



College Now Courses in a High School Setting

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Executive Summary

In the fall 2005 we undertook a study of *College Now* courses in a high school setting with the cooperation of Kingsborough Community College, which has the longest-running *College Now* program, and the principals of two high schools we gave the pseudonyms Banner (School #1) and National (School #2). The Kingsborough model of high school-based courses is also relied upon by LaGuardia Community College, Queensborough Community College and York College and together these colleges enroll large numbers of students each year. We set out to identify the specific effects of the high school location, teacher and cohort and to understand better the impact of *College Now* course-taking on students' learning, attitudes and expectations. We also sought to identify practices that were conducive to the achievement of *College Now* goals.

The College Now High School Environment

What impact did the high school location have on *College Now*?

Findings

- *College Now* courses at their high school (as opposed to a college campus) were the only practical opportunities many students had to do college-level work, given the complexities of commuting and daily schedules.
- The scheduling of *College Now* courses, beginning as early as 7 a.m. before regular high school classes, had an impact on recruitment, attendance, and lateness.
- Heightened security restrictions (such as metal detectors at entrances) contributed to *College Now* student lateness and therefore impacted on essential aspects of effective programming.

Recommendations

It is likely that zero and first-period classes (the earliest slots in school scheduling) are discouraging some students from participating in the program due to geographical distance from the high school, and they are exacerbating problems with student lateness. Alternative scheduling options should be explored. The impact security screening has on early morning access to the high school and student lateness to *College Now* courses should also be assessed in all schools and, if significant, alternative security measures for *College Now* students should be discussed with school leaders.

College Now Teachers

What did instructors think about teaching *College Now* courses in high school classrooms?

Findings

- Teachers were enthusiastic about the value of the *College Now* program, although some believed recruitment efforts could be improved.
- Instructors liked the freedom they have in teaching *College Now* courses, the quality and motivation of *College Now* students and the impact they could have on them.
- In conducting college courses in the high school setting, teachers used various approaches to note taking, time management, syllabi, homework assignments, and type and frequency of assessments, all of which conveyed messages about the nature and rigor of college-level course work.
- Some *College Now* teachers had a somewhat limited appreciation of the significance of their own teaching practices (as compared to other program components such as campus visits, campus film series, college IDs, etc) in promoting student awareness of the role of a college student. At times, they relied on views of college instruction, college faculty, and student responsibility that perpetuated stereotypes and did not prepare students for a variety of college experiences.

Recommendations

Creating a virtual college environment in a high school classroom setting involves many different elements. Teachers can conduct their courses and convey to students with greater clarity and explicitness what their expectations are for engaging in college-level work. The *College Now* program should provide opportunities to explore these issues.

College Now Students

What did *College Now* students think about the program?

Findings

- Students saw their *College Now* college credit courses as useful for learning about new subjects, earning credit with free tuition, or enhancing a college application. They were especially concerned about the perceived costs of higher education and appreciative of the financial benefit of the credit.
- Being in *College Now* was not a primary feature of student identity, and for many students the program was not a determining factor in whether they aspired or planned to go to college.
- Students had definite, though at times mistaken, ideas about college teaching and learning and were critical of or confused by the teaching methods of *College Now* instructors that did not align with their expectations. Some students did not find the courses as demanding as they expected nor necessarily different from high school courses, although they did place a higher value on them. Students in developmental courses appreciated the support and individual attention they received in their classes.
- Students differed in their views about where and with whom they would prefer to take *College Now* courses.

Recommendations

The *College Now* program should more precisely articulate its goals for student advisement, student development courses, and activities such as regular campus visits, so that students form a realistic understanding of what it takes not only to get into college but to succeed there. This reassessment should include how *College Now* coordinates its responsibility in this area with school-based college advising, including ways teachers as well as counselors can be more available to talk with students about college and use student feedback to inform program practices.

Acknowledgements

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Introduction

In 1984, Kingsborough Community College established the first *College Now* program in partnership with four Brooklyn high schools. The program's creation was motivated by a belief that an early exposure to the demands and rewards of college-level coursework would motivate middle-achieving students (those neither excelling nor failing) and would lead to an increased likelihood that they would pursue postsecondary education upon graduation.

