

Dual Credit Programs Annual Report

2016-2017



College in the Schools

Postsecondary Enrollment Options

Engage the World!
Leadership in the Making

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

Two Types of Dual Credit in Minnesota

The Minnesota Postsecondary Enrollment Options (PSEO) Act provides for two distinct types of dual credit opportunities for high school students.

Students take college courses on the college campus (often referred to as PSEO).

- Free to students
- Students commute to college campus
- Percentage of schools' per-pupil state formula pays postsecondary institutions
- Classes taught by postsecondary faculty
- Credit transfers to most other postsecondary institutions

Students take college courses at the high school (often referred to as Concurrent Enrollment).

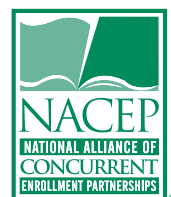
- Free to students
- Students stay on high school campus
- Schools contract directly with postsecondary institutions
- Courses taught by high school instructors who have been selected and prepared by postsecondary faculty
- Credit transfers to most other postsecondary institutions

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

**College of Continuing
& Professional Studies**

UNIVERSITY OF MINNESOTA

College in the Schools
is accredited by





There are almost as many definitions of leadership as there are persons who have attempted to define the concept.”

Ralph Stogdill

Engage the World!

Leadership in the Making

A new generation of leaders is coming of age in University of Minnesota Twin Cities classrooms right now. Dual credit programs like College in the Schools (CIS) and Postsecondary Enrollment Options (PSEO) provide students with first-class opportunities to develop vital skills—critical thinking, collaboration, civil discourse, creativity, compassion—so they can step up with competence and self-assurance. In this annual report, we share a variety of perspectives on building leadership skills through participation in these extraordinary partnerships between high schools and the University.

University departments offer more than forty courses to high school students through CIS (see pages 3–4). Each course is an opportunity for students to discover their passions and begin to imagine directions for themselves. In 2016–17 CIS began working with three University departments to launch new courses addressing complex and timely issues that will require initiative, skill, and leadership from today’s students.

- *Exploring the Teaching Profession I* and *Exploring the Teaching Profession II*, offered by the Curriculum and Instruction Department, target students who are under-represented in teaching careers.
- *An Interdisciplinary Look at the Family in Multicultural America*, offered by the Family Social Science Department, engages students in thinking about diversity, culture, politics, and other contexts which create challenges for some people while easing them for others.
- *Energy, Environment, and Society*, offered by the Department of Electrical Engineering, explores the impacts of climate change and the promise of combining conservation with electricity from renewable sources.

PSEO’s mission is to help its students earn college credits, develop the confidence they need to complete a bachelor’s degree, and provide leadership opportunities in and out of the classroom. Most PSEO students commute to the U of M campus to study and learn alongside degree-seeking students in classrooms and the larger college environment; others pursue courses online. Each student meets with an assigned PSEO adviser to discuss their college aspirations and potential career path, which then guide the student’s course registration.

Self-study over the past year shows, among other things, that between 2012–13 and 2016–17, the U of M GPA for our students rose from 3.45 to 3.61! Putting a personal face on the program, PSEO student Olivia Horton shares her perspective on developing leadership skills through the total PSEO student experience (see pages 5–6).

The hard work that is evidenced in the following pages speaks to the dedication of everyone we work with—our partners in departments and offices across campus, teachers and administrators in schools and districts across the state, campus faculty, and legislators, not to mention our office staff who show up every day to help propel us forward. It’s a powerful and empowering network; together we can offer our future leaders the knowledge and confidence they’ll need to make our world a better place.

Warm regards,

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Program Overview

College in the Schools at the University of Minnesota Twin Cities is a nationally accredited concurrent enrollment program serving high school students, teachers, and schools by:

- Increasing access to college learning
- Supporting excellence in teaching
- Strengthening the connection between high schools and the University

For 2016–2017 academic year:

Participating students

9459

Students experience for themselves the rigor and pace of challenging University coursework in their familiar high school setting. Students earned a total of 57,274 U of M semester credits, an average of six semester credits per student. Participation by students of color continues to increase. This year 26% of registrations were submitted by students of color, up from 17% in 2009–10.

Participating teachers

434

Teachers are energized through strong, continuous professional development in a University academic community. CIS and U of M departments hosted a total of 599 hours of discipline-specific professional development for CIS instructors.

High school partners

135

University courses in the high school contribute to a culture of high student aspiration and achievement. Registrations through CIS resulted in 92% of students earning a grade of C or better, compared with 96% of registrations in the same courses on campus.

