
Concurrent Enrollment Grant Program: December 1, 2017 Report

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About the Minnesota Office of Higher Education

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding up to \$180 million in need-based grants to Minnesota residents attending accredited institutions in Minnesota. The agency oversees tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

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Introduction

The Concurrent Enrollment Grant Program (CEGP) was established under Senate File No. 5 of the 89th Session of the Minnesota State Legislature. The program awards grants for development of new concurrent enrollment courses and expansion of existing concurrent enrollment programs. The 2017 higher education omnibus bill provided \$225,000 each year of the 2017-2018 biennium to support the development of new concurrent enrollment courses in career and technical education and \$115,000 each year of the 2017-2018 biennium for the expansion of existing concurrent enrollment programs by a postsecondary institution currently offering a concurrent enrollment course.

This report satisfies the reporting requirement that was included in the 2017 state appropriation language, as follows:

(c) By December 1 of each year, the office shall submit a brief report to the chairs and ranking minority members of the legislative committees with jurisdiction over higher education regarding:

(1) the courses developed by grant recipients and the number of students who enrolled in the courses under paragraph (a); and

(2) the programs expanded and the number of students who enrolled in programs under paragraph (b).

This report will provide: 1) a brief context on the state of concurrent enrollment in Minnesota, 2) a summary of fiscal year 2017 grant-funded projects and their outcomes, 3) a summary of fiscal year 2018 grant-funded projects.

Concurrent Enrollment in Minnesota

Concurrent enrollment programs allow eligible high school students to take postsecondary courses for both college and high school credit while a student is enrolled in high school. Concurrent Enrollment courses are taught in the students' high school or online through partnerships with local colleges and universities. These programs can be referred to as "college in the high school" courses, but several branded program titles exist in Minnesota, such as College in the Schools or College Now. The courses are taught by qualified high school teachers who meet the appropriate credentialing requirements of the respective college/university and are mentored by a college faculty member from the partnering postsecondary institution. Standards are often governed by regional and national accreditors such as the National Alliance for Concurrent Enrollment Partnerships (NACEP) and the Higher Learning Commission (HLC).

Concurrent enrollment and Postsecondary Enrollment Options (PSEO) have been linked to positive outcomes including: creating a college-going culture in high schools, increasing rates of college attainment (An, 2012), enhancing self-efficacy among students (Ozmun, 2013), and shortening the time to college completion (U.S. Department of Education, 2004). Research shows student participation in dual credit programs such as concurrent enrollment or PSEO positively affects first-year college grade point averages, drawing a correlation between participation in these programs and academic performance in college (An, 2015). In addition, these programs strive to enhance and diversify high school curricula, increase access to higher education, and improve high school and college relationships (Higher Learning Commission, 2013).

Because of the benefits of concurrent enrollment programs, there has been a rapid increase in popularity and participation in recent years by school districts and students. For example, the University of Minnesota’s College in the Schools program expanded to offer thirty-six courses from seventeen academic departments in four colleges and has worked with over 118 high schools in Minnesota since 1986 (Henderson & Hodne, 2016). Between 2007 and 2013 – a six-year timespan – students participating in concurrent enrollment programs in Minnesota has went from approximately 17,000 to about 27,500 students. In the 2015-2016 academic year, 315 districts and charter schools offered 71,055 concurrent enrollment courses to 30,247 students through 37 Minnesota colleges and universities, for a total of 245,956 college credits.

Fiscal Year 2017 and Fiscal Year 2018 Overview

In fiscal year 2017, seven projects were funded through the Concurrent Enrollment Grant Program: three program expansion projects and four new Career and Technical Education (CTE) course development projects. \$187,421 of the total appropriation supported projects in greater Minnesota (81%), and \$43,720 supported projects in the metro area (19%). Seventeen courses were either created or expanded, with 285 students enrolled.

In fiscal year 2018, eight projects were funded through the Concurrent Enrollment Grant Program: three program expansion projects and five new CTE course development projects. \$259,809 of the total appropriation will support projects in greater Minnesota (77%), and \$76,714 will support projects in the metro-area (23%).