In the late 1990s, as The City University of New York (CUNY) moved forward with the full implementation of its new policies eliminating the admission of students needing remediation to the baccalaureate degree programs, the University leadership decided to expand *College Now* (which, by then, had also been established at LaGuardia) to all of its community colleges. In 2000, CUNY and the New York City Board of Education made a joint commitment to making *College Now* a system-wide program for both institutions. Since that time, *College Now* has grown to be the University's major collaboration with the New York City secondary school system. Its defining goals are to help students meet high school graduation requirements and prepare for success in college. In the 2005 – 2006 academic year, the program enrolled more than 31,500 students from 287 participating high schools in over 52,000 courses and activities. In fall 2005, more than 16,800 students from the New York City public schools entered CUNY as first-time freshmen and almost 40% of those students had been in *College Now*.

College Now offers qualified high school students the opportunity to take college credit courses. Most courses continue to be taught at the high schools by high school teachers appointed as adjunct faculty members. In recent years an increasing number of the colleges have decided to offer sections of college credit courses on the college campus. In addition to dedicated sections of courses on campus for *College Now* students, hundreds of students register each year for undergraduate courses taught on the campuses, where they are in the same sections as matriculated college students.

Even after *College Now* was expanded University-wide, Kingsborough remains among the largest of CUNY's seventeen campus programs, primarily offering high school-based college credit and non-credit developmental courses to juniors and seniors. In the 2005 – 2006 academic year (summer and fall 2005 and spring 2006), Kingsborough had a total of 9,477 enrollments, of which 7,716 (81%) were in college credit courses and 1,761 (19%) were in college non-credit or developmental courses. The Kingsborough model of high school-based courses is also relied upon by LaGuardia Community College, Queensborough Community College and York College and altogether these four programs enroll a very sizeable number of students.

We undertook this study at Kingsborough—a large, well-established program—to examine the impact the high school setting has on *College Now* as a program and on students in dual enrollment courses. First, we set out to identify the specific effects of the *high school location, teacher and cohort*. We define the high school location as the building or campus, the classroom itself, and the time of day a *College Now* course is offered, which is determined by the scheduling matrix at the school. By teacher we mean either an active or retired instructor whose primary affiliation is or has been with a high school, and by cohort we mean a class comprised entirely of high school students. Second, we sought to understand better the effects of *College Now* course-taking on students' learning, perceptions of and attitudes toward the program and going to college in general. And finally, we wanted to identify promising college-supportive practices.

Overview of the Study

In *Promoting College Access and Success: A Review of Credit-Based Transition Programs*, Thomas Bailey and Melinda Mechur Karp (2003) present a matrix of dual enrollment program types based on a taxonomy of these elements: target student, location, student mix, instructor, course

content, credits earned and degree of intensity (p. 14). They note that their review of the literature found two “small-scale studies. . . [which] suggest that the location of the course and the type of teacher [primarily affiliated with the high school or college] may influence student outcomes” (p. 22). One of the studies referenced by Bailey and Karp was a small-scale qualitative work by Burns and Lewis (2000) investigating the extent to which the location of dual enrollment courses, whether on the high school or college campus, affected students’ educational experiences. This study utilized student interview data to make a comparison between the experiences of students taking college credit courses at their high school versus similar high school students taking such courses on a college campus. This work failed to identify significant conclusions regarding the effects of the context on student satisfaction. It did, however, conclude, with findings similar to those of Emily Schnee (2005)¹—a Collaborative Programs Research Fellow in CUNY’s Office of Academic Affairs—that study participants “perceive dual enrollment courses taken on a college campus to be of greater value than those taken on a high school campus” (p. 7). The Burns and Lewis findings, however, have limited applicability to *College Now* for a number of reasons: the study had a very small sample size (6 students); it was not conducted in an urban setting, and its subjects had taken college credit courses both on college campuses and at their high schools.

While Burns & Lewis (2000) found that the dual enrollment courses in their sample did not offer an educational experience comparable to that provided by a college course, a separate study of dual enrollment math courses found the opposite—that teachers primarily affiliated with the high school provided “superior” instruction to that of participating college faculty (Hébert, 2001). A third study by Barnett et al. (2003) yielded mixed results, finding student satisfaction higher in college-based classes even though they also found high school-based classes more accessible.

The work most relevant to this study has been done by Melinda Mechur Karp. Her dissertation—“Facing the Future: Identity Development among College Now Students” (2005)—reported the findings of a small scale qualitative study at two high schools in Queens. Karp interviewed twenty-six students in *College Now* courses at the beginning, middle and end of the spring 2004 semester. She concluded that “dual enrollment encourages students to learn about the college student role and, under some circumstances, helps students integrate the role into their self-concepts.” One of the key factors influencing whether or not integration occurs is “the authenticity of the College Now course in which students enrolled and students’ perceptions of the college-like nature of the course” (abs.).

