This survey is to be completed by you, the teacher. (Different but similar surveys will be completed by principals and guidance counselors in your school.)

Purpose of this survey. This survey is intended to help us understand the impact of the 1818 Advanced College Credit Program on students, teachers and schools. The feedback you provide in this survey helps make 1818 ACC the best it can be; we also anticipate that your input will provide data useful in documenting the program’s value. Your individual responses will be kept strictly confidential.

Many questions in this survey were developed by the National Alliance for Concurrent Enrollment Partnerships (NACEP) and are included in surveys being conducted by concurrent enrollment programs across the country. NACEP will aggregate data elicited by the NACEP-generated questions and thus create a more comprehensive body of information about concurrent enrollment programs in the U.S. (For more information about NACEP, visit www.nacep.org)

Thank you!

E. Gayle Rogan, PhD, Program Director
1818 Advanced College Credit Program

Default Question Block

Background Information

Your high school:

Number of years you have worked with students taking Saint Louis University courses through 1818 ACC?

1-2 Years 3-5 Years 6-10 Years 10 years or more

Number of years your current school has offered Saint Louis University courses through 1818 ACC?

1-2 Years 3-5 Years 6-10 Years 10 years or more

Number of students in your high school

249 or less 240 - 499 500 - 1,199 1,200 or more
Your School is

- Urban / Inner Suburb
- Suburban
- Rural

Your School is

- Private
- Public

Definitions:
- Concurrent enrollment courses are postsecondary courses taught by high school teachers during the regular school day to high school students; students earn both high school and college credit
- CEP stands for Concurrent Enrollment Program

Section A: Your experience as a teacher

What course(s) do you teach as part of 1818 ACC?

- Accounting - ACCT220, Financial Accounting
- American Studies - ASTD202, Investigating America
- Art History - ARTH100, Approaching the Arts
- Biology - BIOL104, Principles of Biology I
- Biology - BIOL106, Principles of Biology II
- Chemistry - CHEM163, General Chemistry I Lecture
- Chemistry - CHEM164, General Chemistry II Lecture
- Chemistry - CHEM165, General Chemistry I Laboratory
- Chemistry - CHEM166, Gen Chemistry II Laboratory
- Computer Science - CSCI150, Intro Obj-Orient Program
- English - ENGL150, The Process of Composition
English - ENGL190, Adv Strategies Rhetoric & Resr
English - ENGL202, Intro to Literary Study
English - ENGL220, Introduction to Poetry
English - ENGL230, Introduction to the Novel
English - ENGL240, Introduction to Drama
English - ENGL260, Intro to Short Fiction
English - ENGL270, Introduction to Film
French - FREN110, Communicating in French I
French - FREN115, Communicating in French II
French - FREN210, Interm. French Lang & Culture
German - GR110, Communicating in German I
German - GR115, Communicating in German II
German - GR210, Interm. German: Lang & Cltre
Greek - GK110, Reading Greek I
Greek - GK115, Reading Greek II
Greek - GK210, Intermediate Greek Lang & Lit
History - HIST111, Origins Mod World to 1500
History - HIST112, Origins Mod Wrld 1500 to Pres
History - HIST260, History of the U.S. to 1865
History - HIST261, Hist of the U.S. Since 1865
International Studies - ISTD110, Intro to International Studies
Latin - LATN110, Reading Latin I
Latin - LATN115, Reading Latin II
Latin - LATN210, Interim Latin: Language & Lit
Mathematics - MATH130, Elementary Stats w/ Computers
Mathematics - MATH142, Calculus I
Mathematics - MATH143, Calculus II
Philosophy - PHIL105, Intro to Phil: Self & Reality
Physics - PHYS101, Physics-World Around Us
Physics - PHYS122, General Physics I
Physics - PHYS124, General Physics II
Political Science - POLS110, American Politics
Political Science - POLS150, Intro to Comparative Politics
Political Science - POLS160, Intro to International Pol
Approximately how many students do you teach annually?

As a result of taking 1818 ACC courses in my high school, students have

<table>
<thead>
<tr>
<th>Continued rigorous learning in their senior year.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed realistic expectations of college.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Considered, for the first time, going to college.</td>
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<tr>
<td>Developed a good understanding of their academic skills.</td>
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</tr>
<tr>
<td>Gained in-depth knowledge in the subject area.</td>
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<tr>
<td>Developed effective time management skills.</td>
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</tr>
</tbody>
</table>
Developed effective study skills.

Section B: 1818 ACC and your students

As a result of the presence of 1818 ACC in my school, more students

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have enrolled in academically challenging courses.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>Are staying on the high school campus instead of attending college courses at another site.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
</tbody>
</table>

Section C: 1818 ACC and student counseling

As a result of 1818 ACC’s presence in my high school, my guidance counselors:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed the way they present college options to students.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>Increased their knowledge of current college academic requirements.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>Developed a better understanding of the skills and knowledge students need to succeed in college.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>Perceived more students as capable of higher levels of academic achievement.</td>
<td>![ ]</td>
<td>![ ]</td>
<td>![ ]</td>
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<td>![ ]</td>
<td>![ ]</td>
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</tbody>
</table>
## Section D: 1818 ACC and teachers

### As a result of 1818 ACC’s presence in my high school, teachers at my school have:

<table>
<thead>
<tr>
<th>Learned about new ideas and developments in their academic disciplines.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learned new instructional strategies.</td>
<td></td>
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<tr>
<td>Found their jobs more satisfying.</td>
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</tr>
<tr>
<td>Taken leadership positions within their department, school, district or professional association.</td>
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</tr>
<tr>
<td>Been energized as teachers.</td>
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<td></td>
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<tr>
<td>Found it more difficult to fulfill other school responsibilities.</td>
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<tr>
<td>Benefited from the support of and contact with colleagues in other high schools and with the SLU departmental liaison.</td>
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<tr>
<td>Been released from other school duties, enabling them to give courses and students more time.</td>
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<tr>
<td>Developed a good understanding of what colleges expect students to know and be able to do in the academic discipline of their Concurrent Enrollment Program classes.</td>
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</tr>
<tr>
<td>Felt more connected with their academic disciplines.</td>
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<td></td>
</tr>
</tbody>
</table>
Section E: 1818 ACC and your school

As a result of offering 1818 ACC courses, my school

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressed in meeting its goal of offering rigorous classes for advanced students.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>Offers prerequisite courses for Concurrent Enrollment Program courses that are appropriately rigorous.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>Raised expectations for student performance in courses preceding Concurrent Enrollment Program courses.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>Demonstrated to parents that their students are doing challenging work as juniors and seniors.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>Enhanced its prestige and academic reputation.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
</tbody>
</table>
What is the single greatest impact 1818 ACC has had on your students?

What is the single greatest impact 1818 ACC has had on you as a teacher?

What is the single greatest impact 1818 ACC has had on your school?

May we use your anonymous comments in NACEP material?

Yes

No

Other comments?