursework, the I is changed, via the Change of Grade Form, to a permanent grade. An I that is not completed by the end of the next high school term automatically becomes an F.

Using their best judgment and after consulting with the CIS faculty coordinator, CIS instructors may choose to assign different grades for the high school course and for the University course.

Refunds

If a student officially cancels a class within the first two weeks of the high school term, the school district will not be billed for that student's tuition. If the billing has already been submitted to the school, a credit will be issued.

If a student officially cancels at any time after the second week of the high school term, the University grants no refund.

Scholastic Dishonesty

www.cla.umn.edu/advising/cgep/stucondu.html

The University's College of Liberal Arts (CLA) defines scholastic dishonesty as "any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one's own anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work."

CLA policy continues: "Instructors are responsible for minimizing academic misconduct by ensuring conditions for honest work, e.g., providing clear guidelines of course expectations (particularly the expectation that work will reflect students' individual efforts), [and] maintaining security of examination materials. . . ." Instructors who suspect students of scholastic misconduct may, in consultation with the CIS faculty coordinator and the CIS director, settle the case directly with the students.

CLA policy stipulates that "students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late selective cancellation." See page 11 for the procedure used to report cases of suspected academic misconduct.

Student Approval Criteria

Students who enroll for a University course through CIS will be challenged by the experience of college coursework. The criteria for approval are intended to identify those students most likely to succeed in meeting this challenge.

CIS instructors are responsible for approving students for registration in the CIS classes they teach. CIS program staff and the University faculty coordinators believe that CIS instructors, and others at the school site, are in the best position to judge a student's capabilities and motivation.

CIS instructors use the approval criteria noted on page eight, which has been established by CIS staff and University faculty coordinators in consultation with CIS instructors, to approve students for enrollment in CIS courses. Criteria for student approval differ somewhat from course to course.

Some students automatically qualify for CIS courses, by virtue of their class rank percentile. Other students, whose class ranks fall up to 20 percentile points below the cutoff for automatic qualification, are eligible for consideration for enrollment. These students may be admitted into CIS courses when the CIS instructor and a second colleague or school administrator believe that the student's past academic achievement, motivation, and test scores indicate that the student will be successful in the CIS course.

Instructors must notify students of their status, viz., approved or not approved, for enrollment in the CIS course to which they applied.

Course	Automatic Approval	Eligible for Consideration	Year in School
Econ 1101, 1102	Class Rank 80% or above	Class Rank 60 - 79%	Senior Status Recommended
EngC 1011H	Class Rank 80% or above	Class Rank 60 - 79%	Must be senior
EngL 1001	Class Rank 70% or above	Class Rank 50 - 69%	Junior or Senior
Fren 1003, 1004	Class Rank 70% or above	Class Rank 50 - 69%	Junior or Senior
Ger 1003, 1004	Class Rank 70% or above	Class Rank 50 - 69%	Junior or Senior
Hebr 1001, 1002, 3011, 3012, 3015, 3016	Students will be placed in the appropriate class after completing a diagnostic test.		
Hist 1301, 1302	Class Rank 70% or above	Class Rank 50 - 69%	Junior or Senior
Pol 1001	Class Rank 80% or above	Class Rank 60 - 79%	Senior Status Recommended

Appeals Process

Students who are not approved for enrollment in a CIS course can appeal the decision to the CIS office through the end of the first week of class. No exceptions to this time limit will be made. To appeal, a student must submit to the CIS office:

- a request, written by the student, that asks for a review of the decision denying approval. This request should outline why the student feels qualified to participate in the course;
- letter(s) of recommendation from a teacher, counselor, or school administrator explaining why he/she believes the student can participate appropriately in a college-level class. The letter must also clearly state that this student's registration would not cause the course size to exceed CIS guidelines; and
- an academic transcript and, if requested, a writing sample.

The appeal will be considered by the University CIS faculty coordinator and CIS staff in close consultation with the CIS instructor. No further appeal to the CIS program is allowed—with one exception: juniors denied upon appeal may ask to be considered in their senior year, if they do not automatically qualify.

*“College in the Schools is a good program
for both the students and the teachers.”*

*Bruce Drewlow,
Adviser*

Syllabus

During the first meeting of the CIS class, the instructor will present students with a written syllabus that contains the ground rules for the course. The course syllabus should contain:

- instructor's name and contact information;
- a description of the course, the readings, the number and kinds of papers and tests, dates work is due and tests are scheduled;
- grading standards, methods of evaluation, and factors that enter into grade determination. *If class attendance and/or participation in class activities are factors in determining a student's final grade, specify the policy on the syllabus;*
- dates of CIS student field days;
- a statement on scholastic conduct, expectations for academic honesty, and sanctions that may be imposed for dishonesty. A description of what constitutes plagiarism is *especially* useful for CIS students; and
- deadlines and procedures for canceling/adding courses

Administrative Processes

Add a Class Section

To add a CIS section, you must submit a course set-up form to the CIS office. If there is sufficient demand for a course, an additional section may be created. First-year CIS instructors should consult with the University faculty coordinator prior to adding a section.

Cancel a Student Registration

If you need to cancel a student from the course after you have sent in your approved class list, fill out a cancellation form and submit it to the CIS office. The following University of Minnesota policies apply to all student cancellations:

- If a student officially cancels a class **within the first two weeks of the high school term**, the canceled course will not appear on the student's transcript. The school district will not be billed for that student's tuition.
- If a student officially cancels **after the second week and before the midpoint of the high school term**, a W (Withdrawal) will automatically appear on the grade report and student's transcript. No refund will be given.
- If a student officially cancels **after the midpoint of the high school term**, University approval must be obtained. A Petition to Cancel Form must be completed and submitted to the CIS office. The instructor will be required to verify that the student is doing passing work at the time of cancellation.
- A student who cancels officially or drops out of class after the midpoint of the course and is not doing passing work at the time will receive an F. This F will remain on the student's permanent academic record at the University of Minnesota.
- Any student who does not officially cancel and who fails to complete coursework may receive an I (Incomplete) if, in the opinion of the instructor, there is a reasonable expectation that the student can successfully complete the work of the course before the end of the next high school term. Student and instructor should arrive at a clear understanding in advance as to whether the student may receive an I and what the conditions will be.

Upon successful completion of the coursework, the I is changed, via the Change of Grade Form, to a permanent grade. An I that is not completed by the end of the next high school term automatically becomes an F.

Change a Grade

Grades are changed only to correct a legitimate error or to change an Incomplete to a letter grade. Follow these steps to change a grade:

- The CIS instructor must verify that the change of grade is legitimate.
- The CIS instructor completes and signs a Change of Grade Form (available from the CIS office).
- The instructor forwards the Change of Grade Form to the CIS office.

Correct a Grade Report

- If a student's name is misspelled on the grade report, the student must fax a copy of their social security card to 612-626-1754 along with an explanation of the corrections.
- If student names appear on grade reports that do not belong there or if a student's name is missing, the instructor *must* call the CIS office at 612-626-0214. Manual changes without the CIS office's approval are not acceptable.

Register Students

Registering students for a CIS class begins with a pre-registration process that occurs during the academic year *preceding* the year students will actually take the CIS class. This allows our special registration unit to complete CIS registrations in a more timely fashion than in the past. Thus, students will have earlier access to University libraries, U cards, etc.

Registration Schedule

Early Fall:

Teachers receive pre-registration forms in the mail.

Winter/Spring:

Students intending to enroll in a CIS course the *following* year complete this form when they register for the CIS course at their own high school.

Either the student or the teacher returns this form to the CIS office when registration occurs in the high school, but no later than June 5.

Note: We know not all students completing a pre-registration form will actually take the CIS course.

Early Summer:

Teachers return course set-up forms to CIS office.

"...I feel like I've been able to discuss things I don't ever get a chance to at school."

CIS Instructor

*August (for classes beginning during the University's fall semester)
or November (for classes beginning during the University's spring semester):*

- CIS sends teachers unofficial class lists for their final approval. This list is created from the pre-registration forms received in the CIS office from students and teachers.
- Teachers review the unofficial class lists, correct them, and return them to the CIS office (see instructions below). *Return these lists to CIS within seven days of the first day of class.*

Instructions for Reviewing the Unofficial Class Lists:

- Determine if each student meets the admission criteria for the CIS course (Do they have the required class rank and/or your special permission?)
- Students who are not on the unofficial class list but who are taking the CIS course must complete the same pre-registration form other students completed. Send these forms to the CIS office with your approved unofficial class list.
- Cross off the names of students on the unofficial class list who are not actually taking the CIS course.

*September (for classes beginning during the University's fall semester)
or December (for classes beginning during the University's spring semester):*

Upon receipt of the corrected unofficial class list, CIS will officially register the approved students. CIS then mails teachers a packet containing the official class list and Confirmation of Student Registration sheets for distribution to your students.

Report Scholastic Dishonesty

The following steps are taken when reporting scholastic dishonesty.

- The instructor must report the incident in writing to the CIS director and faculty coordinator.
- CIS will forward the letter to University of Minnesota Student Judicial Affairs (SJA).
- SJA will mail a letter to the student, giving them the opportunity to appeal (all involved parties will be copied).

Submit Grades

Teachers will receive grade rosters and an instruction sheet near the completion of the term. Teachers should enter student grades and return the form within seven days after the end of the course.

U Cards for Students

The U Card Office will no longer issues U Cards to CIS students "en masse" on CIS student field days. Students may obtain their U Card in one of two ways: 1. They can get it by going individually to the U Card office on campus, or 2. They can obtain it by mail with the rest of their classmates, if the CIS instructor is willing to assist them.

To obtain U Cards through the mail, each student must provide the CIS teacher a passport-sized photo (2" x 2"), with the following information written on the back: student name, home address, Social Security number, and, if possible, U of M Student ID number.

Note: Photographs should show students looking directly at the camera. Hats, bandanas, etc., are not allowed in the photos.

CIS instructors then mail the following material in a single envelope:

- all the student photos from one class and
- class information (e.g., English Composition at Edina High School)

Mail to:

Rose Tebbe
U Card Office
825 Washington Avenue S.E.
Room 107
Minneapolis, MN 55414

The U Card office will mail the U Cards by Federal Express to the instructor approximately one week after the U Card office receives the photos.

Please note that U Cards cannot be processed until the U Card office has received notification of student registration from the CIS office.

*"The program is awesome. I finished a year
of English and economics before college,
thanks to CIS."*

CIS Alumni

A Guide to University Resources

College of Continuing Education

612-624-4000

<http://www.cce.umn.edu>

To obtain a *free* College of Continuing Education Course Catalog!

Student Financial Aid Office

612-624-1665

<http://www.umn.edu/tc/student/finances/aid>

To request a Financial Aid Transcript

U Card Office

612-626-9900

<http://www.umn.edu/ucard>

For your U of M I.D. card

Registrar

612-624-4115

612-625-5333

<http://onestop.umn.edu/>

For questions about your transcripts and how to request them

Parking and Transportation

612-626-7275

<http://www1.umn.edu/parking>

Admissions

612-625-2008

<http://admissions.tc.umn.edu>

Events Line

<http://events.tc.umn.edu/>

One Stop

<http://onestop.umn.edu/>

To search the U's Web site

Library System

612-624-4552

<http://www.lib.umn.edu>

ADCS

612-626-4276

<http://www.umn.edu/adcs>

For e-mail assistance

Testimony about College in the Schools

"I only wish I had more CIS options available... I come to school each day for this class." – Student

"In a time when money is scarce, jobs are few, and college tuition is continually rising, College in the Schools gave me one less year to pay all those mounting costs."

– Student

"CIS offers a different level of learning. Once you've taken a College in the Schools course, you'll wish they all were!"

– Student

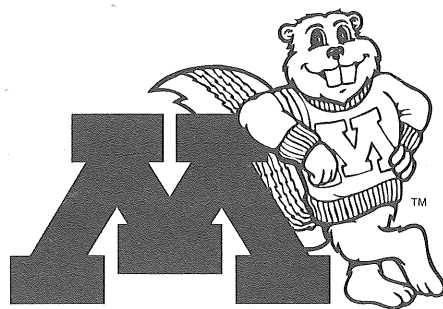
"Nothing has done more to influence my success and excitement as a teacher than the College in the Schools program." – Teacher

"College in the Schools truly changed the outlook of our high school. Students take their studies more seriously and see the benefits of CIS for their future."

– High School Principal

"The University of Minnesota-Twin Cities considers strong grades in advanced classes, such as College in the Schools, to be a plus factor when we review freshman applications." – Dr. Wayne Sigler, U of M Director of Undergraduate Admissions

Ask your teacher or counselor
about CIS classes today!



College in the Schools

Bridging the divide
between high school
and college

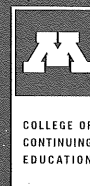
University of Minnesota
College of Continuing Education
107 Armory Bldg.
15 Church Street S.E.
Minneapolis, MN 55455

Phone: 612-625-1855

Fax: 612-624-5891

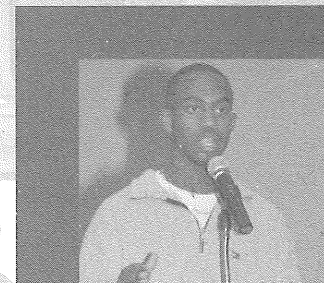
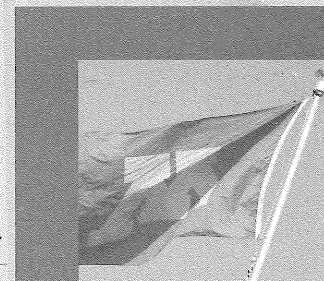
E-mail: cis@cce.umn.edu

www.cce.umn.edu/cis



College in the Schools

A SMART
MOVE
for students,
families,
teachers,
and schools.



www.cce.umn.edu/cis

UNIVERSITY OF MINNESOTA

What is College in the Schools?