One other researcher should be mentioned for the relevance of his findings to this study. In “The Toolbox Revisited: Paths to Degree Completion from High School Through College” (2006), Clifford Adelman underscores the critical importance of the “academic intensity of the student’s high school curriculum [, which] still counts more than anything else in precollegiate history in providing momentum toward completing a bachelor’s degree” (xviii).

Through statistical analysis Adelman also finds that students have a “serious drag on degree completion” if they do not earn at least “20 credits by the end of the first calendar year of [college] enrollment” (xx):

It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary course work so that students enter higher education with a *minimum* of 6 additive credits to help them cross that 20-credit line. Six is good, 9 is better, and 12 is a guarantee of momentum.

¹ “A Comparison of College Now and Undergraduate Introductory Course Sections” by Emily Schnee, September 2005. A CUNY Office of Academic Affairs Collaborative Programs Research Report is available at: <http://www1.cuny.edu/academics/CUNYPublicSchoolPrograms/databook/SpecialReports.html>

The potential impact of dual enrollment course-taking and the scope of the *College Now* program in the New York City public schools taken together make clear the importance of the issues this study seeks to investigate. In an effort to understand better what students think of *College Now* courses in their high school, we began with two general questions: How do specific elements of the high school setting (location, teacher, cohort) shape students' experiences and understanding of college preparation? And what features typify students' experiences in sections of *College Now* courses that take place in high school settings? In the process of interpreting our data, themes emerged around these three fundamental questions:

- What impact did the high school location have on *College Now*?
- What did instructors think about teaching *College Now* courses in high school classrooms?
- What did *College Now* students think about the program?

We selected two comprehensive high schools in the Kingsborough *College Now* program as the study sites (see below) and interviewed five *College Now* teachers at those schools. We also interviewed in small groups a total of thirty-one students from these *College Now* courses: Introduction to Business (college credit), Introduction to Science (college credit), and Foundations for College Writing (non-credit or developmental). These courses were chosen for their traditionally large enrollments (to ensure an acceptable participation rate), disciplinary diversity, gender ratios of participants, type (college credit or non-credit), and the fact that they were offered at both high schools during the same semester (spring 2006) and had been offered historically for some time in each school's *College Now* program. To supplement the interview data, we piloted a survey of *College Now* students at both schools in the spring and fall 2006 with 304 respondents in total.

The student interviews were held at the schools during a *College Now* period and were no longer than a single class period (either 45 or 70 minutes). Students were asked to reflect on and discuss their experiences in *College Now* courses, their hopes and concerns regarding their aspirations for higher education, and their overall academic interests. Teachers, recruited on the basis of their participation in the *College Now* program and their willingness to be interviewed, were asked about their experiences as teachers—both high school and *College Now*—and how they perceived the differences between the two.

After the section on a profile of the schools and *College Now* programs, we report our thematic findings, followed by brief sections on the pilot survey, and a conclusion in the form of discussion and recommendations. The Appendices include details on the research plan and methodology and the students and teachers we interviewed, as well as selected tables of survey data and the complete survey itself.

The Schools and College Now Programs

Two comprehensive high schools in an outer borough—we call them Banner and National—were chosen as sites for this study for reasons both of comparison and contrast.² The schools are geographically a short distance from each other and are similar in size, although their age, architectural style, student demographic profiles, and rates of *College Now* course-taking and outcomes differ. Both

² These schools are also the sites of a complementary study, "Understanding the Low Male Participation Rate in *College Now*."

schools have had relatively large *College Now* programs for years in partnership with Kingsborough Community College.³

Banner—the larger of the two schools—had approximately 3,500 students in the 2004 – 2005 year, which was almost one-quarter more than the population at National (See Table 1: Comparative School Statistics below.)

Table 1
Comparative School Statistics

2004 – 2005		
Students	Banner High School	National High School
Enrollments	≈ Counts*	≈ Counts*
Total	3500	2800
Grade 9 / 12	1350 / 500	1200 / 400
Ethnicity & Gender (%)	≈ Percents *	≈ Percents *
Black	63	34
Hispanic	13	22
Asian & Others	12	12
White	12	32
Female	50	44
Male	50	56
Attendance (%)		
	76	85
Eligible for Free Lunch (%)		
	25	39
School Capacity (%)		
	125	125
2000 Cohort Graduation Rate as of 2004 (%) **		
Overall	60	58
Black	66	46
Hispanic	NA***	44
Asian or Pacific Islander	48	67
White	58	66
Female	67	68
Male	50	48

* All counts and percentages are approximations (≈) derived from DOE Annual School reports.