Fiscal Year 2017 Program

The timeline used for the fiscal year 2017 program follows:

August 19, 2016	Request for Proposals available to applicants
September 20, 2016	Technical Assistance Session for interested participants
October 7, 2016	Deadline for receipt of Intent to Submit forms
October 13, 2016 (4:30 p.m.)	<u>Deadline for receipt of proposals</u>
November 9, 2016	Notification of recommended grant awards
November 14, 2016 (Start) – June 30, 2017	Project period

In response to the FY 2017 RFP, 12 Intent to Submit forms were received from Minnesota State two-year institutions. One Minnesota State institution submitted two Intent to Submit forms.

On October 13, 2016, the deadline for receipt of proposals, three proposals, requesting a total of \$59,400, were received for funding as Concurrent Enrollment Program Expansion grants and six proposals, requesting a total of \$217,517, were received for funding as Career and Technical Education Course Development grants. Proposals were reviewed and recommended by a grant selection committee composed of representatives of institutions familiar with concurrent enrollment programming and postsecondary course and program development. The projects supported with FY 2017 funding are listed below:

Career and Technical Education Course Development Grants

- Lake Superior College, \$23,962, “Instate-Outstate Exchange”
- Itasca Community College, \$75,949, “Introduction to Natural Resources – Course Development for Itasca Area School Collaborative High Schools”
- Northland Community and Technical College, \$42,435, “Immersion of College Education in Secondary Agriculture Programs”
- Saint Paul College, \$30,795, “STEM CTE Concurrent Enrollment Courses – Medical Terminology, Photoshop II and Illustrator: Saint Paul College Partnership with Roseville Area Schools”

Program Expansion

- Lake Superior College, \$24,458, “Career Advantage Now II (CAN II)”
- Minnesota State Community and Technical College, \$20,617, “Collaborating Online – Expanding the Model to Support Student Access and Success”
- Anoka-Ramsey Community College, \$12,925, “Early College at Columbia Heights High School”

Fiscal Year 2017 Program Summaries and Outcomes

Career Advantage NOW II (CAN II) @ Esko High School, Lake Superior College, receives \$24,458

Duluth

The CAN II program allows students in the Esko and Proctor School Districts to participate in nursing courses at Lake Superior College that will grant them entry into the nursing field post-graduation. With grant funding, Lake Superior College will expand the Nursing Assistant program through two college-level courses that prepare students for jobs as nursing assistants. Nursing assistants work in homes, hospitals, and other medical settings. The program will start with program basics taught at Esko High School, followed by introducing students to laboratory settings on the Lake Superior College campus. Students will then familiarize themselves with clinical settings at Viewcrest Health Center. Once classes and training are complete, students will take the Minnesota Nursing Assistant Registry test.

Contact: Jim Schwarzbauer, (218) 733-5944, j.schwarzbauer@lsc.edu

Outcome: Two courses were developed as a result of the CEGP grant: Nursing Assistant/Home Health Aid (NUNU1420) and Medical Terminology (ALTH). Medical Terminology was offered online. Thirteen students enrolled in these courses, slightly less than projected. Federal Carl Perkins funds supplemented the state grant award and provided medical equipment/supplies that enrich the hands-on experience for students and make it equivalent to the course taught at Lake Superior College. Senator Al Franken led a round table on February 21, 2017 on industry, K-12, and postsecondary collaborations and cited Lake Superior College’s partnership with Esko High School in his discussion. Because of these course offerings, students are now able to obtain a nursing assistant certification in high school, which is a stackable credential that is relevant to many health careers.

Collaborating Online – Expanding the Model to Support Student Access and Success, Minnesota State Community and Technical College, receives \$20,617

Detroit Lakes

Collaborating Online will expand capacity for concurrent enrollment offerings through the development of a hybrid course pilot program, whereby secondary and postsecondary instructors will collaborate to deliver a college-level online course to high school students. Through the hybrid model, a postsecondary instructor from Minnesota State Community and Technical College will serve as the instructor of record in an online concurrent enrollment course, while a secondary instructor takes an active and direct role in the course by assisting with course development, providing lectures and other activities to support student learning during the high school day.