College in the Schools (CIS) is a partnership of the University of Minnesota-Twin Cities (U of M) and area high schools. *Together* we bridge the divide between high school and college by delivering U of M courses to advanced high school students right in their own schools. Courses are taught during the regular school day by high school instructors who are selected and supported by University faculty. The content, pedagogy, and assessment of the courses are identical to the U of M's on-campus courses. Students successfully completing a course receive U of M academic credits which are transferable to other colleges.

Simply put, CIS students are *real* U of M students taking *real* U of M courses right in their own high schools!

Concurrent Enrollment

College in the Schools is a *concurrent enrollment* program. When enrolled in a U of M course through CIS, students are eligible to receive both high school and college credit for their work. Students get a jump start on college while *concurrently* satisfying high school requirements.

Here are some myths that persist about concurrent enrollment programs like CIS...

MYTH #1:

"These aren't real college credits." Not true. Students have an *actual* U of M transcript like anyone who takes a course at the University. There is simply *no difference* between credits earned through CIS and credits earned on the University campus.

MYTH #2:

"The credits don't transfer to other schools. Only AP scores are widely accepted." Again, not true! CIS surveys former students each year to find out what kind of success they had in transferring their U of M credits to other post-secondary institutions.

In 2003 over 95% of survey respondents who sought to have their U of M credits recognized by *other* institutions were successful. Compare these results with AP's 2003 statistics for Minnesota: 65% of students who took the AP exam scored a 3 or better (the minimum score considered for recognition by most colleges).

CIS Benefits Students, Families, Teachers, and Schools

- **STUDENTS** get a **jump-start** on college without having to leave their own schools.
- Students are **successful**. In 2002-03 over 98% of all CIS students earned U of M credit; over 86% of all students earned an A or B in their CIS course.
- Undergraduate admissions officers now look for evidence of **rigorous course work** in high school.
- Completing college requirements in high school gives students **greater flexibility in college**. Many CIS alums are able to pursue second majors, internships, or study abroad.
- The college-level critical thinking, writing, and reading skills developed in CIS courses **ease the transition** from secondary to post-secondary education.
- Rather than one high-stakes test, **assessments are multiple and varied**.
- **FAMILIES** save in the overall cost of a college education. U of M tuition is greatly reduced and, in most cases, is paid for by the schools.
- **TEACHERS** are re-energized by participation. Ongoing professional development is provided free of charge for all instructors.
- CIS connects teachers with University faculty and other colleagues throughout the state resulting in a **vibrant continuum of educators**.
- **SCHOOLS** benefit from increased public awareness of the school's **high standards** and outstanding offerings.
- CIS helps schools **retain outstanding students** on the high school campus by providing the rigorous academic challenges they want.

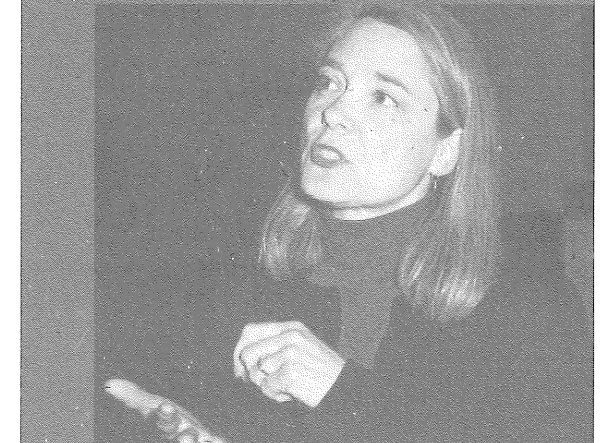
College in the Schools A SMART MOVE

for students, families, teachers, and schools.

Who is eligible to enroll in College in the Schools courses?

Students are eligible to register for CIS courses by meeting both the grade level and class ranking criteria required by the particular CIS course. *CIS instructors make the final decision*, but in most cases, juniors and seniors in the top 20-30% of their class are eligible.

Check with your teacher or counselor
to see if you qualify for College in the Schools.

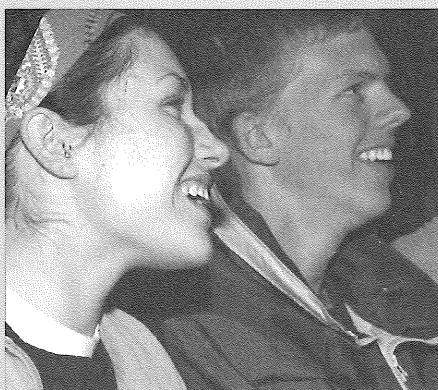




COLLEGE OF
CONTINUING
EDUCATION

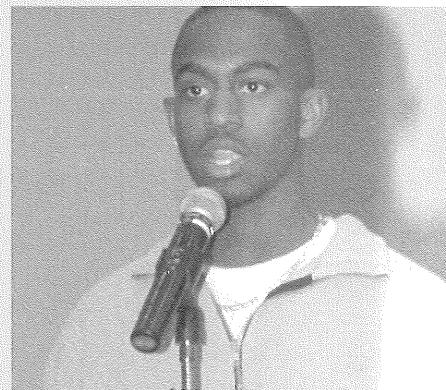
College in the Schools

*A concurrent enrollment partnership of the
University of Minnesota–Twin Cities
and collaborating Minnesota High Schools*



**Bridging the divide
between high school
and college**

www.cce.umn.edu/cis



UNIVERSITY OF MINNESOTA



Welcome to College in the Schools!

Working together, we can build a bridge between high school and college for your students. College in the Schools (CIS) gives students direct experience with the pace, academic standards, and individual responsibility inherent in college education. Students use the same textbooks as are used in on-campus courses; they complete assignments the same as or comparable to those used in on-campus courses. In short, they become *real* University of Minnesota students taking *real* U of M courses!

Take a look at the research report in this brochure: You'll see:

- Other postsecondary institutions *do* recognize U of M credit earned through CIS.
- CIS discipline-specific workshops are highly valued by CIS teachers.

College in the Schools is a **partnership** between high schools and the University of Minnesota. The program works because of the hard work and unflagging commitment from everyone involved. Thank you all!

Susan Henderson

Susan Henderson, Director
College in the Schools
612-625-6361; shenders@cce.umn.edu

Help students succeed in college.

College in the Schools will . . .

- Provide rigorous University academic challenges to high school students in their own supportive high school environment.
- Focus students' learning not only on content and facts but also on critical thinking and writing skills.
- Allow students to demonstrate their learning on multiple and varied assessments rather than a single, high-stakes test.
- Introduce students to the University academic community through on-campus Student Field Days.

Support teachers and strengthen academics.

College in the Schools will . . .

- Provide participating teachers with ongoing University-based, discipline-specific professional development and provide them appointments as affiliated U of M faculty. (No charge is assessed for College in the Schools teacher workshops.)
- Help retain outstanding students at the high school by offering the rigorous academic challenges they want.
- Increase public awareness of your school's high standards and outstanding offerings.

Consider our commitment to quality.

College in the Schools . . .

- Has adopted the *National Alliance of Concurrent Enrollment Partnerships* standards. These standards establish measurable criteria to guarantee students and teachers curricula, assessment, and evaluation methods in keeping with postsecondary rigor. (See www.nacep.org for the complete standards.)
- Ensures that classes use the same texts, pedagogy, and methods of assessment as are used on the University of Minnesota campus.
- Regularly conducts research about the success of its students and the impact the program has on teachers and schools. See a sampling of our research findings inside.

"The University of Minnesota-Twin Cities considers strong grades in advanced classes such as College in the Schools to be a plus factor when we review freshman applications."

—Dr. Wayne Sigler, Director, Office of Admissions, University of Minnesota

College in the Schools Research

A 2002-03 survey of College in the Schools alumni showed...

95% of the respondents who sought to have their U of M credits earned through CIS recognized by other colleges or universities were successful.

93% of the respondents indicated that the program helped sharpen their academic skills in preparation for college.

98% of the respondents indicated that they would recommend CIS to other high school students.

A 2003 survey of participating principals, teachers, and guidance counselors showed...

92% of responding teachers indicated that the program keeps high-achieving students on their high school campus.

98% of responding teachers indicated that their involvement has re-energized them professionally, that they feel better connected to their discipline, and that CIS provides a strong, supportive community.

University of Minnesota institutional research showed...

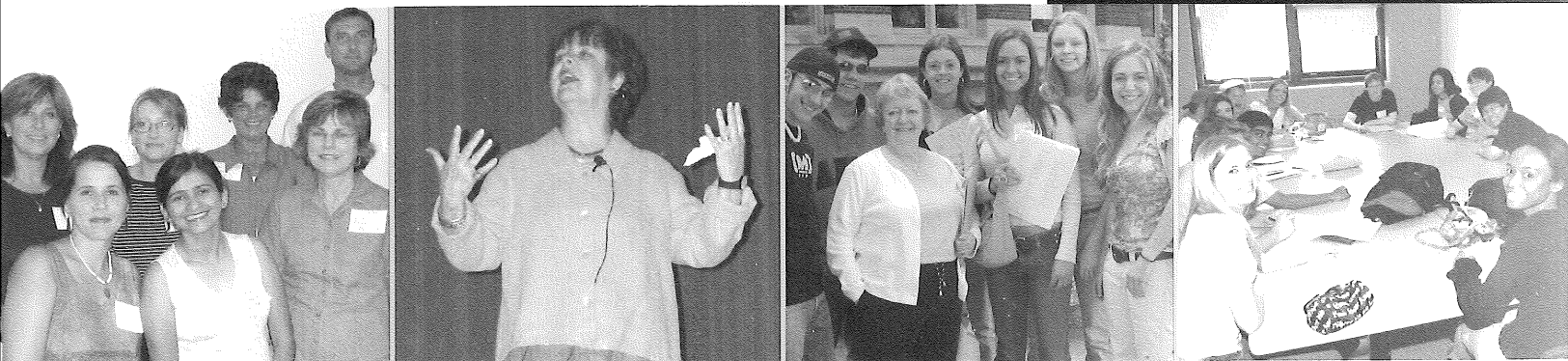
98% of the students enrolled in CIS-administered courses in 2002-03 earned U of M credit.

86% of students earned an A or B in their CIS-administered U of M course.

Call 612-625-6361 or e-mail shenders@cce.umn.edu to request complete survey results.

"College in the Schools not only gave me credits to give me a jump start on college, but it also gave me the chance to see what college work would be like, and how to start thinking critically and academically. Sure, high school classes can be challenging, but how many high school classes give you transferable college credit? I would like to thank and laud the College in the Schools program. It got me where I am today, and it gave me a boost on starting my academic career."

—College in the Schools Alum



Teacher Workshops and Student Field Days

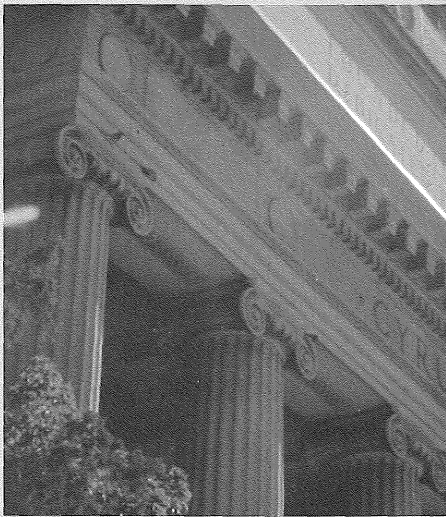
Professional development for teachers and on-campus field days for students integral to College in the Schools

College in the Schools provides *all* teachers with a minimum of three days of workshops each year, free of charge. Workshops provide teachers invaluable opportunities to network and stay current with the content, pedagogy, and assessment of the University course.

Students come to the University campus at least once a year to join other CIS schools in academic activities such as policy-making simulations, student debates, class visits, and guest lectures.

"The single greatest strength of College in the Schools is the professional development provided to teachers."