** Students who earned a local diploma with or without Regents endorsement by August 31st of the 4th year after entering 9th grade.

*** Published reports have an apparent misprint and thus this percentage is not available.

Banner had an equal ratio of male to female students whereas National had a considerably larger ratio of males to females. Both schools in different ways enrolled racially and ethnically diverse student bodies with sizeable numbers of poor students as determined by statistics on eligibility for free

³ We should acknowledge here that the educational landscape in New York City has changed significantly from the era of large, comprehensive high schools. The New York City Department of Education has been in the forefront of efforts to redesign secondary and high school education and has made major investments in the development of new small schools. College Now and other CUNY Collaborative Programs such as the Early College Initiative are deeply committed to working in this changing landscape and integrating dual enrollment course opportunities into new school models.

or subsidized lunch (39% at National and 25% at Banner). Approximately one-third of National's students were white and another one-third black (with slightly more black than white). More than one-fifth of its students were Hispanic and over 12% Asian or other. At Banner, more than 60% of its students in 2004 – 2005 were black, about 12% were white, slightly more than that were Hispanic and slightly less than that were Asian or other. Banner's status as a predominately African-American high school is in sharp contrast to its surrounding neighborhood, while National is both a more racially heterogeneous school and in a more diverse community in the borough.

Both Banner and National have a history of serious school safety issues. As in so many schools, the attrition of students between ninth and twelfth grades was a challenge (students in grade 12 were only one-third the number in grade 9), with the largest declines occurring between ninth and eleventh grades. Both schools also struggled with attendance, with Banner reporting consistently lower attendance rates than either similar schools or city schools in general from 2003 – 2005. The average attendance rate at Banner in 2005 was approximately 76% compared to National's rate of 85%. Female students generally performed better on standardized tests and graduated at higher rates than male students at both high schools. However, it is noteworthy that the graduation rate for black students in the 2000 cohort was twenty percentage points higher than for black students at National.

The Kingsborough (KCC) *College Now* program dates back many years at both schools. As described in the program history on its Web site,⁴ it is intended to help students “increase their awareness of the demands of higher education; prepare them for post-secondary education without remediation; [and] facilitate a smooth transition between the two educational systems.” Both college and pre-college courses are offered with free tuition and free books.

To be eligible to take a college credit course in the Kingsborough *College Now* program, a student must have at least an 80 overall high school average (except for its Elements of Statistics course, for which a student's math grades are individually evaluated); a student with an average of 60 – 79 can take developmental writing and math courses. A minimum of twenty-five students must be registered for college credit courses and twenty students for developmental courses to run. At Banner HS, 3-credit courses meet 3 periods per week, and developmental courses meet four periods per week from 7:45 – 8:29 A.M.. At National, 3-credit courses meet twice a week, and developmental English and math courses meet four periods per week from 7:04 – 8:14 A.M.. One high school elective credit is awarded at Banner and National for students passing either a college credit or a developmental course.

If the *College Now* teacher is also an active high school teacher, classes are held in his or her regular classroom, while *College Now* classes with retired teachers are held in classrooms assigned for this purpose. In either case, these are typical high school classrooms with a chalk board and teacher's desk in the front and displays of student work on the walls. Adjacent to the rooms in which *College Now* classes are held are other regular high school classrooms.

Both Banner and National have local *College Now* high school liaisons or program coordinators and counselors (who also teach the Student Development courses) and both the liaisons and counselors have a role in recruiting students into *College Now* courses. The primary effort to recruit new students is made by teams from the KCC program that visit students in their junior year and make group presentations in English or social studies classes. Until recently, the introductory activity was followed a few weeks later with an academic advisement session and then on-site registration at the high school. The first two steps have now been combined so that the introductory presentations include preliminary registration during the classroom visit, followed later by registration and orientation after eligibility has been formally determined. All new *College Now* students are also invited to an on-campus visit in May, during which they can learn about *College Now* summer programs, speak to counselors about choosing a major, and get an ID. A similar procedure of

⁴ http://www.collegenowlive.com/About_CN/How_CNL_works.htm

classroom visits is used to re-register students already in *College Now* courses for the following semester.

Under the Office of the Dean of Instructional Services, Kingsborough *College Now* is run by a program director and staff. College department faculty or course coordinators are responsible for overseeing the curriculum, pedagogy and professional development of *College Now* courses and teachers. Kingsborough's offerings were historically intended to "be one-time exposures to a subject area,"⁵ although students could take different courses up to a cap of eleven college credits per student.