Contact: Dr. Jill Abbott, (218) 846-3796, jill.abbott@minnesota.edu

Outcome: Spring 2017 marked the launch of the first course as a result of the “Collaborating Online” initiative: Introduction to Criminology. As of July 2017, 13 students were already enrolled for the course, with additional students projected to sign up throughout the year. Minnesota State Community and Technical College reported positive feedback from students, the school district, and instructors in the development of the course. Based on the timing of the grant and specific needs of the college and high school, Minnesota State Community and Technical College determined that they had capacity to develop and add one course offering within the 2017 grant cycle.

Early College at Columbia Heights High School, Anoka-Ramsey Community College, receives \$12,925

Coon Rapids

This program aims to expand college credit achievement at Columbia Heights High School for the academic middle. By creating a partnership between Anoka-Ramsey and Columbia Heights High School, Early College at Columbia Heights High School will develop a comprehensive and aligned curriculum that mirrors the experience and rigor of college for high school students. Counselors, teachers, and administration at Columbia Heights will use GPA, Grade 9 English and mathematics grades/placement and teacher recommendations to encourage the academic middle and honors students to push toward early college participation. The grant funds will be used to develop comprehensive and collaborative courses through fostering a strong relationship between Columbia Heights High School and Anoka-Ramsey Community College in which secondary instructors are able to participate in developing the concurrent enrollment program.

Contact: Shannon Kirkeide, (763) 433-1897, shannon.kirkeide@anokaramsey.edu

Outcome: Anoka-Ramsey Community College and Columbia Heights High School established four courses throughout the 2017 grant period, citing early relationship-building and enthusiasm from instructors as a key factor in successful coordination and implementation. Due to one teacher relocating, an Art course was replaced with a concurrent enrollment Music course. Other classes include: English, two Biology courses, and Math. Five courses were planned for the year; however, the school district had difficulty replacing a credentialed teacher who left the district in time for the start of the academic year. Between the four courses that were created, 66 students had enrolled for the 2017 school year.

Instate-Outstate Exchange (IOE) @ Cooper High School, Lake Superior College, receives \$23,962

Duluth

Instate-Outstate Exchange (IOE) will offer three on-line courses to Robbinsdale Cooper High School students taught by a Lake Superior College faculty instructor. IOE provides the fundamental coursework needed for careers in Allied Health and Nursing to 20 Robbinsdale Cooper High School students. The three courses identified are transferable to all Minnesota State Colleges. Students will meet in a Robbinsdale Cooper High School computer lab and will travel to Lake Superior College for tours of campus facilities and engagement in various laboratory simulations. In addition to providing essential coursework in nursing, the program is designed to engage Robbinsdale Cooper High School students in meaningful learning experiences including gaining proficiency with on-line learning tools, awareness of health-related academic programs, and providing an outstate postsecondary experience.

Contact: Jim Schwarzbauer, (218) 733-5944, j.schwarzbauer@lsc.edu

Outcome: Lake Superior College created three new online courses as a part of its Instate-Outstate initiative: Introduction to Applied Health (ALTH1400), Communication for Health Professionals (ALTH1420), and Medical Terminology (ALTH1410). The courses that were developed with grant funding create a stackable health pathway for students at Robbinsdale Cooper High School. Robbinsdale Cooper High School provides all students with Chromebooks, thus making the courses highly accessible both in the high school and at home. Fifteen students enrolled in the courses. Lake Superior College intended to bring students onto campus for an experiential field trip; however, the trip was rescheduled several times due to hazardous weather conditions and was eventually cancelled. Lake Superior College received helpful feedback from the instructors and school district which will guide course structure for the next academic year.