—College in the Schools Teacher



College in the Schools

Participating Schools

Andover High School
Anoka High School
Apple Valley High School
Arlington Senior High School
Blaine Senior High School
Blake Upper School, Minneapolis
Brooklyn Center High School
Buffalo High School
Burnsville High School
Cambridge-Isanti High School
Centennial Senior High School
Champlin Park High School
Columbia Heights High School
Community of Peace Academy, St. Paul
Como Park High School
Coon Rapids High School
Cretin-Derham Hall, St. Paul
Delano Public High School
Eagan High School
Eastview High School, Apple Valley
Eden Prairie High School
Eden Valley-Watkins High School
Edina High School
Faribault Senior High School
Farmington Senior High School
Forest Lake High School
Fridley High School
Hastings High School
Henry Sibley Senior High School, Mendota Heights
Highland Park Senior High School, St. Paul
Hopkins High School
Humboldt Senior High School
Irondale High School
Jefferson Senior High School, Bloomington
Johnson High School, St. Paul
Kennedy High School, Bloomington
Le Center High School
LEAP English Academy, St. Paul
Minnehaha Academy, Minneapolis
Monticello High School
Mora High School
Mounds View High School
New Life Academy, Woodbury
New Prague High School
North Senior High School, North St. Paul
Orono High School
Owatonna High School
Patrick Henry High School
Red Wing High School
Richfield High School
Rosemount High School
Roseville High School
Saint Thomas Academy, Mendota Heights
Shakopee High School
South High School, Minneapolis
Southwest High School, Minneapolis
Spring Lake Park High School
St. Louis Park High School
St. Paul Central High School
Talmud Torah, Minneapolis
Talmud Torah, St. Paul
Tartan High School
Washburn High School
Watertown-Mayer High School
White Bear Lake High School

"Nothing has done more to influence my success and excitement as a teacher than College in the Schools. The connection to my colleagues has been incalculable and I can't imagine teaching in my subject area without it."

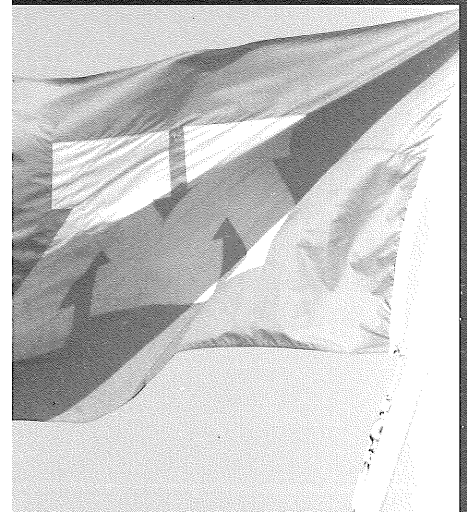
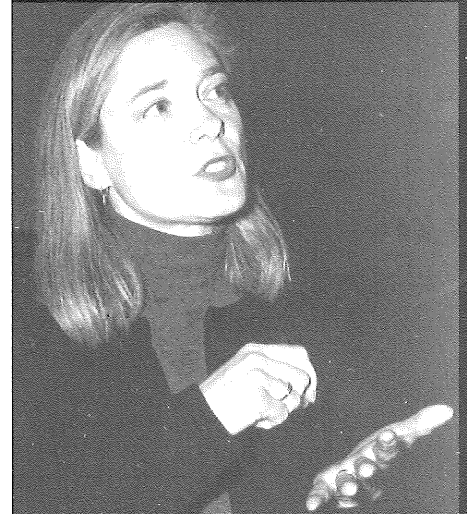
—College in the Schools Teacher

U of M Course Offerings Through College in the Schools

Course	Course Title	U of M Credits
Chn 1011	Beginning Modern Chinese	6
Chn 1012	Beginning Modern Chinese	6
Chn 3021	Intermediate Modern Chinese	5
Chn 3022	Intermediate Modern Chinese	5
Ec		
ApEc 1101	Principles of Microeconomics	3
ApEc 1102	Principles of Macroeconomics	3
Eng		
EngC 1011H	University Writing and Critical Reading (CLA Honors Comp)	4
EngL 1001W	Introduction to Literature: Poetry, Drama, Narrative	4
GC 1421	College Writing Lab (primarily high potential ELL students) New!	3
Fren		
Fren 1003	Intermediate French	5
Fren 1004	Intermediate French	5
Ger		
Ger 1003	Intermediate German	5
Ger 1004	Intermediate German	5
Hebr		
Hebr 1001	Beginning Hebrew	5
Hebr 1002	Beginning Hebrew	5
Hebr 3011	Intermediate Hebrew	5
Hebr 3012	Intermediate Hebrew	5
Hebr 3015	Advanced Hebrew	3
Hebr 3016	Advanced Hebrew	3
Hist		
Hist 1301W	U.S. History to 1880	4
Hist 1302W	U.S. History From 1865 to Present	4
Jpn		
New!		
Jpn 1011	Beginning Japanese	6
Jpn 1012	Beginning Japanese	6
Latn		
New!		
Lat 3113	Intermediate Latin Prose	4
Lat 3300	Intermediate Latin Poetry	4
Pol		
Pol 1001	American Democracy in a Changing World	4
Span		
New!		
Span 1003	Intermediate Spanish	5
Span 1004	Intermediate Spanish	5

College in the Schools creates an excellent capstone course for departments. It causes departments to re-examine and reorganize the entire curriculum so that students are prepared to begin College in the Schools studies."

—College in the Schools Principal



About College in the Schools

History of College in the Schools

College in the Schools was founded in 1986-87, offering one course in ten schools. That first year, there were 250 student registrations. In 2003-04, College in the Schools offered 28 courses from three University of Minnesota colleges (College of Agricultural, Food and Environmental Sciences, College of Liberal Arts, and General College). The courses were taught by 150 teachers in 62 Minnesota high schools and more than 4,000 student registrations were received.

Concurrent enrollment programs such as College in the Schools have grown throughout the country in the past 20 years and are now significant components of rigorous high school curricula, coast to coast.

College in the Schools Faculty Coordinators

Among the finest educators at the University of Minnesota, College in the Schools faculty coordinators have received many of the most prestigious awards for distinguished teaching and scholarship. These honors include the Morse Alumni Award, nomination to the University's Academy of Distinguished Teachers, Scholar of the College Award, college-level Distinguished Teaching Awards, and Regents Professorships. Faculty coordinators visit teachers in their schools and lead three to seven days of professional development workshops each year. Visit www.cce.umn.edu/cis for complete biographies of CIS faculty coordinators.

"College in the Schools allowed me to get a taste of real college work and a challenging understanding of my subject in high school without having to leave my peers. And the credits I earned have, without a doubt, had a major impact on my freedom to choose classes with flexibility...All in all, deciding to participate in this program was the best academic decision I have made."

—College in the Schools Alum

The University of Minnesota is an equal opportunity educator and employer.
DCP-664/6.04

To Learn More

College in the Schools will help your students enjoy a smooth transition to college academics and provide many lasting benefits to your high school.

If you're interested in learning more, visit:

www.cce.umn.edu/cis

or contact Susan Henderson,
Director of College in the Schools, at:

Phone: 612-625-6361

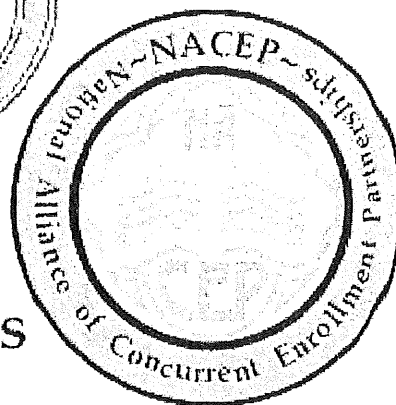
E-mail: shenders@cce.umn.edu

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15 Church Street S.E.
Minneapolis, MN 55455**



**Bridging the divide between
high school and college**

NACEP
National
Alliance of
**Concurrent Enrollment
Partnerships**



**Statement of
National Concurrent Enrollment Partnership
Standards**

**Adopted
April 2002**

NACEP Statement of Standards

Overview

Prologue	The National Alliance of Concurrent Enrollment Partnerships (NACEP) was established during the annual meeting in Utah in November 1999 as an organization of education professionals who administer or participate in Concurrent Enrollment Partnerships (CEP).
Mission	The National Alliance of Concurrent Enrollment Partnerships (NACEP) links college-school programs offering college courses in high schools. NACEP supports and promotes its constituent programs through quality initiatives, program development, national standards, research, and communication.
Definition	<p>Through Concurrent Enrollment Partnerships, qualified students can earn college credit prior to high school graduation. CEPs differ from other pre-college credit programs because high school instructors teach the college courses during the normal school day. Such programs provide a direct connection between secondary and post-secondary institutions and an opportunity for collegial collaboration.</p> <p>Although courses in some CEPs may have some elements or characteristics of the programs stated below, CEPs are distinct programs from the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs in which the high school student travels to the college campus to take courses prior to graduation during the academic year or during the summer. <input type="checkbox"/> Programs where college faculty travel to the high school to teach courses to the high school students. <input type="checkbox"/> The College Board Advanced Placement Program and the International Baccalaureate Program where standardized tests are used to assess students' knowledge of a curriculum developed by a committee consisting of both college and high school faculty.
Standards Purpose	NACEP <i>Standards</i> are measurable criteria of CEP elements that are the basis of quality programs. College or University NACEP members have met and submitted evidence of implementation of the NACEP standards. College or University Provisional Program Members are in the process of meeting the standards. Each standard includes: (1) Standard Statement, (2) Categories of Evidence and (3) Illustrative Case Example.
Standard Categories	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum (C) <input type="checkbox"/> Faculty (F) <input type="checkbox"/> Students (S) <input type="checkbox"/> Assessment (A) <input type="checkbox"/> Program Evaluation (E)

NACEP Statement of Standards

Curriculum

Curriculum 1 (C1)	College or university courses administered through a CEP are catalogued courses and approved through the regular course approval process of the college or university. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description.
Curriculum 2 (C2)	College or university courses administered through a CEP are recorded on students' official academic record of the college or university.
Curriculum 3 (C3)	College or university courses administered through CEPs reflect the pedagogical, theoretical and philosophical orientation of the colleges and universities sponsoring faculty and/or academic department.

NACEP Statement of Standards

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through the CEP meet the academic requirements for faculty and instructors teaching in post-secondary institutions as stipulated by the respective academic departments.
Faculty 2 (F2)	The post secondary institution provide high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty (F3)	Instructors teaching the CEP sections are part of a continuing collegial interaction, through annual professional development, required seminars, site visits, and ongoing communication with the post-secondary institutions' faculty and CEP administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.

NACEP Statement of Standards

Students

Students 1 (S1)	High school students enrolled in courses administered through a CEP are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	Post-secondary institutions outline specific course requirements and prerequisites.
Students 3 (S3)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.

NACEP Statement of Standards

Assessment

Assessment 1 (A1)	CEP students are held to the same standards of achievement as those expected of students in on-campus sections.
Assessment 2 (A2)	Every section of a course offered through a CEP is annually reviewed by faculty from that discipline and CEP staff to assure that grading standards meet or exceed those in on-campus sections.
Assessment 3 (A3)	CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

NACEP Statement of Standards

Program Evaluation

Evaluation 1 (E1)	The CEP conducts annual program assessment and evaluation of its practices including at least course evaluations by CEP students and follow-up of the CEP graduates who are college or university freshmen. Qualified evaluators/ researchers and/or the college's or university's institutional research office conduct and analyze evaluations and assessments.
Evaluation 2 (E2)	The CEP conducts, every 5 years, an impact study of the CEP on participating high school instructors, principals and guidance counselors. Qualified evaluators/ researchers and/or college's institutional research office conducts evaluations and assessments.
Evaluation 3 (E3)	The CEP conducts, every 5 years, a follow-up of CEP graduates who are seniors in a college or university. Qualified evaluators/ researchers and/or college's institutional research office conducts evaluations and assessments.

Analysis of the College in the Schools Program Impact Survey

*A survey of participating teachers, principals, and
guidance counselors*

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Report prepared for the University of Minnesota College in the Schools program by Kyla L. Wahlstrom, Ph.D. and Eric Riedel, Ph.D., Center for Applied Research and Educational Improvement (CAREI). August 24, 2004

Executive Summary

Analysis of College in the Schools (CIS) Program Impact Survey

Center for Applied Research and Educational Improvement

August, 2004

Program Impact Survey

Out of 335 principals, teachers, and guidance counselors who received the survey, 136 completed and returned it (41% response rate). Respondents were asked about the impact of CIS on schools, teachers, departments, and students. Ratings of the impact were strongly positive on schools, teachers, and students but somewhat lower on departments. Teacher respondents generally rated the CIS program higher than principals or guidance counselors. In response to open-ended questions about the impact of CIS, several positive themes emerged including an increased sense of teacher professionalism, better opportunities for students, and providing academic challenges. A minority of comments were negative and centered on the demands CIS courses made on teachers and departments (e.g. CIS course enrollment limits means other classes have more students).

The survey also asked respondents whether “. . . charging students for their participation in CIS is a reasonable policy?” assuming the availability of scholarships. Fifty-eight percent of respondents agreed that it was reasonable while 26% felt it was not and 15% responded “don’t know.” There was more support among principals (77%) and teachers (71%) for this than guidance counselors (54%). Only among principals was there a significant relationship between charging tuition and ratings of program impact – principals who supported charging tuition rated the program less positively than those who opposed tuition. Respondents who opposed tuition felt it was unfair to charge tuition for CIS, but not for PSEO courses. Respondents who supported tuition cited budgetary pressures.

Introduction

The College in the Schools (CIS) program delivers introductory-level University of Minnesota courses to high school junior and senior students in their high schools. These courses are taught by their high school teachers and are a means of providing advanced curriculum to those students who are ready for highly challenging content. There is a range of subject areas in CIS courses – world languages, English composition and literature, economics, history, and political science. The high school teachers are supported by professors from the University of Minnesota who provide professional development related to content and instructional methods. The classes are offered during the regular school day and meet for a semester or the entire year. There is no charge to students to take the classes; however, there is a small amount of tuition which the schools pay to the University for coordinating their participation in CIS. Students are able to earn college credit for their participation in CIS courses.