Of the forty schools with KCC *College Now* programs in 2005 – 2006, twenty-two had enrollments of more than one hundred students in college credit courses, the largest of which had 581. Banner and National were among those comprehensive schools with substantial enrollments. National had the eighth largest population of *College Now* students in Kingsborough college credit courses. Table 2 (below) shows the comparative *College Now* statistics for enrollments by course types (college credit and developmental), success rates and percents from 2003 through 2006. In 2006, a higher percentage of Banner's enrollments were in developmental courses (43%) than National's (26%), and in the previous three years more than half of Banner's enrollments were in developmental courses.

In fall 2005, Banner had a higher percentage (64%) of its *College Now* students enter CUNY associate degree programs than National (43%). These ratios were also consistent with the previous three years. As shown in Table 3 (below), between fall 2002 and fall 2005, Banner sent more than five-hundred *College Now* students to CUNY and National more than four hundred fifty. We estimate that more than 40% of the graduating classes at these schools have been in *College Now*, statistics that confirm the scope and potential impact of this program.

With a long history of collaborative partnerships at many of its large schools, Kingsborough has developed a menu of course offerings with small variations from semester to semester based on student needs and interests, school schedules and the availability of teachers. It should be emphasized that the college credit *College Now* courses are custom-designed and are thus not identical to introductory undergraduate courses in these subjects in the college bulletin. The courses are, however, designed and monitored by the appropriate college department and observed periodically by college-assigned course coordinators.

In spring 2006, KCC had a total of eleven different 3-credit courses for *College Now* students in its program overall, two different 1-credit student development courses (in "college planning and career decision-making"), two developmental courses in math (elementary and intermediate algebra) and two versions of a developmental college writing course (one just for ESL students). At Banner High School, an Introduction to Business, The Individual & His/Her World, Issues and Adventures in Science courses were offered for credit in addition to the student development seminars and the developmental math and writing courses (with multiple sections of the writing course). National had the same menu with the addition of college credit courses in Mass Communications and Modern Humanities: Arts and Ideas. National also had multiple sections of its business and developmental writing courses that term.

Whereas the *College Now* program at National in 2005 was balanced with regards to registration by gender (roughly 50% each), the successful completion rate for males was higher (87%) than for females (84%). At Banner both participation and outcomes by gender were more "typical" in their gender imbalance, with a ratio of 44% to 56% male to female *College Now* student enrollments and 72% to 80% male to female successful completions. The higher male completion rate at National was taken into account when choosing the school sites.

⁵ Kingsborough Community College College Now Executive Summary 2005 – 2006.

Table 2
Comparative College Now Program Statistics

High School	Course Type	2003			2004			2005			2006		
		Reg*	Suc**	%***	Reg*	Suc**	%***	Reg*	Suc**	%***	Reg*	Suc**	%***
Banner	Total Credit ⁺	109	85	78.0	176	142	80.7	213	164	77.0	204	171	83.8
	Total Developmental	218	208	95.4	360	312	86.7	215	179	83.3	156	147	94.2
National													
	Total Credit ⁺	182	146	80.2	293	253	86.3	298	245	82.2	316	262	82.9
	Total Developmental	111	110	99.1	129	123	95.3	119	117	98.3	113	106	93.8

* Reg = number of students enrolled in multiple sections of College Now college credit or developmental courses.

** Suc = number of students who completed the course with a grade of C or better.

*** %= the percentage of successful completions.

⁺ Excludes Student Development/Career and Life Planning and Student Development/Freshman Seminar Courses

Table 3
College Now Students From Banner High School and National High School
Who Entered CUNY by Degree Program: 2002 - 2005

High School	Type of Degree Program	Fall 2002		Fall 2003		Fall 2004		Fall 2005	
		N	%	N	%	N	%	N	%
Banner	Bachelor	50	48	51	39	63	37	40	36
	Associate	54	52	80	61	107	63	71	64
	Total	104	100	131	100	171	100	111	100
National									
	Bachelor	44	59	59	49	80	57	68	57
	Associate	31	41	62	51	60	43	52	43
	Total	75	100	121	100	140	100	120	100

Findings

What impact did the high school location have on *College Now*?

- *College Now* courses at their high school (as opposed to a college campus) were the only practical opportunities many students had to take college-level work, given the complexities of commuting and daily schedules.
- The scheduling of *College Now* courses beginning as early as 7 a.m. before regular high school classes had an impact on recruitment, attendance, and lateness.
- Heightened security restrictions (such as metal detectors at entrances) contributed to *College Now* student lateness and therefore impacted on essential aspects of effective programming.