Introduction to Natural Resources – Course Development for the Itasca Community College (ICC) and Itasca Area School Collaborative High Schools (IASC), Itasca, Community College, receives \$75,949

Grand Rapids

Introduction to Natural Resources is designed to provide students within IASC and college students at Itasca Community College with a clear understanding of the educational demands and potential careers in the technical field of Natural Resource Management. This program is intended to help students assess their interest in the field of Natural Resources and additionally generate interest in technical careers as students become aware of the types of work that Natural Resource professionals do in a day-to-day setting. ICC faculty and IASC high school instructors will collaborate in order to develop lecture learning outcomes and identify a range of lab experiences that will reinforce the lectures. The grant funds will be used to assist in the development of the Introduction to Natural Resources course.

Contact: Brad Jones, (218) 322-2354, brad.jones@itascacc.edu

Outcome: Itasca Community College launched Introduction to Natural resources both within its own curriculum offerings as well as at three high schools in the Itasca Area School Collaborative. Fifty-three students are enrolled in these new courses across the three high schools.

Immersion of College Education in Secondary Agriculture Programs, Northland Community & Technical College, receives \$42,435

Thief River Falls

Immersion of College Education in Secondary Agriculture Programs will allow 11th and 12th grade students in Northwest Minnesota to participate in college-level Agriculture, Food and Natural Resource (AFNR) courses. Two pathways will be created so that students can access appropriate AFNR courses. The first pathway will target students who are already enrolled in an AFNR program within their school district. This grant will allow these students to continue their studies with a College in the High School course component that is focused on ANFR. The second pathway benefits Northwest Minnesota students who do not currently have an ANFR program available in their district. This grant will fund an ANFR online course option during a zero hour of their school day. Through this program, students will be able to relate, communicate and collaborate in many areas of ANFR, including: Animal Science; Plant Science; Agribusiness; Environmental Science,; Natural Resources; Biotechnology; Food Products and Processing; and Power, Structure and Technical Systems.

Contact: ADawn Nelson, (218) 683-8749, adawn.nelson@northlandcollege.edu

Outcome: Northland Community and Technical College developed two courses, Introduction to Animal Science and Introduction to Agriculture. These courses are offered at two sites, Fertile/Beltrami High School and Lincoln High School. Additionally, Northland developed an online component to these courses in order to increase access to AFNR subjects. Fifty-six students are enrolled in ANFR courses in greater Minnesota as a result of the grant funding.

STEM CTE Concurrent Enrollment Courses – Medical Terminology, Photoshop II and Illustrator: Saint Paul College Partnership with Roseville Area Schools, Saint Paul College, receives \$30,795

Saint Paul

Saint Paul College and Roseville Area Schools will collaborate to develop three new STEM Career and Technical Education concurrent enrollment courses for at least 140 Roseville Area Schools students to earn elective college credit in high school while activating an interest in STEM fields. The three courses – Medical Terminology, Photoshop I & II, and Illustrator allow high school students to gain proficiency in foundational subject areas within STEM while earning high school and college credit. Saint Paul College faculty will work with three Roseville instructors to fully prepare them to teach the concurrent enrollment courses. Students will be able to earn up to 12 college-level credits at Saint Paul College prior to high school graduation. Additionally, completing these course credits will prepare students for postsecondary education programs leading to STEM careers.

Contact: Kathleen Gordon, (651) 846-1325, kathleen.gordon@saintpaul.edu

Outcome: Saint Paul College and Roseville Area Schools developed four courses within five sections as a result of the CEGP grant: Medical Terminology (HLTH1410), Photoshop I, Photoshop II (DGIM1485), and Illustrator (DGIM2560). These courses were immensely attractive to students at Roseville Area High School, and 176 students enrolled in Fall 2017 as a result. Students have the potential to earn nine college credits in high school through this one pathway alone. In addition to the high enrollment numbers, Roseville Area High School was intentional about diversifying the classrooms and providing opportunities to diverse students. As a result, 56% of students enrolled in these courses are students of color, and 50% are from low-income households. This is greater than the overall ratio of students of color and low-income students within Roseville Area High School's

demographic. Transition from articulated credit agreements to concurrent enrollment arrangements is a big step toward broad college credit access for these students.