The College in the Schools (CIS) Program Impact Survey for principals, teachers, and guidance counselors was administered as a web survey from April 9, 2003 through June 17, 2003. The survey sought information from school principals, teachers, and counselors on what they saw as the impact of CIS on their school, teachers, related academic departments, and students. The survey also asked about financial difficulties in implementing the CIS program and their support for charging students tuition to participate in the program.

Sample

The survey was emailed to 335 principals, teachers, and counselors. There were 136 total respondents who completed the survey for a 41% response rate. The response rate was highest among teachers (56%) followed by principals (32%) and guidance counselors (22%). Note that 17 respondents did not indicate their title (13% of total respondents).

Methods

Analytic Strategy

This report follows a two-pronged strategy in analyzing the survey. The first prong utilizes scales, developed from close-ended questions, which summarize the overall level of positive or negative impact CIS had on the school, teachers, departments, and students as well as all four combined. The report presents the average levels of impact for each summary scale, differences in the summary scales by respondent position, and whether the average level of impact for each of the summary scales was related to support for charging tuition for CIS courses. Appendix A presents the mean response for each individual close-ended question on which these scales were based.

Three criteria were used in creating each scale: (1) responses to the individual questions used were at least moderately associated with one another (Kendall's B correlation of .40

or above); the individual questions involved appear to ask about similar things; and each of the questions used was answered by at least two-thirds of the total respondents. Each scale was standardized from 0 (indicating least positive impact) to 1 (most positive impact) for comparison purposes. Details of which items were included in each scale and the reliability of each scale are provided in Appendix B.

The analyses that follow sometimes refer to statistical significance or “p-values.” A result is considered statistically significant if the probability of obtaining the particular outcome by chance is small (typically 5% or $p < .05$). Sometimes a p-value is provided which specifies exactly how likely it is to have obtained that result by chance (e.g. $p=.004$ is equivalent to 0.4%).

The second prong utilizes responses to open-ended questions on the impact of CIS to report on the specific ways that CIS impacted schools, teachers, departments, and students, as well as what respondents saw as the most important impact of CIS. Responses to open-ended question on the impact of charging tuition for CIS courses are also presented. The actual responses were aggregated for each of the six questions which invited an open-ended response. The collated responses were then analyzed for predominant themes and unique contributions, with them also being examined for the relative strength of the themes as they emerged, by question. Several sample comments which are representative of the themes of the responses are also provided.

Treatment of Nonresponses

Missing data constituted a problem for analysis of close-ended survey responses. A number of respondents chose either to not respond to a particular question or to select the “don’t know” option. Analysis of non-responses revealed that guidance counselors were particularly reluctant to answer some individual questions about the impact of CIS on teachers or departments while teachers were reluctant to answer some specific questions about the impact of CIS on departments.

There was no pattern of respondents failing to respond to whole categories of close-ended questions however. In other words, the fact that a respondent failed to answer a specific question did not necessarily mean that the respondent did not answer other questions in that same domain. Missing data were handled by selecting questions that had a high response rate for analysis and replacing non-responses with the mean response for that individual item. This strategy of replacing missing data allowed a larger number of respondents to be included in the overall analysis. All statistical tests were replicated using scales that excluded non-respondents and no difference in outcome resulted whether one excluded non-respondents or replaced their non-responses with an item mean.

Response rates to open-ended questions varied from a low of 15.1% on a question asking for comments about the impact of CIS on academic departments to a high of 67.2% on a question asking for comments about the single greatest impact of CIS overall. Biases in response rates were similar to those of close-ended questions with guidance counselors

generally less willing to offer comments, especially regarding academic departments or students.

Results

In what areas do respondents see the strongest impact of CIS?

Respondents reported that CIS had a strong, positive impact on their schools, teachers, and students. The impact of the program was rated slightly higher on schools and teachers than students and dramatically higher than academic departments. Respondents were generally more ambivalent about the impact of CIS on academic departments.

Figure 1. Box Plots of Impact Scale Distributions

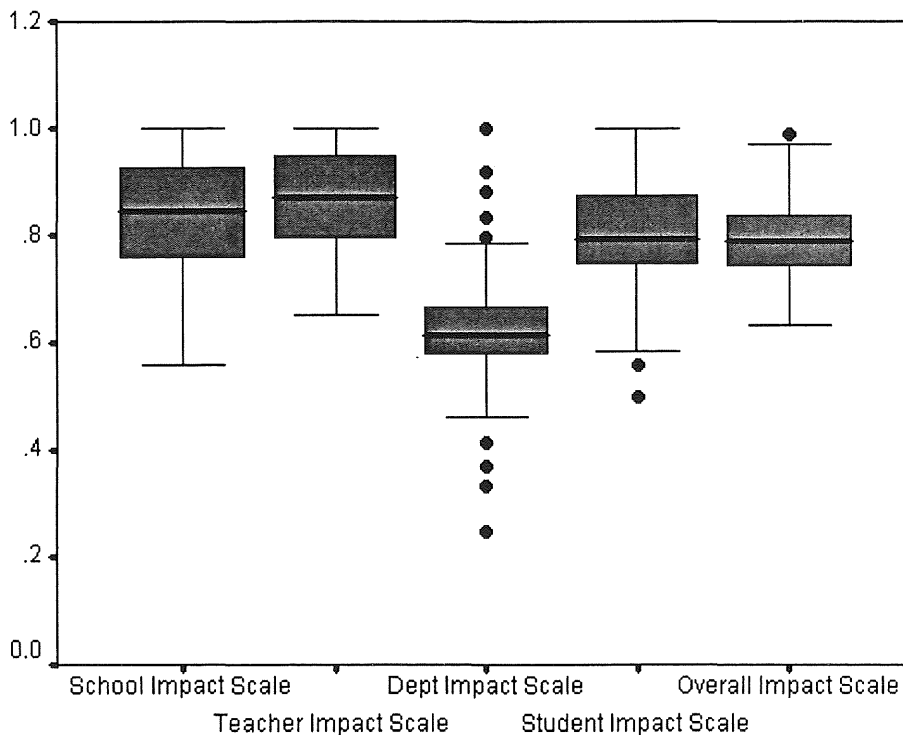


Figure 1 displays the box plots for each of the four domain scales plus the overall impact scale. For each box plot, the center bold line defines the average value (median or middle) while the shaded box shows the 25th to 75th percentile of cases surrounding the average. The top and bottom cross bars define the continuous range of values while the small dots indicate outliers. There is little difference in the school, teacher, student, or overall impact scales, either in their average (median) value or the range of responses given. Responses on the department impact scale appear much lower, however, and the range considerably greater.

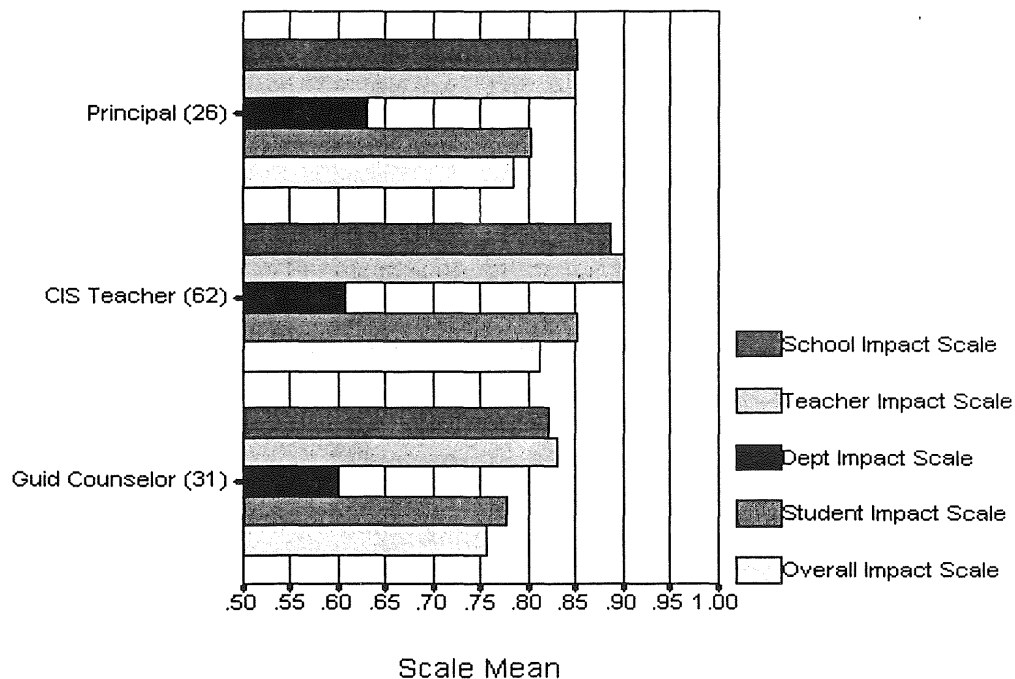
A series of one-sample t-tests confirms that the mean of the department impact scale is lower than the other scales at a statistically significant level ($p < .001$ for each comparison). To a large extent this may reflect the nature of the questions asked in this scale. These three questions asked respondents to assess the degree to which CIS changed the academic department for better or worse while questions on the other scales asked about the degree to which CIS had a positive impact. It should also be noted that this domain of questions received the largest proportion of non-responses of any category on the survey. Only 42% of respondents answered every question in the scale.

Aside from responses to the department impact, respondents largely felt positive about the impact of CIS for their school, teachers, and students with mean scores of .86, .87, and .82 respectively (on scales ranging from 0 to 1.0). The mean score of the school impact scale is higher than the student impact scale at a statistically significant level ($t=3.895$, $p < .001$) as is the mean score of the teacher impact scale ($t=6.178$, $p < .001$). The mean ratings of the school and teacher impact scales did not differ at a statistically significant level ($t=1.840$, $p < .10$) from one another.

How do reports of CIS impact differ by respondent position?

Teachers report a more positive impact of CIS on the school, teachers, and students than either principals or guidance counselors. There is no statistically significant difference among the three positions in how they rate the impact of CIS on academic departments.

Figure 2. Impact Scale Means by Position of Respondent



A series of one-way analysis of variance tests were performed using each scale as the dependent variable and position of respondent as the independent variable. The analysis was weighted to produce equal sample sizes of each type of respondent and appropriate statistics were used to account for the fact that the variance in each scale differed by type of respondent.

The mean ratings on the school impact scale differed by position at a statistically significant level (Welch statistic=6.029, $p < .01$) and post-hoc tests indicate that teachers rated school impact significantly higher than guidance counselors (based on Tamhane's T2 test).

The mean ratings on the teacher impact scale differed by position at a statistically significant level (Welch statistic=10.307, $p < .01$) and post-hoc tests indicate that teachers rated teacher impact significantly higher than principals and guidance counselors (based on Tamhane's T2 test).

The mean ratings on the department impact scale did not differ by position at a statistically significant level (Welch statistic=1.559, $p < .25$).

The mean ratings on the student impact scale differed by position at a statistically significant level (Welch statistic=9.297, $p < .01$) and post-hoc tests indicate that teachers rated student impact significantly higher than principals and guidance counselors (based on Tamhane's T2 test).

What comments did respondents make about the impact of CIS on their school?

Three-quarters of the comments were positive and addressed increased opportunities for students, student climate, students' futures, and general curriculum. Competition with Advanced Placement courses emerged as a common negative theme.

A total of 49 comments were written, which is slightly greater than one-third of the total number of respondents, with 48 of the 49 commenting on the impact, and one comment noting that it was too early in their experience with CIS to tell. Thirty-six of the 48 comments (75%) were positive in tone, and 12 (25%) indicated a concern with some aspect of the impact of CIS.

The positive comments tended to fall into four major themes—increased opportunity and options for students ($n=13$); benefit for school climate ($n=13$); benefit for students' future ($n=7$); and benefit for the general high school curriculum ($n=3$). The increased opportunity/options remarks were similar to the following:

- *“The CIS courses are an important way to meet the needs of our high achieving students.”*
- *“This is such a wonderful program. It has opened up the world for myself and my students.”*

- *“I know definitely that some kids have opted for CIS rather than take advantage of PSEO offerings. They appreciated being able to stay at the high school.”*

The primary benefit for school climate appears to relate to keeping the academically able students within the student body, instead of having them leave the school building in order to take a class at a nearby college. The climate for learning was also noted by many respondents.

- *“CIS has enabled our best students to participate in the life of our high school...instead of leaving high school to begin taking college courses. Our school climate benefits from the contribution of these students. They serve as role models for the student body.”*
- *“I believe students like having their high school teachers as their instructors. They generally have a strong relationship with them, and the teachers have good [instructional] strategies for addressing the age level of the students.”*

The comments relating to the benefit for the future of the students centered most often about the adjustment that students must make to the rigors of college expectations. Representative comments would include:

- *“The CIS programs allow...high-powered students to understand what sort of workload will be expected of them in college...As a result, I believe they will also be better students at their college.”*
- *“[It] is a great way to ease the high school to college transition.”*

The three responses about general curricular benefit noted that CIS has positively affected the strength of various programs in a school:

- *“We have gone from a two-year program to a four-year program.”*
- *“[CIS] has rebuilt our French program.”*
- *“The CIS course in our English department provides a strong complement to our advanced placement offerings.”*

Of the negative responses to this question, most (6) were concerned with “competition” with other advanced-level classes, such as Advanced Placement (AP) classes. The competition was viewed as having a negative effect on the school climate noted four of those six respondents, since they were “competing for the best students.” Climate was also seen as adversely affected by the problems of scheduling the CIS classes among the other classes for the day, since often students have to choose to eliminate a regular class to accommodate the timing of the CIS class.