Courses

41

The promise that CIS makes is that every course taught in the high school will match the rigor of the same course taught on the U of M campus, and that students will be held to the same high expectations. CIS offered courses from 20 departments in five colleges. They include:

- 4 courses in English and communications
- 8 courses in social sciences
- 3 courses in mathematics
- 21 courses in world and classical languages
- 5 courses in science

CIS alums say...

CIS surveyed alums who graduated from high school in 2016.* Here is a sampling of what they said.

"My experience with CIS was nothing short of excellent. It enabled me to challenge myself academically in a way that wouldn't have been possible apart from CIS while still being a part of a high school community. CIS was an invaluable part of my education."

95% rate their experience in CIS as "good" or "excellent."

"Directly transferring credits and not having to worry about the national AP exam was amazing, along with my high school teacher helping us to adjust to a college workload. I felt more prepared for college because of CIS."

88% of students who requested that the U of M credit they earned through CIS be recognized by colleges and universities other than the U of M were successful.

"CIS prepared me for the rigorous mathematics courses at my university. It is a great experience and I recommend it to those who want to save time and money once they get into college."

88% agreed or agreed strongly with this statement: "By taking UMN course(s) through CIS ... I was better prepared academically for college."

"College in the Schools was a fantastic segue for me to develop the time management skills I'd need in college. Time is a heavy stress in college, and learning some of the foundational skills in dealing with a lack of time gave me an advantage over many of my classmates. I would recommend College in the Schools to any student pursuing any level of post-high school education."

98% would recommend CIS to high school students.

* For complete survey results, visit the CIS website at <https://ccaps.umn.edu/college-in-the-schools/accreditation>.



Barry Busacker teaches **College Algebra Through Modeling (CI 1806)** at **Marshall County Central Schools.**

“Leadership is solving problems...”

Colin Powell

Can teaching mathematical modeling help students develop leadership skills? Barry Busacker says, “Yes!” His students compare and evaluate mathematical arguments on a regular basis. “I see students finding creative solutions for problems through our modeling work; I see them recognize flaws in their designs and processes and then figure out corrections. They present their solutions and describe their processes to classmates, often leading their peers away from ‘canned’ answers and solutions.... Students learn that there may be more than one correct answer or solution.” Busacker knows that leaders need to be agile in their thinking, flexible in approaching problems, creative in developing new solutions, and honest in recognizing mistakes. He sees his CIS students practicing these skills every day.



Shante Reed teaches **Introduction to African American Studies (AFRO 1011)** at **DeLaSalle High School.**

“A leader’s role is to raise people’s aspirations for what they can become and to release their energies so they will try to get there.”

David R. Gergen

Shante Reed notes that most of her students want more than academic knowledge or college credit. “They’re seeking answers to questions about race, history, and inequality that most adults in their lives are uncomfortable discussing. Many have never seen their history or experiences authentically reflected in school. Students of all backgrounds gain knowledge and develop critical language skills; they grow more confident in their ability to articulate nuanced ideas, to write about complex topics, and to effect change in their own lives and in the broader community.” These CIS students are already practicing leadership by seeking critical understanding of persistent and challenging social and cultural issues. Reed and her students will be—already *are*—leaders making a difference in their communities.



Abram Hedtke teaches **Introduction to Psychology (PSY 1001)** at **Hmong College Preparatory Academy.**

“I think there are non-obvious ways to lead. Just by providing a good example as a parent, a friend, a neighbor makes it possible for other people to see better ways to do things. Leadership does not need to be a dramatic, fist in the air and trumpets blaring, activity.”

Scott Berkun

“I’ve seen profound development in my CIS students,” declares Abram Hedtke. “Students essentially learn how to lead themselves through the challenges that the rigor of college courses presents. Instead of focusing solely on the grade at the end of the course, they learn the value of the processes college success requires: learning, practicing, figuring out how to really work with others, collaborating with the instructor, and more. In a sense, they look within themselves and build their leadership on the values of hard work, self-awareness, and building relationships with others.” Hedtke watches with satisfaction as his CIS students begin to model these important skills for their peers, thereby contributing to the growth and development of other students.

Post-Secondary Enrollment Options

Program

Post-Secondary Enrollment Options program at the University of Minnesota Twin Cities:

- High school juniors and seniors take classes at the University for both high school and college credit.
- Students can attend part-time or full-time while still staying connected to their high school experience.
- On-campus housing is not available, so all students commute to campus.
- 53% of PSEO students remain at the University after high school graduation.

Prospective Students

The PSEO office staff conducts information sessions each year to explain to families the PSEO admissions process and what life is like on campus.