As a practical matter, there may be no alternative to offering *College Now* courses to as many students as the Kingsborough *College Now* program enrolls each year other than in their high schools, so the convenience of this arrangement and the extraordinary service of this program to its students must be acknowledged at the outset.⁶ Nevertheless, the practical constraints of this arrangement do have an impact. Large numbers of *College Now* courses have traditionally been scheduled either early in the morning before high school classes begin or in the afternoon. With sports and extra curricula activities after regular classes leading to scheduling conflicts for students, Kingsborough opted to offer most of its college credit and developmental courses in the zero (beginning at 7 a.m.) or first-period (beginning at 7:45 a.m.) time slots in a matrix worked out at each school.

Although the early morning starting times have been in effect for a long time, almost every teacher and student we spoke with commented on the impact this schedule has on lateness. In some cases, early class starting times have a particularly onerous impact on students who live at a distance from the school and need to take combinations of subway and/or bus routes to commute. Still a third factor exacerbates student lateness: delays on getting into the building first thing in the morning through required metal detectors.

Both Banner and National have had to deal with serious school safety issues in the years before our study (late spring 2006). In an effort to reduce crime and disorder, the schools restrict access and screen all students and visitors to the schools with metal detectors. Combinations of school safety agents and uniformed police were also deployed to enforce a strict policy on infractions of the discipline code. As a result, students experienced a carefully controlled environment in which they were limited in their mobility and autonomy in school and were not often able to casually gather and socialize in unstructured settings. Like most large high schools, tight schedules signaled by bells organized the day, and supervision of students was facilitated by an elaborate system of communication between adults that included phones in classrooms and walkie-talkies for deans, administrators and security.

It should come as no surprise, therefore, that when students were asked about their general impressions of their schools, many commented on the heightened security measures and the atmosphere, inconvenience, or sense of security they attributed to the measures. There are good reasons schools developed these mechanisms of student control and to an outside observer, they did appear effective: the schools were orderly with students in classrooms rather than hallways and student work was displayed throughout both buildings. Visitors were diligently escorted around the buildings.

⁶ See below pp. 20-22 on what students said about where and with whom they would prefer to take *College Now* courses and pp. 23-24 on the *College Now* Pilot Student Survey responses on this topic.

When compared to most college campus settings, however, high school environments like these are fundamentally different in the messages they convey to and about students and how much autonomy students have to come and go. In trying to document the effects of the high school setting on students who take *College Now* courses, we emphasize at the outset these differences with a typical college setting that more often than not only requires display of a student ID to gain full access to a campus with adult freedom to move about.

Both the teachers and students we spoke with at both schools cited delays in getting through security and students failing to account for the added delays when leaving for school as the main reasons for chronic lateness. Some teachers attributed at least part of the problem to how little time in advance of the start of the class security personnel would allow students to enter the building through metal detectors. One teacher pointed out that students were also partly responsible for failing to account for the added delay when leaving for school. She saw student lateness as an inevitability and also as an indication of student irresponsibility. Many students also say that the hardest part about *College Now* is getting there on time, but some of them see lateness as opposed to absence as a sign of commitment and not apathy or irresponsibility as some teachers believe.

We heard from one student at National in a basic writing class who spoke with some pride about the way she managed work and school:

Interviewer: How do you think students learn how to manage their work life, their school work, and their social life, and their sports and stuff in college?

Cecilia: Like, some of them start young. I'm working right now.

Interviewer: Where do you work?

Cecilia: At a 99 cents store. I've been working there for two years, so at first it was kinda hard. Everybody was like, don't work, don't work. But I was saving to manage my schoolwork and coming up with that 85 average and going to work at the same time. And people started seeing that, and it was like, wow, how could you do that? Except if you put your mind to it, yeah, you can do it. I get home, I don't get to sleep till about 12 to wake up again early in the morning at 4:30 to get here. So I got used to it; just a matter of time you get used to it. So I'm ready for it. I can manage my school work. . . .⁷

Cecilia's situation, though no doubt unusual, highlights the extra effort *College Now* students must make to get to school for their early morning classes and suggests that otherwise eligible students may not take *College Now* courses because of this factor alone.

The frequency of *College Now* classes also affects how students see them in relation to their other high school courses. The developmental courses both at Banner and National are 0-credit, 4-hour courses that meet four times a week, while the 3-credit, 3-hour college courses meet either twice a week or three times a week. We heard from some students and teachers that the less frequent but longer class meetings differentiate *College Now* courses, even in a high school setting, from their other courses.