A negative perception of CIS was also noted by three respondents in the allocation of credits. Said one respondent, *“CIS credits don’t always transfer, but AP does.”* Another person noted that some students take AP and CIS classes because they award more credits, and consequently those students do not take the regular literature classes in the next semester. The remainder of the negative responses dealt with uneven dissemination

of information about the CIS classes, or that it was difficult at times to recruit teachers to do the CIS classes, even though there was a demand for them. The non-willingness of teachers to participate was reported to cause ill feelings among some staff.

What comments did respondents make about the impact of CIS on teachers?

The majority of comments were positive and addressed professional development, communication with others, and professional satisfaction. Limitations on class size for CIS classes emerged as the predominant negative comment.

Thirty-eight responses were written to address this question. The majority (22/38 or 57%) indicated a positive impact, with the strongest benefit being seen in the improvement of teaching. The comment, *“It’s the best professional development workshops I have ever attended”* represents the strongest theme among 22 respondents. Teachers reported learning more about their discipline and learning more new, effective instructional strategies through CIS than most other workshops. The new strategies are also able to be applied in non-CIS classes, which teachers appreciate.

The next most frequent response centered on the benefits CIS brought to teachers’ communication with others—colleagues, parents, and students.

- *“The contact that I have had with other language teachers has been invaluable!”*
- *“I have less discipline and attendance problems, and good communications with the parents.”*
- *“[CIS] fosters networking.”*

Finally, many of the other positive comments concerned the feeling of support and encouragement that accompanied the teaching of CIS classes:

- *“Nothing has done more to influence my success and excitement as a teacher than the CIS program.”*
- *“I am very pleased with the support and encouragement I’ve gotten from participating.”*

The theme most prominent when examining the negative impact on the teachers is the issue of limitations on class size for CIS classes. Half of all of the negative comments (8/16) were about this issue. There is “fallout” from being limited to a certain number of students because that causes other non-CIS classes to become larger as a result. *“While it is ideal, it is not practical,”* noted one. This is seen as a workload inequity across the teaching staff in the high schools, especially since AP classes do not impose those enrollment restrictions.

The other strong theme in the negative impact concerns the issue of demand on a teacher’s time to prepare for a CIS class.

- *“While I may be a phone call or email away for assistance, what is required of the class results in a workload that at times is rather intimidating.”*
- *“The [CIS] course work means much more work for the teachers, without having additional preparation time.”*
- *“The time needed to prepare the material is longer and more intensive than non-CIS classes, so I oftentimes have less time to do things with my department or in co-curricular activities...it’s a balancing act.”*

The remainder of the comments which spoke of things which were not positive about CIS concerned the perception that the CIS classes were “elitist” and “can be lonely at times.” Also, one respondent noted that CIS meetings take teachers out during class time, which causes peers to be impacted by those absences.

What comments did respondents make about the impact of CIS on their department?

Only a small proportion responded to this question in a relevant manner. Those who did either described a general enhancement of professional community or reported there was no impact on their department.

Although 19 people responded to this question, only 11 responses were relevant answers. The eight replies which were unrelated to departmental impact were comments about general school climate (e.g., “inertia is as inertia does”) or other high schools’ programs, but had no discernible relationship to the impact of the CIS program upon their own schools’ academic departments.

There were five responses to this question which described a positive impact on their academic department. Two of them noted similarly that “having CIS fosters a sense of pride among our staff and community”; and two others believe that now they “have better ways of teaching overall,” especially when “ideas are shared in the department meetings.” Finally, one respondent remarked, “I now hold my non-CIS students to a higher standard.”

Six respondents indicated that CIS had no discernable impact on their departments. One response noted that it was “too soon to tell,” and the sixth response re-stated the concern about “confusion in my department about the role of CIS in relationship to AP classes.”

What comments did respondents make about the impact of CIS on their students?

Most comments (87%) were positive and addressed preparing students for the future and offering academic challenges. The rest of the comments were neutral or undecided in describing the impact on students.

There were 23 relevant comments made about how CIS had affected high school students. Of those, 20/23 or 87%, speak clearly to the positives that students have experienced. Eight of the 20, or 40%, noted that CIS prepares the students for the future:

- *“CIS offers the opportunity for students to experience college, yet stay in high school.”*
- *“[Students] get their ‘feet wet’ in a supportive environment.”*
- *“Students learn to read a syllabus!”*

Instructional benefits are seen by five respondents who assert that CIS offers additional high expectations.

- *“It challenges horizons.”*
- *“Students get better instruction in high school than they do in college.”*
- *“[CIS] encourages students to work on their own, as they will have to do in college”*

Personal benefits for the students are noted as well. Two respondents think that CIS raises levels of student self-confidence, and that students enjoy studying more. Another respondent noted that *“students apply [study] skills learned in CIS courses to other subjects.”* The presence of more options or choices for students was also mentioned, and one respondent thinks that *“students see greater growth in CIS classrooms.”*

Only two of the 23 comments (9%) noted that *“No impact is seen”* or *“I’m not sure, since our curriculum is already quite challenging.”*

What did respondents describe as the single greatest impact of CIS?

The majority of respondents answered this open-ended question. Their comments emphasized the role of CIS in raising the academic standards of the school, offering more academic choices to students, and preparing students for college.

Of the 136 people who returned this survey, 83 (61%) provided a response to this final question. There were a total of 79 responses which are considered to be a response about impact, with the four remaining responses indicating “Thanks!” or something similar.

Within the 79 responses, there were two themes that were prominent. The first theme concerns the establishment of high standards of excellence and academic rigor as a result of the school participating in CIS. There were 33/79 (42%) of the responses which noted that with CIS there are new, higher standards for performance for both students and teachers.

- *“[Students can now be] part of a culture that embraces achievement and can lift each other to higher results.”*

- *“Students have been challenged to their limit and they have succeeded. This course is pivotal for developing confidence and in effecting intellectual growth.”*
- *“A higher standard of learning takes place.”*
- *“I believe that CIS has raised the morale of staff and students and provides a greater level of expectation of accomplishment.”*
- *“The greatest asset of CIS at our school is teacher involvement with curriculum...and with colleagues around the state.”*
- *“The professional development provided the teachers...[CIS] has given me the chance to discover many new ideas and content...others in my department share this wealth of information as well.”*

The second prominent theme is that CIS brings more options/choices to the school. Having more choice allows the most academically able students to find something that meets their needs and interests, thereby keeping them in the high school rather than leaving in order to take classes at a nearby college under the Post-secondary Enrollment Option (PSEO). Nearly 33% (26/79) of the comments directly remarked about the benefit of having an in-school option to challenge the most academically able students with college-level courses.

- *“I feel it provides students with the opportunity to take college courses and still remain in their high school setting in their all-important senior year.”*
- *“I believe CIS is a better option than PSEO for many of our students. There is no drive time or cost incurred by students and their families and there are no chances of car accidents.”*
- *“[CIS classes] keep high achieving students in our high school through their senior year!”*
- *“To me it is that we are able to challenge high school students and allow them to take advantage of remaining in a high school setting with their peers, participating in high school activities.”*
- *“We have more students taking advantage of [CIS] than would be able to do PSEO...We are reaching more students in this way and challenging students who have real aptitude...”*
- *“CIS has allowed us to keep some of our brightest and best students and leaders in the classroom without losing them to the colleges through the PSEO program.”*

A third theme also emerged in about 19% of the comments. This theme centered on the benefit of having CIS as a form of preparation for college for many students:

- *“It is another bridge between high school and college, making the transition easier for students to adapt to college.”*
- *“Making CIS courses available to urban learners is critical to their making the transition from high school to college. I believe that CIS programs give urban students the confidence to make the transition.”*
- *“[CIS] provides students with a taste of college before they actually get there.”*
- *“Students face challenges that expand their experiences before leaving high school.”*

- “[The students] are able to begin the wearing of their identities as college students—practice that assists them in making the full transition to the full-time college culture.”
- “There is no doubt that they [the students] have been stimulated in their pursuit of post-secondary education through participation in CIS.”

Finally, several of the comments not included in categories above noted that their schools are now attracting top students from neighboring districts, and that they make their already-top-rated school even more rigorous and diverse in course offerings.

How do attitudes towards CIS relate to support for charging tuition?

Principals who oppose charging tuition for CIS rate the program impact more positively than principals who support tuition. There is no relationship between ratings of the program and support for charging tuition among teachers or guidance counselors.

Question 38 on the survey asked, “If it were allowable under Minnesota law, do you feel that charging students for their participation in CIS is a reasonable policy? (Assume that a scholarship program is in place for students who cannot afford to pay CIS tuition.)” Fifty-eight percent of respondents agreed that it was reasonable while 26% felt it was not and 15% responded “don’t know.” There was more support among principals (77%) and teachers (71%) for this than guidance counselors (54%), although this difference did not reach statistical significance. Reports of past and future financial constraints (Q36 & Q37) on the school’s ability to implement CIS did not appear to have any impact on support for charging students tuition.

We sought to determine to what degree the reported impact of CIS affected a respondent’s willingness to support charging tuition for CIS. A series of independent sample t-tests comparing those supporting tuition with those who did not revealed no statistically significant differences in the ratings of CIS impact in each of the four domains. Nor was there a statistically significant difference between supporters and detractors when looking at the overall impact scale.

However, when the respondents are separated out by position, an interesting pattern appears. Principals who oppose charging tuition generally rate the impact of CIS as more positive than principals who support charging tuition (see Figure 3). This difference is statistically significant for the department and student impact scales as well as the overall impact scale ($p < .05$ for each). The same patterns are not found for teachers or guidance counselors. (See Figures 4-5.)