25+

high schools visited each year

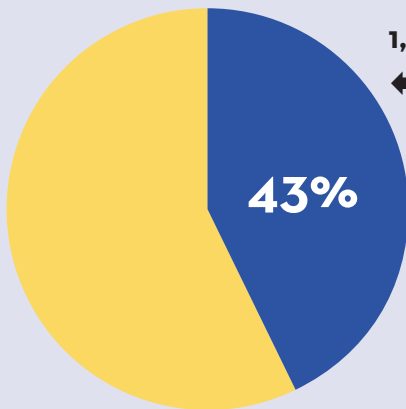
600+

prospective PSEO students and families attended one of three on-campus information sessions

PSEO Admissions

PSEO admission is competitive. We welcome applications from public, private, home, or charter school students. Admissions application review happens annually in April and May for the upcoming academic year.

For the 2016–2017 academic year admissions cycle:



1,281 completed applications

◀ 551 (43%) admitted students.

- Of the admits:
- 3.92 average unweighted high school GPA
 - 95% average class rank
 - 15% had PSEO credits from another institution
 - 4% home school
 - 4% private/charter
 - 92% public
 - 122 high schools represented

PSEO students are required to attend a summer orientation program before starting in the fall. Students learn about the difference between high school and college, commuting to campus, academic support resources, and class registration basics. Incoming students are assigned a full-time academic advisor that works with them while in PSEO.

457 students attended PSEO new-student orientation over 13 sessions.

372 (68%) of admits were enrolled at the U of M by the tenth day of class

68%

38%

38% of admits are from the following schools:

- | | | |
|--------------------------|-----------------------------------|-----------------------------------|
| South High School | Park Center Ib World High School | East Ridge High School |
| Blaine High School | Wayzata High School | Forest Lake Senior High School |
| Homeschool | Robbinsdale Armstrong High School | Saint Anthony Village High School |
| Eden Prairie High School | Roseville Area High School | Spring Lake Park High School |
| Minnetonka High School | Edina High School | |
| Central High School | | |

Enrolled Students

For 2016–2017 academic year:

554 total enrolled students

37% students of color (Asian 24%, Black 9%, Hispanic 4%; 4% students did not report ethnicity)

29% juniors

71% seniors

114 high schools represented

3% homeschool students

49% of students took greater than 11 credits (full-time)

51% of students took fewer than 12 credits (part-time)

10,411 credits taken
(3,078 courses)

10 credits average per semester

3.61 average U of M GPA in PSEO courses

Most popular courses:

- ECON 1101 Principles of Microeconomics
- MATH 1271 Calculus I
- WRIT 1301 University Writing
- POL 1001 American Government and Politics
- ENGL 1001W Intro to Literature
- MATH 1151 Precalculus II
- MATH 1272 Calculus II
- PSY 1001 Intro to Psychology
- PHYS 1301W Physics for Science and Engineering I
- MATH 2263 Multivariable Calculus

700+ student appointments between three full-time academic advisers over two semesters

9,000+ logged student email communications



Olivia Horton is a full-time PSEO student from Nova Classical Academy.

“Leadership is working with and through others to achieve objectives.”

Paul Hersey

Olivia Horton is well on her way to leadership. First, as a PSEO student, she takes responsibility for her own learning. “I get to choose how best to allocate my time, whether that is studying, reading, writing, or working on a project for a class. There is much more room to get creative and find the best way to master the material in front of me.”

Horton is also exercising her leadership (and learning a lot) by serving as president of the PSEO Student Association Board (PSEOSA), an organization that organizes events and resources supporting the U’s current PSEO students. “The past semester has been a steep learning curve for me: I am continually redefining for myself what it means to lead. As the Board brought in incredible projects and got to work writing surveys and making videos, I realized how important it is to, first of all, be a facilitator. The Board has all of the ideas and creativity it needs; my job is to organize and funnel that energy toward our overarching goal. I am learning every day how I can do so more efficiently and effectively.”

Fall 2017 PSEO Students Admitted as Freshmen

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

Of the 406 PSEO 2017 high school graduates:

- 361 (89%) applied for freshman admission,
- 352 (98%) of those who applied were admitted, and
- 216 (61%) of those who were admitted were enrolled by the 10th day of the fall term.

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For more than 150 years, University of Minnesota students have been challenged to develop the knowledge, skills, courage, and determination they will need to become great leaders. Likewise, high school students in CIS and PSEO are taking the initiative today to deepen their awareness, acquire new skills, and find the inspiration to fuel their own developing ambitions. Exposure to rigorous coursework in high school improves educational outcomes for many of these students; it also shapes the way they respond to the world around them and influences how confident and engaged they become.

”

—Dr. Mary L. Nichols
Dean, College of Continuing and Professional Studies

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DCP-PreCollegeProgram-AnnualReport 2016-17/2.18