One fiscal year 2016 grantee, Central Lakes College, requested to extend their grant period into fiscal year 2017 in order to allow for additional time for grant activities. The project summary and outcomes from their fiscal year 2018 CEGP-funded project are below:

Expanding Capacity and outreach for Concurrent Enrollment in CTE: A Regional Approach, Central Lakes College, receives \$10,000

Brainerd

To build capacity in the College in the Schools program, a model will be developed that will allow for expansion of career and technical education concurrent offerings. Through the spring semester, planning for three new courses will be developed for the high school districts of Little Falls, Pequot Lakes, and Staples-Motley in the areas of Manufacturing and Graphic Arts. In addition, a plan will be developed for provision of equipment to the high schools that is the same or similar to equipment used for technical courses at Central Lakes College. Three instructional teams composed of high school and college faculty will ensure concurrent CTE courses have the rigor and relevance of on-campus courses. A training plan will ensure that the technical skills of the three high school teachers are adequate for teaching the concurrent enrollment course.

Contact: Paul Priemesberger, (218) 855-8163, ppriemesberger@clcmn.edu

Outcome: Work on this project was extended into fiscal year 2017 to allow additional time for the campus and high schools in Little Falls, Pequot Lakes, and Staples-Motley to address expansion of concurrent enrollment offerings. Central Lakes staff expressed difficulties in bringing together college and CTE faculty to plan, develop, and implement courses. Several meetings and conversations around building out the Graphic Design course came about as part of the grant; and Central Lakes is optimistic that the collaboration will be fruitful in the way of a CTE course related to Adobe Photoshop. Another expressed concern was the credentialing requirements for CTE instructors. The number of residency/applied working hours did not match with the high school instructors' experience.

Fiscal Year 2018 Program

The timeline used for the fiscal year 2018 program follows:

August 1, 2017	Request for Proposals available to applicants
September 6, 2017	Technical Assistance Session for interested participants
September 13, 2017	Deadline for receipt of Intent to Submit forms
October 6, 2017 (4:30 p.m.)	<u>Deadline for receipt of proposals</u>
November 9, 2017	Notification of recommended grant awards
November 22, 2017 (Start) – June 30, 2018	Project period

In response to the FY 2018 RFP, 17 Intent to Submit forms were received from Minnesota State two- and four-year institutions. This is the highest level of interest in CEGP since the creation of the program.

On October 6, 2017, the deadline for receipt of proposals, four proposals, requesting a total of \$175,807, were received for funding as Concurrent Enrollment Program Expansion grants and seven proposals, requesting a total of \$402,613, were received for funding as Career and Technical Education Course Development grants. Proposals were reviewed and recommended by a grant selection committee composed of concurrent enrollment stakeholders including: a dual credit director at a private four-year institution, a representative of Minnesota State Colleges and Universities, a representative of the Minnesota Department of Education, an Equity Specialist at a public school district, and a concurrent enrollment faculty member at a local 4-year institution. For the first time since the grant's creation, the Office of Higher Education will be awarding the full state allocation for this grant program in year 1 of the biennium. The project supported with FY 2018 funding are listed below:

Career and Technical Education Course Development Grants

- Minnesota West Community and Technical College, \$43,254, "Creating a Teacher Pipeline: Offering Introduction to Education Courses at Worthington High School"
- Riverland Community College, \$34,275, "Developing CTE Concurrent Enrollment Offerings at Riverland Community College: Expanding Concurrent Opportunities in SE Minnesota"
- Anoka Technical College, \$9,985, "Concurrent Enrollment Automotive Courses at St. Francis High School"
- Mesabi Range Community College, \$105,957, "Expanding Educational Opportunities Grant"
- St. Cloud State University, \$31,418, "Encouraging Young Adults to Explore Careers in Gerontology"

Program Expansion

- Inver Hills Community College, \$28,471, "Expanding Concurrent Enrollment at Burnsville High School"
- Inver Hills Community College, \$38,258, "Expanding Concurrent Enrollment at Simley High School"
- Northland Community and Technical College, \$44,905, "Immersion of College Education in Secondary Agriculture and Aerospace Program"