Figure 3. Impact Ratings by Principals by Support for CIS Tuition

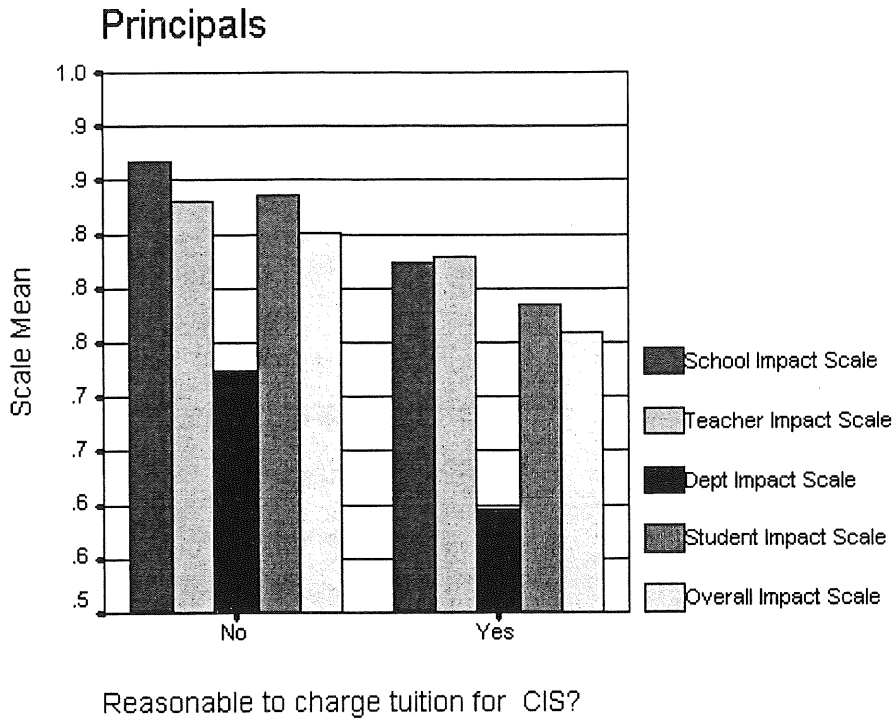


Figure 4. Impact Ratings by Teachers by Support for CIS Tuition

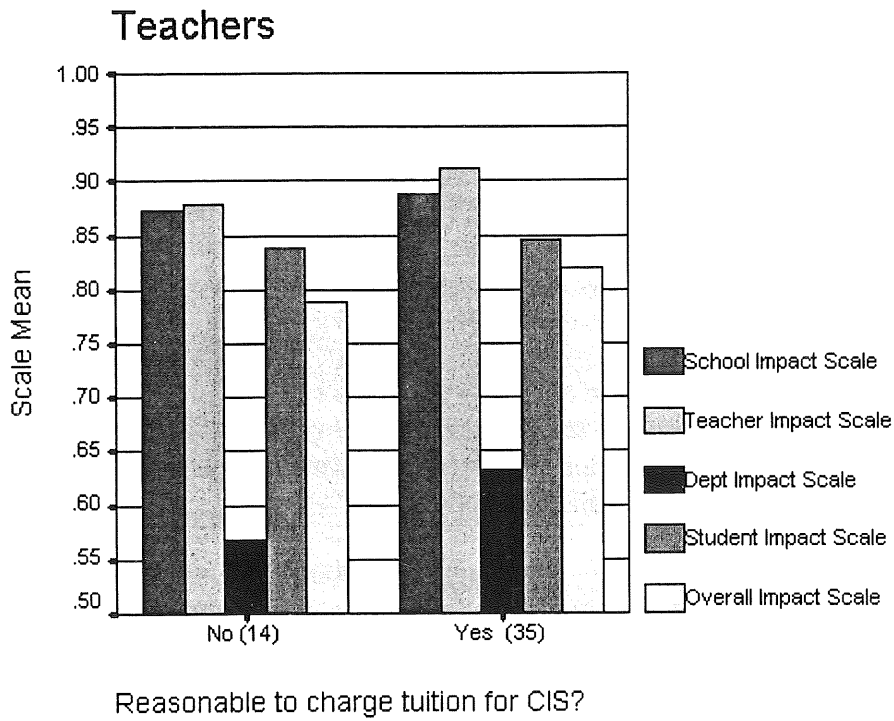
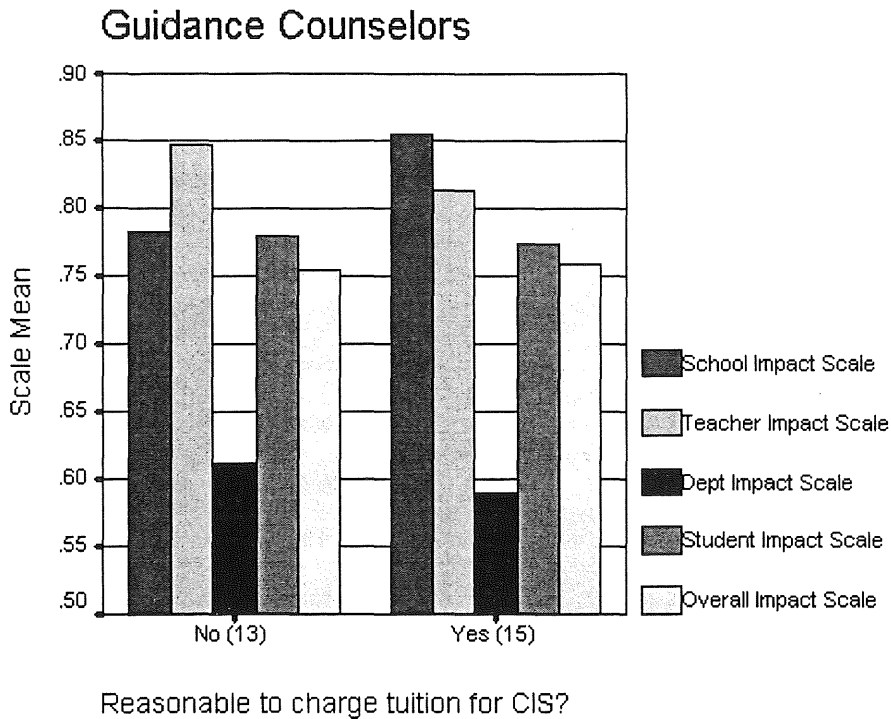


Figure 5. Impact Ratings by Guidance Counselors by Support for CIS Tuition



What comments did respondents make about charging tuition for CIS?

Most comments took a position in favor or against charging tuition. Approximately half of these opposed charging tuition for CIS, mainly because there was not a charge for other PSEO classes. Of the comments taking a stand, approximately a third of the comments favored charging tuition, mainly as a way of addressing budgetary problems. Other comments offered alternative financial arrangements besides the charging tuition.

Since this question immediately followed questions about the charging of tuition for CIS, 30 of the 34 responses (88%) focused on the issue of whether or not to charge tuition. The remaining 4 responses (12%) were not for or against tuition being charged, and, instead, provided comments about financial aspects of CIS.

There were 16 comments (53%) which did not support the charge of tuition for CIS classes. The most prevalent answer (n=12) noted that there should not be a charge for CIS since there was not a charge for PSEO classes. Several respondents in that group believed that if CIS began to charge a tuition fee, then students would do PSEO instead. The resulting decrease in enrollment in CIS would ultimately cause fewer CIS classes to be offered. Two respondents noted that K-12 public education is supposed to be “free,” and that charging tuition would violate that premise. Two others suggested that, since

special education students receive alternative classes at no charge, “academically able” students should be able to attend academically enriched classes at no charge as well.

Of the other 14 comments written regarding tuition, 9 of them (30%) specifically stated they were in favor of doing so. Seven of the nine respondents noted that schools everywhere are having budgetary problems, and that charging tuition is a necessary thing to do. Several suggested that making scholarships available would then permit any student to enroll who wanted to. An additional two respondents noted that charging tuition is a sign of commitment to the CIS class and can be a motivating factor to produce increased achievement. Five of the fourteen respondents who were generally supportive of initiating some kind of charge believe that parents would be willing to pay for CIS classes, since those credits would be cheaper than if they had to be paid in college tuition next year.

There were four comments that did not take a stand one way or the other about the charge of tuition. Two respondents requested, if tuition would be charged, that the high school teachers should get some extra pay for teaching content which is beyond the normal high school curriculum. One person suggested that the student pay half and the district pay the other half, if there is to be a charge for the classes. Finally, one person noted, with appreciation, the low fee that the University charges the district to offer College in the Schools.

Discussion

The overall impact of CIS on teachers, students, and schools was clearly positive, with the impact of CIS on academic departments being a mixture of positive and negative effects. Teachers, more than principals and guidance counselors, generally had the strongest positive attitudes about the program.

The mixed effect of CIS on academic departments emphasized several common positive themes including an increased sense of professional community and professionalism among teachers, higher academic expectations in the school, and increased academic opportunities for students. Concerns about the demand of CIS classes on teacher and department resources emerged as the main negative theme in the open-ended responses. There is ordinarily not extra compensation provided to CIS teachers for teaching these classes while the limitation on CIS course enrollment sometimes leads non-CIS teachers to complain about unfairly large enrollment in their classes.

Finally, responses to questions about whether or not to charge tuition for CIS courses reveal differences by respondent-type. We first sought to determine to what degree the reported impact of CIS affected a respondent's willingness to support charging tuition for CIS. A series of independent sample t-tests comparing those supporting tuition with those who did not revealed no statistically significant differences in their ratings of CIS impact. Also, there is no statistical relationship between program supporters or detractors and whether or not they support or do not support charging tuition. However, when the respondents are separated out by position, an interesting pattern appears. Principals who oppose charging tuition generally rate the impact of CIS as more positive than principals who support charging tuition. This appears to be mainly an issue of fairness to students, since the most frequent reason given for opposing tuition given in the open-ended comments was that tuition was not charged for other PSEO courses.

Appendix A: Individual Close-Ended Question Means

The presence of CIS classes in my school has: (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)	Mean	N
Q1. Encouraged high school seniors to elect a more challenging academic schedule.	3.70	131
Q2. Enjoyed strong support from parents.	3.55	130
Q3. Enhanced our school's public image.	3.46	125
Q4. Resulted in fewer students leaving the high school for PSEO classes.	3.13	115
Q5. Attracted students from other districts to attend this high school.	1.97	70
Q6. Led to course scheduling difficulties that strain relationships among teachers and administrators.	1.98	126
Q7. Contributed significantly to student and school morale.	3.04	104

As a result of participating in CIS, teachers: (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)	Mean	N
Q9. Are re-energized professionally.	3.51	108
Q10. Receive support from U of M faculty/staff and other CIS teachers.	3.54	108
Q11. Learn new content information in CIS workshops.	3.42	105
Q12. Learn new pedagogical approaches in CIS workshops	3.30	96
Q13. Find this content and/or pedagogy to be useful in their non-CIS courses, too.	3.36	90
Q14. Feel more connected with their academic discipline.	3.50	102
Q15. Feel that CIS provides a strong, supportive professional community.	3.50	103
Q16. Experience greater job satisfaction.	3.44	104
Q17. Have had more difficulty negotiating with school administrators because of the CIS class size limits. (Answer only if the CIS class your school offers has a class size limit.)	2.41	73

The presence of CIS classes in our school has impacted related high school academic departments. The presence of CIS classes have: (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)	Mean	N
Q19. Changed non-CIS teachers' expectations for student performance.	2.43	74
Q20. Introduced new materials into non-CIS curriculum.	2.92	86
Q21. Changed pedagogical approaches in non-CIS classes.	2.57	77
Q22. Caused a redefinition of course objectives in non-CIS classes to include prerequisite skills and knowledge for taking CIS classes.	2.57	87
Q23. Resulted in reorganization of course content in my high school department.	2.39	97
Q24. Added new content to strengthen course offerings in grades 9-12.	2.79	110
Q25. Produced or occasioned collegial professional discussions.	3.08	111

As a result of participating in CIS, students: (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)	Mean	N
Q27. Developed better study habits.	3.24	118
Q28. Learned to manage time more effectively.	3.25	113
Q29. Became more willing to meet academic challenges and more confident in their ability to do so.	3.33	124
Q30. Became excited about learning.	3.20	114
Q31. Learned to express themselves better in writing.	3.42	117
Q32. Learned to express themselves better verbally.	3.28	117
Q33. Are especially well prepared to succeed in college.	3.39	119
Q34. Have a better chance of getting into the college of their choice.	3.03	91

Appendix B: Scale Construction

The scales were constructed by adding the responses for selected items listed below. For each item, respondents were asked to indicate whether they strongly disagreed, disagreed, agreed, or strongly agreed. Higher scores indicated greater agreement with the item. The “don’t know” option was treated as non-response.

School Impact Scale (alpha reliability=.68)

- The presence of CIS classes in my school has encouraged high school seniors to elect a more challenging academic schedule. (Q1)
- The presence of CIS classes in my school has enhanced our school’s public image. (Q3)
- The presence of CIS classes in my school has resulted in fewer students leaving the high school for PSEO classes. (Q4)

Teacher Impact Scale (alpha reliability=.86)

- As a result of participating in CIS, teachers are re-energized professionally. (Q9)
- As a result of participating in CIS, teachers receive support from U of M faculty/staff and other CIS teachers. (Q10)
- As a result of participating in CIS, teachers learn new content information CIS workshops. (Q11)
- As a result of participating in CIS, teachers feel more connected with their academic discipline. (Q14)
- As a result of participating in CIS, teachers experience greater job satisfaction. (Q16)

Department Impact Scale (alpha reliability = .74)

- The presence of CIS classes has changed non-CIS teachers’ expectations for student performance. (Q19)
- The presence of CIS classes has caused a redefinition of course objectives in non-CIS classes to include prerequisite skills and knowledge for taking CIS classes. (Q22)
- The presence of CIS classes has resulted in reorganization of course content in my high school department. (Q23)

Student Impact Scale (alpha reliability = .86)

- As a result of participating in CIS, students developed better study habits. (Q27)
- As a result of participating in CIS, students learned to manage time more effectively. (Q28)
- As a result of participating in CIS, students became more willing to meet academic challenges and more confident in their ability to do so. (Q29)

- As a result of participating in CIS, students became excited about learning. (Q30)
- As a result of participating in CIS, students learned to express themselves better in writing. (Q31)
- As a result of participating in CIS, students learned to express themselves better verbally. (Q32)

Overall Impact Scale (alpha reliability = .63)

- School Impact Scale
- Teacher Impact Scale
- Department Impact Scale
- Student Impact Scale

One extreme outlier on the teacher impact scale was recoded as the next lowest value on that scale. Each scale was recoded from 0 to 1 in order to compare across scales. If a respondent gave “strongly disagree” responses to all questions in a scale he or she would have received a .25 on the scale. The same computation results in a score of .5 for all “disagree” responses, a score of .75 for all “agree” responses, and a score of 1.0 for all “strongly agree” responses.

College in the Schools Follow-Up Student Survey

A survey of alumni five years after participation

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Report prepared for the University of Minnesota College in the Schools program by Kyla L. Wahlstrom, Ph.D. and Eric Riedel, Ph.D., Center for Applied Research and Educational Improvement (CAREI). August 24, 2004

Executive Summary

Analysis of College in the Schools (CIS) Follow-Up Student Survey
Center for Applied Research and Educational Improvement
August, 2004

Follow-Up Student Survey

Four hundred seventy-six students responded to the follow-up student survey. Slightly over half took one CIS course and the rest took up to five courses. The most popular courses were English Literature and English Composition. Almost all respondents went on to a two or four-year college, university, or technical school and approximately two-thirds have plans to apply to graduate school. Eleven percent of respondents graduated early from college and the majority of them attributed doing so to recognition of CIS course credit by their college.

Respondents overwhelmingly gave a positive assessment to how their CIS experience prepared them for college and the quality of that experience overall. Ninety-eight percent said they would recommend to a high school student that they participate in CIS. Specific benefits gained from CIS centered on study habits, meeting academic challenges, and communication skills. Those students taking more than one CIS course including English Composition gave higher overall ratings of their CIS experience. Seventy-three percent of the respondents volunteered additional comments at the end of the survey. The majority of these comments were positive about their CIS experience and cited educational benefits, the opportunity to preview college, and enjoyment of the course for its own sake.

Introduction

The College in the Schools (CIS) program delivers introductory-level University of Minnesota courses to high school junior and senior students in their local high schools. These courses are taught by their high school teachers and are a means of providing advanced curriculum to those students who are ready for highly challenging content. There is a range of subject areas in CIS courses – world languages, English composition and literature, economics, history, and political science. The high school teachers are supported by professors from the University of Minnesota in terms of the content to be taught and instructional methods. The classes are offered within the regular school day and meet for a semester or the entire year. There is no charge to students to take the classes; however, there is a small amount of tuition which the schools pay to the University for coordinating their participation in CIS. Students are able to earn college credit for their participation in CIS courses.