⁷ Throughout this study the ellipsis is used to indicate that text has been omitted in the interest of brevity. The ellipsis is not used to denote a speaker's pause.

What did instructors think about teaching *College Now* courses in high school classrooms?

- Teachers were enthusiastic about the value of the *College Now* program, although some believed recruitment efforts could be improved.
- Instructors liked the freedom they have in teaching *College Now* courses, the quality and motivation of *College Now* students and the impact they could have on them.
- In conducting college courses in the high school setting, teachers used various approaches to note taking, time management, syllabi, homework assignments, and type and frequency of assessments, all of which conveyed messages about the nature and rigor of college-level course work.
- Some *College Now* teachers had a somewhat limited appreciation of the significance of their own teaching practices (as compared to other program components such as campus visits, campus film series, college IDs, etc) in promoting student awareness of the role of a college student. At times, they relied on views of college instruction, college faculty, and student responsibility that perpetuated stereotypes and did not prepare students for the complexity of a college experience.

Many of the teachers, especially those who had taught the longest, spoke enthusiastically about *College Now* as a program and the work of the Kingsborough *College Now* director and her staff. A few mentioned how professional and informative periodic staff development meetings were, and also how helpful *College Now* course coordinators (Kingsborough faculty) were. In speaking of the KCC program as a whole, a couple of teachers mentioned events and opportunities it sponsored as significant factors in creating a “college mentality.” “We advertise. . . [the Kingsborough Community College Film Festival] here at the school, as they do in the other schools that are under the umbrella of *College Now*, and they get quite a turn-out. And the kids are responsive to this. . . .” Another teacher spoke about campus visits that provided students direct exposure to college: “We have kids from here go to Kingsborough, they can use the library, they get IDs. They made it a requirement for them to come and visit the school—they’re just making these kids a part of the college in every way. And these kids feel it. It’s a for real kind of thing.”

There were some dissenting voices, particularly in regard to recruitment efforts by high school liaisons or school coordinators, and in a few cases these amounted to complaints about lack of effort or the extent to which the teachers themselves were expected to bring students into *College Now* classes: “we put posters up, they make announcements on the PA system, but. . . the real reinforcement will come from the administrative services that are supposed to put these packages together.” Another teacher said he could get enough students to fill five classes if he walked around the school.

When asked what they liked so much about teaching in *College Now* that they would do so year after year, some teachers said they really liked *College Now* students, particularly the impact they could have on students who were not quite sure about their ability to succeed in college. Others said they enjoyed the “freedom to teach how I like, within the constructs of a college.” One teacher said: “I like to teach, and I think that I’m a good teacher, and if you think you’re a good teacher, you can teach in any environment.”

We asked teachers what they thought about their *College Now* students in general, how they would assess their students’ strengths and weaknesses, and what they thought were the chances of success in college for their average student. Most of the teachers said their *College Now* students were more motivated than most other high school students, and a few extolled the higher “quality” of the *College Now* student. One did this by pointing out how academically poor most of the students were at his school (67% reading level 1 or 2 in 9th grade, the teacher claimed) and how with the usually higher

level *College Now* students, “you’re actually teaching, somebody’s actually learning, instead of talking.” This same teacher made a point of how limited the vocabulary of most non-*College Now* students was and how much more intelligent, motivated and “compliant” his *College Now* students were by contrast.

Though many teachers agreed it was easier and more gratifying to teach *College Now*, not all of them framed the issue in just this way. One of the developmental writing teachers said he thought his school was “terrific. I think the kids are great, and this is where I belong. I’m comfortable here. . . . I’ll teach anything from freshman through senior, though I prefer seniors. But it doesn’t matter to me. I have a good time with all the students.” In connection with his *College Now* course, this teacher went on to say that so many of his writing students were “wrapped up in this concern about failing, and it’s not a failing environment here; it’s not like a regular high school course, pass or fail that way. Here it’s a progressive workshop. . . and so long as I see improvement from anyone to the last day, kids are doing what they should be doing.” One of the college credit course teachers repeatedly pointed out that he made a particular effort to reach the slightly below average students and instill the self-confidence in those students that they can succeed in college. He even advocated for the KCC *College Now* program to be more open to “giv[ing] some of the other kids a chance, like a 75, 77 [average]—borderline kids.”

A number of teachers cited the preponderance of language issues (oral and written) with their largely immigrant population as a prevalent weakness, and a few cited the multicultural backgrounds of those same students as a strength. One teacher thought too many of his students “talked a tremendous game” but couldn’t express that same “definitive analysis in a written format.” Every teacher without exception said they believed their average *College Now* student would do well in college and had a good chance of earning a degree.