Fiscal Year 2018 Program Summaries

Creating a Teacher Pipeline: Offering Introduction to Education Courses at Worthington High School, Minnesota West Community and Technical College, Receives \$43,254 Worthington

The goal of Creating a Teacher Pipeline is to assist current high school juniors and seniors with the opportunity to explore teaching as a career path. Worthington is an extremely diverse area of rural southwest Minnesota, with students from over 30 countries of variant economic backgrounds. Diversity in the area continues to grow, with 75% of students in the elementary school identified as students of color. This project intends on addressing

the growing diversity in Worthington by in turn attempting to diversify the demographics of teachers in the region. Minnesota West will work with the high school to align curriculum that works in the high school environment, as well as build relationships between the high school faculty and college mentor faculty. Experiential learning opportunities will be built into the curriculum. Minnesota West will also work directly with students and parents, helping them build relationships and understand how this class and career path benefits them and their families. Interpreters will be utilized to help break down language barriers that might prevent parental involvement in the course. Additionally, students will receive appropriate onboarding and advising throughout the course, as well as coordinate check-in sessions throughout the course to ensure student success. They will also utilize the resources of the Nobles County Integration Collaborative to assist students and parents. Forty to 50 students from Worthington High School are anticipated to participate in the first cohort.

Contact: Kayla Westra, (507) 372-3435, kayla.westra@mnwest.edu

Developing CTE Concurrent Enrollment Offerings at Riverland Community College: Expanding Concurrent Enrollment Opportunities in SE Minnesota, Riverland Community College, Receives \$34,275

Austin

Riverland Community College will work collaboratively to develop a shared vision with their concurrent enrollment partner districts, area employers, and Workforce Centers, to develop a series of six Career and Technical Education (CTE) courses to better serve secondary students in the area. The courses will target underrepresented students in higher education within the southeast region of Minnesota and connect them to career pathways that focus on high skill, high demand, and high wage occupations. The project includes two phases. In phase 1, Riverland will re-design and enhance two existing agricultural science concurrent enrollment courses (Introduction to Agricultural Business and Introduction to Agronomy) for delivery into the college's concurrent enrollment offerings for fall 2018. The re-design will include a greatly expanded "hands on" and experiential learning element to the coursework. In phase 2, Riverland will create four new introductory CTE career exploration courses (Introduction to Healthcare; Introduction to Information Technology; Introduction to Building Trades; and Introduction to Transportation, Distribution, and Logistics) for the 2018-2019 school year.

Contact: Jean M. Kyle, (507) 433-0568, Jean.Kyle@riverland.edu

Concurrent Enrollment Automotive Courses at St. Francis High School, Anoka Technical College, Receives \$9,985

Anoka

Anoka Technical College will obtain the necessary tools and textbooks to offer two courses in the automotive field at St. Francis High School: Orientation and Safety (1 credit) and General Automotive Services (2 credits). The high school will recruit the appropriate number of students to take these classes, and the college will ensure that all of the students meet the concurrent enrollment standards for admissions as well as the program requirements for the automotive program for college.

Contact: Mel Koenen, (763) 576-4233, Mkoenen@anokatech.edu

Expanding Educational Opportunities (EEO) Grant, Mesabi Range College, Receives \$105,957

Virginia

Through the Expanding Educational Opportunities grant, Mesabi Range College will strengthen the connection between students and the Construction Trades Careers. This strengthened connection will be carried out in the following ways: 1) Future Carpentry courses being offered at Mesabi Range College will be designed to align with the Trades Union's apprenticeship courses, 2) Students enrolled in concurrent enrollment through the Applied Learning Institute (ALI) will earn three types of credit for successful participation – secondary, postsecondary, and Trade Union apprenticeship credit, and 3) Students will enter the workforce in a more timely, less costly, and more prepared way. Mesabi Range College and high schools across the region already have partnerships in place to expand educational opportunities for high school students. The Expanding Educational Opportunities

Grant will increase the number of newly developed course offerings through concurrent enrollment in the high schools and be in full alignment with the college curriculum as well as the Carpentry Apprenticeship Program curriculum. The Carpenter's Union, along with the college and local high schools will establish and build an excellent working relationship to fulfill the region's need for skilled workers in northeastern Minnesota by using one unified approach.