The CIS Follow-Up Student Survey sought to gather the opinions of past participants five years after they had taken a CIS course. The survey asked about participants' experiences after high school including whether they attended college, whether the University credit received was recognized at their college, and how CIS did or did not prepare them for college. The survey also asked about their future plans after completing their postsecondary education.

Sample

The survey was mailed in 2003 to the home addresses of participants at the time they were enrolled in a CIS course. Of 1,770 surveys mailed to respondents, a total of 476 completed and returned the survey (26.9% response rate). Most participants (88.7%) listed 1999 as their high school graduation year while the rest listed 2000. Five respondents did not list a high school graduation year. Of the 476 respondents, 448 listed the specific CIS course(s) they took in high school. The majority (55.6%) listed only one course while slightly over a third listed two courses. The remainder listed three (5.4%), four (4.0%), or five courses (0.4%). Figure 1 below shows the proportion of respondents reporting having taken each type of CIS course. Only English Literature was taken by a majority of the respondents. It was followed in order of popularity by English Composition, Political Science, Economics, Intermediate German, and Intermediate French.

Figure 1. Proportion of Students Reporting Taking Each Type of CIS Course (Student Could List More than One Course, n=448)

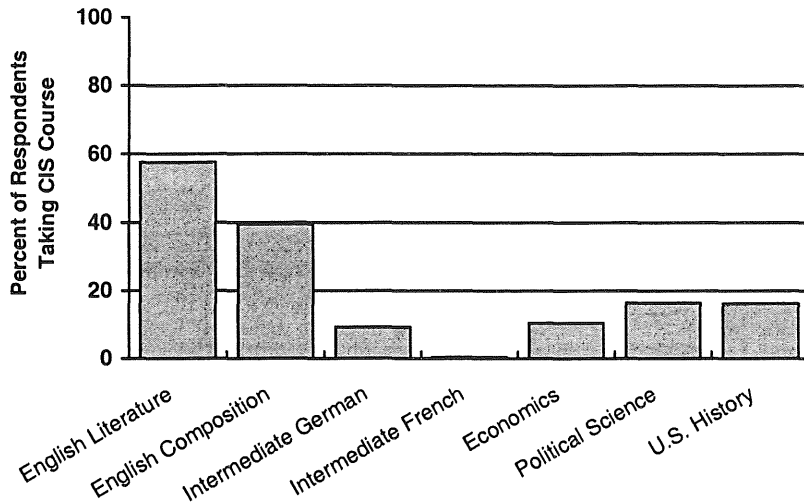
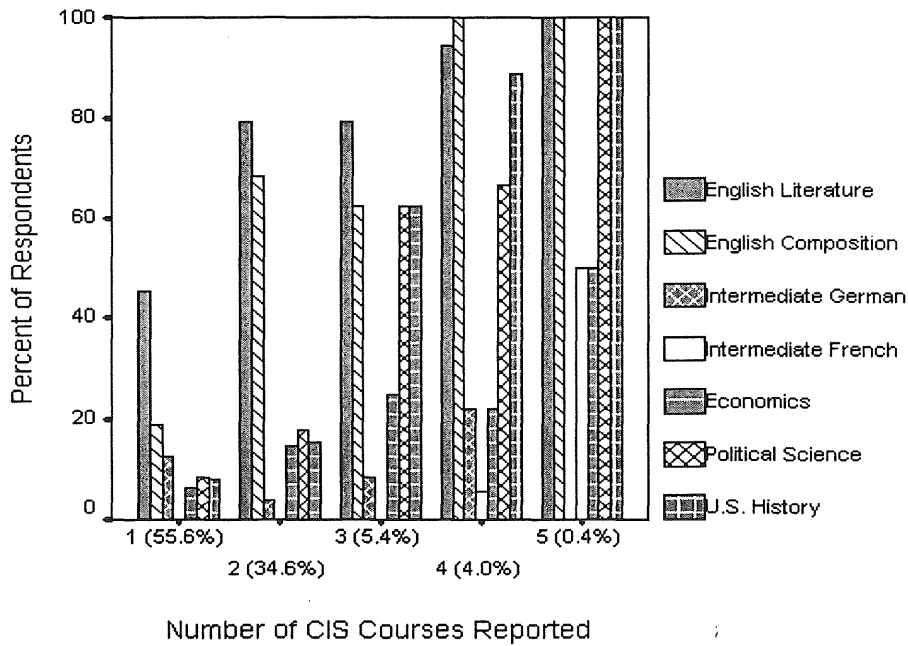


Figure 2 shows how listing each type of course was related to the number of courses taken. The more courses taken the greater the likelihood of having taken a relatively unpopular course. For example, Intermediate French tended to be taken by students already taking other CIS courses.

Figure 2. Proportion of Students Taking Each Type of CIS Course by Number of Overall Number of CIS Courses Listed (n=448)



Methods

This analysis sought to summarize the impact of CIS on students' college experience in terms of their decision to go to college, time taken to complete college, their success in receiving credit recognition, and decision to apply to graduate school. The analysis then aimed to summarize the specific benefits of CIS coursework to students. By relating the nature of the CIS experience to specific benefits, the analysis will also suggest the kinds of CIS experiences providing the most benefits to students. Given that nearly all questions are close-ended, the analysis relies on a combination of descriptive statistics to report responses to questions and nonparametric statistics to compare groups of students and cluster a checklist of benefits. These analyses sometimes refer to statistical significance or "p-values." A result is considered statistically significant if the probability of obtaining the particular outcome by chance is small (typically 5% or $p < .05$). Sometimes a p-value is provided which specifies exactly how likely it is to have obtained that result by chance (e.g. $p=.004$ is equivalent to 0.4%).

An invitation to volunteer additional comments about their CIS experience on the survey was also analyzed. Responses to the open-ended question were aggregated. The collated responses were then analyzed for predominant themes and unique contributions, along with the relative strength of the themes as they emerged. Several sample comments which are representative of the themes are also provided.

Results

How did CIS impact the decision to go to college and apply to graduate school?

Nearly all respondents indicated attending a postsecondary institution and a majority made plans to or had actually applied to graduate school.

Of 476 respondents, 469 (98.5%) reported attending a two or four-year college, a university, or technical school following graduation from high school. Four respondents (0.8%) said they did not attend school and three respondents (0.6%) gave no indication either way. None of the respondents who indicated they did not attend college reported that CIS had influenced them not to attend college.

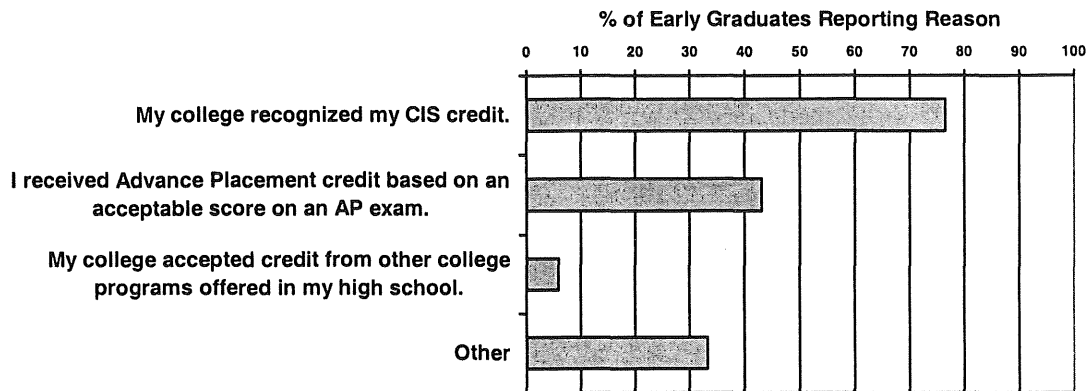
Students were asked about plans to apply to graduate school. Four hundred twelve and four hundred sixty-one students responded to the two questions respectively. Nearly two-thirds (63.6%) of those responding have plans to apply to graduate schools and 14.5 percent of those responding have applied to graduate school.

Did participation in CIS result in early college graduation?

A small minority of students indicated that they had graduated early from college and that CIS contributed to that outcome. The proportion of students doing so far exceeded early graduation rates in a comparable national sample.

Of the 465 respondents reporting their college status, 51 (11.0%) of them reported having graduated early. Those reporting early graduation were both 1999 and 2000 high school graduates. Figure 3 lists the reasons checked for early graduations by those 51 students. Recognition of CIS credit was by far the most frequent reason for early graduation followed by receiving advanced placement credit.

Figure 3. Reasons Given for Early Graduation from College
(Respondents Could Check More than One Reason, n=51)



The reports of early graduation for a sub-sample of students completing this survey can be compared to a sample reported on in the 2002 *Digest of Education Statistics* published by the National Center for Education Statistics (<http://nces.ed.gov/programs/digest/d02/>). In the current study, 53 students who completed the survey in 2003 graduated from high school three years earlier. Fifty-one of the 53 students attended a four-year college. Of those 51 students who both attended a four-year college and completed the survey three years after high school graduation, 8 students or 15.7% reported that they graduated early from college. The *Digest of Education Statistics* reports that for a sample of students who started a four-year institution in 1995 and reported their status three years later in 1998, only 0.8% had graduated early. If that national sample is restricted to only those students whose parents had graduate degrees, then only 0.3% had graduated early.

How did participants rate their experience with CIS?

The vast majority of respondents rated their experience with CIS and its impact on their subsequent college experience positively. Specific benefits were cited for study habits, meeting academic challenges, and communication skills.

Overall assessments of the CIS experience were quite positive. Figure 4 shows how respondents rated their experience in relation to preparing them for college and Figure 5 shows a more general rating of CIS “looking back.” In both cases, over 90 percent of respondents gave a favorable rating to the program. When asked whether the respondent “would recommend to a high school student that she/he take a CIS course offered through

the University of Minnesota, Twin Cities,” 97.7% indicated they would. Only 0.6% said they would not and 1.7% did not reply.

Figure 4. Proportion of Responses to Statement, “Your experience with College in the Schools sharpened your academic skills in preparation for college” (n=476)

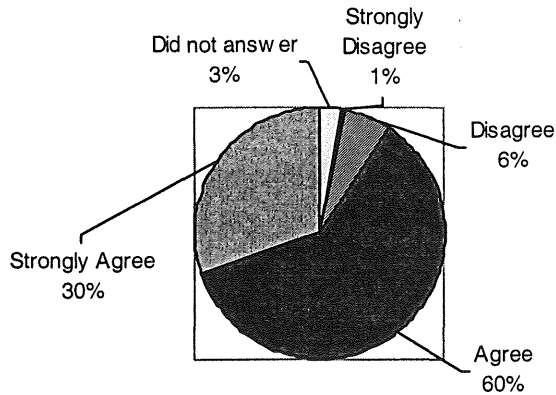
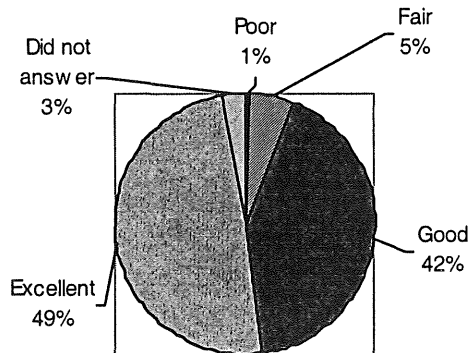
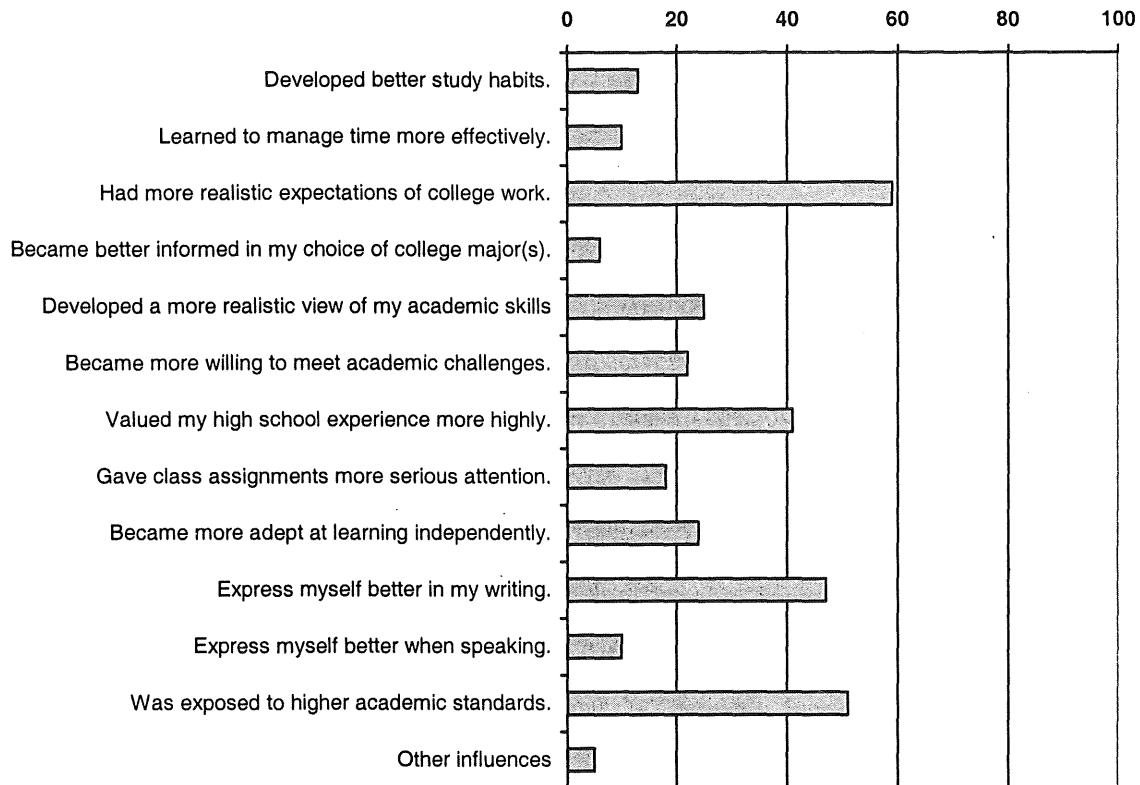


Figure 5. Proportion of Responses to Question, “In looking back, how would you rate your experience with CIS?” (n=476)



Respondents were given a list of 12 possible benefits from having participated in CIS plus they were allowed to write in their own (under “other”). They were asked to check the four boxes the best described the personal impact of CIS (see Figure 6).

