M State’s Concurrent Enrollment Program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). Per the NACEP Evaluation Standard, “the college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program’s effectiveness and uses the results for continuous improvement.” Below is a comparison and analysis of results from the M State Principal Survey 2014 and 2017.

1. Collegial Partnerships with M State

The Concurrent Enrollment Program has strong collegial partnerships with principals, as there were no responses of ‘disagree’ or ‘strongly disagree’ on either the 2014, or 2017 Principal Survey.

In 2017, 23 percent more principals responded as ‘strongly agree’ compared to 2014; there were no neutral responses. This significant increase in ‘strongly agree’ demonstrates strengthened partnerships as a result of strategic continuous improvement initiatives including a bi-annual newsletter, success reports, an outreach schedule and increased presence of M State staff in partner high schools.

![I have a collegial partnership with M State:](chart)
2. Frequency of Contact with Staff

The Concurrent Enrollment Program frequency of contact with principals falls in an acceptable range as M State staff work primarily with K12 partner district liaisons (the counselor at most schools) for student testing, applications, registration and other routine processes. The most common reason principals are contacted is if there are student/instructor concerns, or to explore other M State K12 services.

![Chart showing frequency of contact with M State staff]

3. Professional Development Opportunities

The 2017 Principal Survey had a 28 percent increase in responses for principals feeling the program ‘frequently’ provides professional development opportunities for their instructors. This significant increase compared to the 2014 survey illustrates a more consistent delivery of professional development opportunities, both by the M State faculty mentors and program staff. Furthermore, in 2017, there were no principals feeling the program ‘never’ provided professional development opportunities compared to 5 percent (n=1) in 2014.

![Chart showing M State provides professional development opportunities]

4. Support Services for Concurrent Enrollment

In 2017, principals responded that the CEP support services in the following areas were stronger compared to 2014: academic advising, conferences, financial aid counseling, teacher scholarships for graduate courses, library access and tutoring.

The 16 percent increase in academic advising can be attributed to the College’s K12 Success Coach position, which was created in the fall of 2016.
5. Partnering with M State Helps High School Instructors

The Concurrent Enrollment Program is strong in aligning curriculum, improving college readiness and developing subject-area expertise as there has not been any ‘disagree’ or ‘strongly disagree’ responses in any of these three areas since the deployment of the principal surveys in 2014.

The 2014 Principal Survey combined ‘agree’ and ‘neutral’ as one option on the survey, and in 2017 these choices were separated, so a more in-depth comparison of the data will be done after the next cycle of surveys is complete.

Partnering with M State helps my instructors:

![Chart showing alignment of secondary curriculum with college curriculum]

![Chart showing improvement in college readiness of students]

![Chart showing development of subject-area expertise]

*Note: 2014 – ‘Agree’ and ‘neutral’ option was one choice. These were separated on the 2017 survey.*
6. Improvement of Academic Rigor

In 2017, 96 percent of principals agreed, or strongly agreed, that concurrent courses improved academic rigor at their high school and 4 percent (1 response) was neutral. The percent of strongly agree has dipped compared to 2014, however there were no ‘disagree’ responses, which is an indicator that the program does improve rigor in the high school.

Concurrent courses improve academic rigor in my school:
7. Parents Understanding of College Expectations

The percent of ‘strongly agree’ increased by eight percent from 2014 to 2017, however thirty-eight percent of principals responded ‘neutral’ in 2017 and four percent (1 principal) ‘disagree.’ This may be an area the program could target for future continuous improvement initiatives.

8. Results of Concurrent Program at the High School

Overall, principals responded positively with ‘strongly agree’ or ‘agree’ that concurrent courses offer a greater number of rigorous classes (80% in 2017, 89% 2014); offers prerequisite courses that prepare students for upper-level college courses (71% in 2017, 79% in 2014); demonstrates to parents that students are doing challenging work (76% in 2017, 83% in 2014); enhances the high school prestige and academic reputation (80% in 2017, 79% in 2014); results in students continuing on to postsecondary (72% in 2017, 68% in 2014), and; more students succeed in postsecondary (76% in 2017, 79% in 2014).

Although the overall response rates were positive, the program may want to do further analysis to determine why the percentage dipped in 2017 compared to 2014 and identify some strategies to keep these areas strong.

As a result of offering concurrent enrollment courses, my school:
9. Strengthening Relationships

One way I would like to see our relationship with M State’s CE Program grow and develop is by:

2014 Responses:

- Provisionally approve more instructors starting Master degree program so they can make better graduate coursework selection throughout the process. We have several teachers with Masters' degrees.
- We would like to set up the Minnesota Transfer Degree in our school.
- Providing a program that assists in the licensure for Teachers as it is very difficult to get licensed staff on board that have the correct credentials to teach at college level.
- More site visits with our instructors. Accountability.
- Better communication between college and high school administration.
- A continued effort to expand our college level course work that is available to our students.
- Increased interaction between our concurrent teachers, the M State faculty, and concurrent teachers from other high schools.
2017 Responses:
- Continued access to mobile classrooms.
- More PD for our HS teachers. Increased rigor. More college visits from professors to get feedback on the level of expectation.
- Not sure I would make any changes. Great relationship.
- More direct informational interaction with our student body.
- Enhance ITV offerings.
- Having more students move into CIHS course while at Roseau High School.

10. Impact of Program

The single greatest impact M State has had on your students, teachers or school?

2014 Responses:
- Creates a college experience for students while still being supported by their high school.
- Concurrent enrollment credits are perceived as the greatest form of financial aid if the post secondary program our graduates attend after high school accept the credits! Greater than scholarships.
- The ability to offer rigorous classes in our high school for college credit.
- Academic rigor and standards for excellence in the classroom.
- Rigor and post secondary expectations.
- It has provided higher level learning opportunities for our students and prepared them the remainder of their post-secondary career.
- Helps offer a better variety of upper level courses.
- Rigor.
- Chance for many of our students to experience college level coursework.
- Our instructors provide great rigor in the courses we offer. I know our students are better prepared for college because of this.
- Allowed us to offer rigorous college level courses that students can use the credits at universities after graduation.

2017 Responses:

None: This question was not asked on the 2017 survey.
Summary

The College’s strategic goal to “strengthen K12 partnerships through additional outreach initiatives, assessment of customer satisfaction and joint professional development” is being measured through the Concurrent Enrollment Program’s NACEP surveys. Overall, the program’s principal survey results show the program has strong relationships with high school administration. Evidence of strong partnerships can be seen in the increased favorable response rates from 2014 to 2017 in the following areas: collegial relationship building efforts with principals, professional development opportunities for concurrent instructors and academic support services.

Continuous Improvement

Areas of improvement the program may want to consider are how to improve parents’ understanding of college expectations (question 7) and the perceived benefits of concurrent courses at the high school (question 8). Both of these questions received overall favorable responses in both survey cycles, however the 2014 surveys showed stronger results than in 2017.