Contact: Shelly McCauley-Jugovich, (218) 748-2416, s.mccauley@mesabirange.edu

Encouraging Young Adults to Explore Careers in Gerontology, St. Cloud State University, Receives \$31,418 St. Cloud

With the rapidly increasing elderly population in Minnesota, the number of careers working with the aging population are only going to continue to soar and cause a higher demand for qualified and educated workers. St. Cloud State University will develop and offer an Introduction to Gerontology course with Buffalo High School, in which students will earn secondary and postsecondary credit for successful completion of the course.

Introduction to Gerontology will fit into Buffalo High School's year-long "Health Science Technology and Nursing Assistant" program, but the class will be marketed to students outside of the program as well in order to generate broad interest in gerontology and nursing. Students interested in taking the class will participate in a campus visit to St. Cloud State University during their "Careers in Aging Week," where they would attend a gerontology class, participate in gerontology program-related activities with the Gerontology Student Club, tour the campus, and eat lunch with other St. Cloud State University students. Thirty students are anticipated to enroll in the course.

Contact: Susan Jordahl, (320) 308-5535, smjordahl@stcloudstate.edu

Expanding Concurrent Enrollment at Burnsville High School, Inver Hills Community College, Receives \$28,471 Inver Grove Heights

The overall goal of Expanding Concurrent Enrollment at Burnsville High School is to expand the concurrent enrollment program at Burnsville High School to reach more students. Burnsville High School and Inver Hills Community College will accomplish this goal by developing a concurrent enrollment pathway for Emergency Medical Services (EMS). The program will target low-income students and students of color and attempt to generate interest in the medical field. Three new concurrent enrollment courses (Emergency Medical Response, Medical Terminology, and Emergency Medical Technician) will be adopted by Burnsville High School, with a goal of at least 72 students enrolled in the new courses. This project is based on a survey of Burnsville High School instructors and students, in which it became clear that EMS was in high demand at the high school. The pathway will be designed to allow students to assess their evolving interest in the field, to enrich the students' knowledge of the content, and retain flexibility to shift when necessary.

Contact: Mary Jo Gardner, (651) 450-3835, Mgardner@inverhills.edu

Expanding Concurrent Enrollment at Simley High School, Inver Hills Community College, Receives \$38,258 Inver Grove Heights

Inver Hills Community College will expand the concurrent enrollment program at Simley High School to reach more students, particularly 11th and 12th grade students who are traditionally underrepresented in postsecondary education including students of color, low-income students, and first-generation college students. This will be accomplished by adopting a concurrent enrollment pathway for Certified Nursing Assistant (CNA) certification. Upon successful completion of the course, students will participate in 24 hours of supervised clinical experience in a long-term care facility. Simley High School anticipates that the CNA program will be popular with students based on current student interests in nursing and EMS, as well as high student interest in science and math through their junior and senior year, when courses are elective.

Contact: Mary Jo Gardner, (651) 450-3835, Mgardner@inverhills.edu

Immersion of College Education in Secondary Agriculture and Aerospace Program, Northland Community and Technical College, Receives \$44,905

Thief River Falls

Northland Community and Technical College will create and deliver a diverse Agriculture, Food, and Natural Resource (AFNR) curriculum that meets the needs and articulates curriculum to both students and the AFNR industry. They will accomplish this by cultivating relationships between all levels of education, agriculture, natural resources and food industries. The AFNR curriculum is aligned with the eight broad areas of the National Agriculture Curriculum standards, and includes: Animal Science; Plant Science; Agribusiness; Environmental Science; Natural Resources; Biotechnology; Food Products Processing; and Power, Structure, and Technical Systems. Due to startup grant funding received in fiscal year 2017 from the Office of Higher Education, Northland was able to develop concurrent enrollment courses with emphasis in AFNR. However, the grant timeline did not completely align with the needs of the community. This grant would provide additional funding to complete the grant process, and to add at least four additional schools to the AFNR pathway program and one more class to the online College in the High Schools program.