Figure 6. Proportion of Respondents Indicating a Benefit of Taking CIS Courses
(Respondents Could Choose Up to Four, n=476)



A correlational analysis of responses listed in Figure 6 using phi correlation coefficients revealed three weakly related categories of benefits. The first category is the benefit of CIS to study habits. Benefits that were weakly correlated with one another under this category include:

- “Developed better study habits”
- “Learned to manage time more effectively”
- “Had more realistic expectations of college work”

The second category is the benefit of CIS to meeting academic challenges. Benefits that were weakly correlated with one another under this category include:

- “Became more willing to meet academic challenges”
- “Gave class assignments more serious attention”

The third category is the benefit of CIS to communication skills. Benefits that were weakly correlated with one another under this category include:

- “Express myself better in my writing”
- “Express myself better when speaking”

How did students differ by number and type of CIS courses taken?

Students who took more than one CIS course and/or took English Composition tended to be more positive in their assessment of their CIS experience.

In the following analyses, a more stringent level of statistical significance is used than is typical to account for the multiple significance tests run. Since each outcome is tested against seven types of CIS courses plus having taken multiple CIS courses, the standard significance level of .05 is divided by eight equal to 0.00625. This is known as Bonferroni inequality and is an adjustment used to guard against the possibility that the results are significant simply by virtue of running many significance tests. Only results where the chance of having obtained a result that extreme by chance is less than 0.625% or less ($p < .00625$) are reported.

Students who reported taking two or more CIS classes expressed stronger agreement with the statement, "Your experience with College in the Schools sharpened your academic skills in preparation for college," based on a Mann-Whitney test ($z=3.129$, $p=.002$). Students who reported taking English Composition also expressed stronger agreement with this statement than those did not take the course based on a Mann-Whitney test ($z=4.554$, $p < .001$). Differences in response to this statement did not vary by other types of CIS courses.

Students who took English Composition gave more positive responses to the question, "In looking back, how would you rate your experience with CIS?" than students who had not taken English Composition based on a Mann-Whitney test ($z=3.216$, $p=.001$). No other differences in responses to this question were found by number or type of course taken.

Three of the most popular benefits were taken from the list of twelve shown in Figure 6 and examined to see if students naming them varied by the number and type of CIS course. These three benefits were: "Had more realistic expectations of college work", "Became more willing to meet academic challenges" and "Expressed myself better in writing". The proportion naming "Had more realistic expectations of college work" as a benefit increased by taking U.S. History ($X=8.313$, $p=.004$). No other differences by number or type of course taken were found. The proportion naming "Became more willing to meet academic challenges" as a benefit did not vary by the number or type of CIS course taken. The proportion naming "Expressed myself better in writing" as a benefit decreased with having taken Economics (14.082, $p < .001$) or Intermediate German ($X=7.618$, $p=.006$), but increased with those taking English Composition ($X=28.772$, $p < .001$) or English Literature (13.889, $p < .001$).

What additional comments did students volunteer about their experience with CIS?

The majority of respondents volunteered positive comments about their CIS experience. The most frequently mentioned included educational benefits (e.g. credits earned), a realistic view of college, and enjoyment of the academic experience (e.g. good teachers). A small minority of students expressed frustration with CIS credit transfer or the CIS teachers' abilities.

At the end of the survey, students were invited to share comments about their CIS experience. The survey stated, "Offer anything that you would like to share with us, or that might be of interest to high school students considering CIS." An open-ended space was then provided.

A total of 348 entries were written by the respondents, which is 73% of the total number of persons returning the survey (348/476). Of the 348 responses, 92% of them (n=319) were positive. Thematic analysis of the comments revealed that the vast majority (74%) spoke of the educational benefits of having participated in CIS. The general benefits were of four types (listed in descending order of frequency of being named as a benefit):

- Credits earned
- Preparation for college-level work
- Academic learning (skills, content, writing)
- Staying in the high school setting instead of leaving for PSEO (Post-Secondary Enrollment Option in which the student had to travel to a local institution of higher education for the college-level classes)

The theme concerning the credits earned accounted for 40% of all of the comments about benefits. The 94 responses about credits were evenly split between two kinds of benefit: a) the benefit of having earned college credit before the start of their Freshman year, and b) the benefit of earning college credit for free, saving them time and money. Those that spoke of the pre-college credits noted the following:

- *"The best thing about taking a CIS class was getting credit for the class, which allowed me to register earlier than the other students."*
- *"[CIS] gave me more credits to transfer to college that gave me a higher class standing for registering for classes and room draw."*
- *"To receive credit and exemption for a CIS class frees up slots in the college schedule than can allow for further exploration of topics that are of interest to you."*
- *"I ended up being a semester ahead upon entering college, and this now allows me more freedom in the courses I choose to take."*
- *"It is a nice way to free up credit in college so you can pursue a second major or a minor."*

The comments about earning college credits without having to pay for them had more than just a monetary, money-saving tone. Many of the respondents spoke of being able to graduate early, thereby saving money in tuition or getting a head start on a job search. Several others referred to the fact that they were able to earn a double major or minor,

thereby easily securing a job right out of college. Finally, many noted that they were able to graduate on time, in four years, as a result of entering college with some credits already on their transcript. Illustrative comments include:

- *“The extra college credit I received has contributed to my ability to complete my undergrad education on time.”*
- *“[CIS] classes helped me to bypass my English lit. and comp. requirements, thus I spent less time fulfilling my undergrad requirements.”*
- *“Being a student that receives financial aid and whose family is considered low-income, even the one class I took through CIS helped lessen the tuition costs for me.”*
- *“CIS freed up some of my college requirements, allowing me to focus in on my majors. Even with a double major, I am graduating in 4 years.”*
- *“I saved thousands of dollars by graduating a semester early from college thanks to the [CIS] credits.”*
- *“I never thought it was possible to get a BA in 3 years –and I greatly thank the entire CIS experience.”*

The second most common benefit noted by the respondents concerned the fact that CIS classes were sufficiently rigorous to provide a good preview of what college-level demands might be. The apprehension of what to expect in college was lessened by taking a CIS class and once in college, the demands of the work there were often no different from what had been expected by a CIS class. A total of 78 responses (33% of the benefit comments) remarked about the “reality check” that a CIS class provided:

- *“CIS is a wonderful opportunity to experience college as a high school student. It prepares you for what college is really like, not what high schools tell/show you.”*
- *“My [CIS] class was an intense class that made me feel accomplished, so that when I go to college, I had a ‘Been there, done that’ attitude.”*
- *“It’s a great idea to take college courses to bridge the gap between high school and college.”*
- *“Because of how deep the experience was, I was able to grow as a person via the CIS class that I took—thus preparing me for my growth in college.”*

There were 14 comments, or 6% of the benefits theme, which specifically made note of the benefit of being able to take the CIS classes in their high school setting. Several noted that it allowed them to also continue with other after-school activities and to stay connected with their friends and peer group. Also, several others remarked that it was their belief that they received better instruction from their high school teachers in CIS than they otherwise would have received by college professors whom they think do not understand the instructional preferences of teenagers.

- *“I thought it was better than going PSEO – I earned college credits in a high school setting.”*
- *“CIS allows you to join the academic programs of college without leaving the great social atmosphere of high school, which I think is very important for students that age.”*
- *“[CIS] is a good alternative to PSEO, where students miss some of the high school experience.”*

Positive responses were also found in the other major theme that emerged besides the educational benefits noted above. That theme is the pure enjoyment in learning and experiencing excellent teaching that over 24% (n=75) of the respondents chose to spontaneously write about. It seems noteworthy in the analysis that one-quarter of all respondents sought to specifically make note of the intellectual stimulation found in their CIS classes:

- *“To this day, the CIS class I took is the best English class I have ever had, and I have a minor in English!”*
- *“CIS was a wonderful opportunity for me. I had experiences in that course that I will never forget. I was allowed to connect with my peers and instructor in a mature & professional environment. It put me on the path to realizing my future and what it would hold.”*
- *“They were the best classes that I took in high school. They really challenged me, but I was also finally treated like an adult for the first time in these classes.”*
- *“I preferred the environment where the [CIS] teacher gave us more responsibility and treated us more as young adults who were significantly responsible for our own learning.”*
- *“It is important for students like me to have CIS. I had a hard time paying attention in class & really bombed the classes that were not interesting or challenging. The CIS and AP classes were the only ones I really felt good about.”*
- *“Because I was not happy in high school, CIS let me shoot higher academically in my future. I was able to look outside of my high school for new ideas.”*
- *“My experience taking CIS courses was wonderful! My instructors were outstanding, and I still maintain contact with them to this day.”*

Only 29 comments expressed either frustration with (3.5%) or criticism of (4.5%) the CIS program and the class(es) that they took. The responses expressing frustration (n=13) were all about the difficulty or the inability to transfer credits into the college where they attended. If the credits did not transfer, the students had to take the same or similar class over again, which seemed to be a waste of time and money in college. The 16 responses that were critical of their CIS class were related to having had an ineffective teacher (e.g., “disorganized”; “I was not impressed with my [CIS] teacher. More careful picking of instructors or minimum requirements could be useful”) or noted that the content was not challenging: “[CIS classes] were a waste of time; they were not different from a normal honors class at my school;” “I don’t think I learned very much from this course”).

Finally, at least eight respondents made comments about CIS that indicated surprise about CIS, now that they are looking back on the experience. A sample of those comments includes:

- *“After 2.5 years of college, my CIS class stands as possibly my college class with the greatest workload thus far. Also, the teacher was possibly the toughest grader I’ve encountered.”*
- *“I think that the CIS classes were actually more challenging than class I took on college campuses.”*

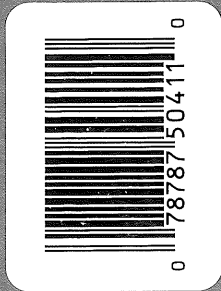
- *“I thought the teaching was great. It was a nice change in academic demands from the monotony of daily high school life.”*
- *“CIS taught me to do things that helped me do well in other classes. If I could go back, I would take all the CIS classes that were offered.”*
- *“Participating in CIS increased my awareness of the importance of setting high academic standards and gave me the confidence to pursue them.”*
- *“Thank you!”*

Discussion

The overwhelming response of former CIS students completing the survey was that the CIS program had a positive impact on their subsequent postsecondary education. This outcome is supported by early graduation rates as well as students' responses to close and open-ended questions about their CIS experience. A significant minority of students (15%) had graduated early from their postsecondary institution after three years compared with a 0.8% of students reporting graduating early from a four-year postsecondary institution after three years nationally. Most of these students attributed recognition of their CIS credit by their college as a reason for early graduation. When asked about the overall role of CIS in preparing them for college, over 90% of students indicated it had. More positive assessments were given by students who had taken more than one CIS course and/or taken English Composition than students who had not.

Other benefits from CIS reported by students tended to cluster into three areas: study habits, meeting academic challenges, and communication skills. The strong and diverse response to a request for additional comments at the end of the survey suggests the survey may not have sufficiently covered all perceived benefits in its close-ended questions. While the close-ended questions asked mainly about the benefits to academic skills attributable to CIS – the comments volunteered by students suggested they perceived other kinds of benefits to be equally significant. These included the flexibility provided in college coursework by the transfer of CIS credits, a helpful preview of college, and enjoyment of the CIS course for its own sake.

The main limitation of this study is the low response rate of 26.9%. This is below the standard of a 40% response rate commonly held for mail-in surveys. Since these surveys were mailed to the home addresses of students at the time they took a CIS course (in 1999 or 2000), the most likely source of the low response rate was an inaccurate and out-of-date mailing list. But since the relative anonymity of a mail-in survey assures less response bias than other survey methods, the low response rate does not lead to a sample biased towards positive reports (see the American Statistical Association brochure, *More About Mail Surveys*: <http://www.amstat.org/sections/srms/brochures/Mail.pdf>). In other words, the results of this survey are likely to be roughly representative of the students who the program intended to survey.



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