Contact: ADawn Nelson, (218) 684-8749, adawn.nelson@northlandcollege.edu

NACEP Student-Alumni Survey

2014 Minn. Stat. 124D.09, subd. 10a requires the Minnesota Office of Higher Education to compile evaluative survey results collected by postsecondary institutions accredited by the National Alliance of Concurrent Enrollment Partnerships and report the summative results to the committees of the legislature by December 1 of each year. Until winter of 2017, the NACEP evaluative survey - which elicited responses from student-alumni who are one and four years out of high school – was required by NACEP in order to meet accreditation standards.

During late 2016/early 2017, NACEP began hosting focus groups and listening sessions on updating their accreditation standards, a portion of which focused specifically on evaluation standards required for accreditation. Through communication with the Minnesota Concurrent Enrollment Partnerships (MnCEP) group and NACEP, it was determined that NACEP would no longer be requiring postsecondary institutions to conduct the evaluative survey that is cited by 2014 Minn. Stat. 124D.09, subd. 10a.

Below you will find a table that includes NACEP’s original evaluation standards and the updated evaluation standards that does not include the student-alumni surveys. Highlighted portions indicate the evaluation standards cited in 2014 Minn. Stat. 124D.09, subd. 10a.:

Original NACEP Evaluation Standards	
Evaluation 1 (E1)	The Concurrent Enrollment Program (CEP) conducts end-of-term student university/college course evaluations of each course section offered through the CEP.
Evaluation 2 (E2)	The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
Evaluation 3 (E3)	The CEP conducts survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data
Evaluation 4 (E4)	The CEP conducts surveys of participating high school instructors, principals, and guidance counselors at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

Proposed (New) NACEP Evaluation Standards	
Evaluation 1 (E1)	The college/university conducts end-of-term student course evaluations for each concurrent enrollment course section to provide instructors with student feedback.
Evaluation 2 (E2)	The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

When comparing the original NACEP Evaluation Standards to the new standards, it becomes clear that: 1) NACEP is removing the explicit requirement to conduct alumni surveys; and 2) NACEP is requiring institutions to conduct ongoing program evaluation for continuous improvement- leaving the methods, research questions, etc. up to the colleges/universities (E2). Since NACEP’s evaluation requirement (E2) is much more broad than the original requirement (E2/E3), the institutions may choose to opt out of conducting the alumni surveys altogether. Therefore, data may not be systematically collected from the student-alumni of Minnesota concurrent enrollment programs, or may not be collected at all.

In April 2017, OHE conducted a focus group of eight practitioners who oversee concurrent enrollment, PSEO, articulated credit, and early college programs in metro-region colleges and universities. The purpose of the focus group was to determine how colleges and universities will fulfill NACEP’s new evaluation requirements. One of the questions asked was, “Since NACEP is changing their evaluation standards, do you intend to continue the student-alumni surveys?” The practitioners unanimously agreed that they will no longer conduct the alumni surveys since they are no longer a requirement, and will opt to conduct evaluative studies that can better address issues in real-time, with larger student representation. They did not believe that the student-alumni surveys were helpful for their work or added new information about their program. This is generally due to the low student response rate and the overall consistency of the responses. Practitioners confirmed that they did not gain new insight using the survey results and were eager to experiment with different evaluative methods that could be more useful to their work. No specific methods were mentioned at that time.

Because of the information collected over the course of the year, the Office of Higher Education has determined that it will not be possible to fulfill the reporting requirements of 2014 Minn. Stat. 124D.09, subd. 10a, as institutions will no longer be required to collect the information from students. Without unanimous institutional support for the student-alumni survey method, there will not be consistent or useful data to report.

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