We asked teachers how they conducted their courses and created “college” in the high school setting. While they readily discussed some of the differences between a *College Now* course and a high school course (often in terms of the differences in the students’ level of motivation or ability), the teachers were less explicit about how they intentionally shaped the social and intellectual space of the *College Now* classroom. Their responses, however, even from teachers who had not, it seemed, given the matter much thought beforehand, reveal the complex interaction of student and teacher roles and expectations.

Interviewer: How do you try to facilitate a college environment in the high school setting?

Teacher: I think it’s the tone of class itself. It’s a higher level than the high school level, and they’re treated differently. There’s no formal homeroom. I’ll say, “you need to know this and it’s up to you to find it and talk about it,” and they do it. They take down what I tell them they need to know, they find it. And that works well. Just the tone is different from high school, the attitude in the classroom.

Interviewer: And the way that you interact with them, is that any different?

Teacher: It’s different because they *get* me, whereas the other kids don’t. The vocabulary that you use in that class is at a much higher level than the vocabulary of a ninth grade class. They just don’t understand the words. So the interactions are different, because they actually understand what you’re talking about, they understand the questions you’re asking . . .

This teacher of a college credit course points to how much better prepared his *College Now* students are and how, as a result, he is able to communicate on a more complex level and demand that they work more independently. “Kids get a taste of what it’s like to be mostly responsible for knowing the material. That is, nobody calling their home if they are not doing well, nobody’s looking over their shoulders as to whether they’re doing the reading or not, and that they’re responsible for the exams when the exams come.”

Unlike high school courses that are more curriculum and test-driven, the *College Now* course, which stresses the interdisciplinary nature of the field, allows him to adapt how much time he spends on any particular topic. When asked about homework, he talked about a weekly summary of a relevant newspaper article, memorization of notes from class and Internet research materials students find and organize. But he referred to exams as the other major difference in the way he approached the *College Now* course and a high school course: “Here [in high school], you’re usually giving exams and quizzes all the time. And I remember from college, they have three exams, and that’s what it was. You did as well as you did on those exams. You could sit in a lecture hall with over four hundred other kids and the teacher’s not going to know who you are. You’re responsible.”

Another college credit course teacher, whose class also had high enrollment and a good attendance record, identified the main differences between his *College Now* class and a high school course in terms of the scheduling (like a college course, it met twice a week but for a longer period than a regular high school class) and the college text he uses. When asked about how he “facilitate[s] a college environment” in the high school, his reply echoed the first teacher in focusing on the specific role interactions he has with students and the way he conveys his expectations:

It’s the way I speak to them, it’s the way they have to act here, there is absolutely no nonsense, there’s no comic, the one or two people that try, I put a stop to it immediately, I’ll send them- I’ll tell them I’ll just put you out. If I drop you, you’re out of the class. I make them hand in work; there are due dates—of course, it’s never a hundred percent. I assign five case studies. Every single kid in both classes, even though some are late, hands in a case study, because I make a big deal out of it. I’m always referring to college, constantly, and your work in this class and how important I think it is and how important you should think it is. When you go to college, there’s going to be five professors that are going to feel the same way about their courses and each one is different. It’s a constant reminder, and I believe in this program.

The method here to create a college experience is to emphasize student accountability and the behavioral and work requirements in class. Rather than distinguish between *College Now* and regular high school students, he focuses on important differences in the kind of course he offers. In contrast to his colleague who expected his students to more or less do the work on their own and emphasized exams over assignments, this teacher is not quite as laissez-faire. He talked more about balancing the need to support student development with the necessity of providing a rigorous, demanding curriculum. He told us he was hard on absences but more forgiving of lateness; he required all assignments be turned in but was more lenient about deadlines. He acknowledged that his goal for students was

that everyone should pass. Everybody – there’s no quota here. I’ll look at a kid and say it’s impossible to fail this course if your attendance is good, and you just listen to me, and take the right notes, accept my handouts, and keep them separate. [...] There’s no reason why anybody-- except missing exams, and getting an Incomplete, [should] get very low grades. I haven’t seen that for a long time. Once in a while, you get a kid who gets a low grade on one test, but that test, I always go over there and say, “you could do much better.” I always have a habit of going to the underdog; the smart kids have no problem, I like the kids that don’t think they could make it, and I show them that they can make it. So my goal is to have a high percentage passing, and they must do all the work. They have to complete the course. [...]

This teacher sees his responsibility in terms of both the course content and student development. He describes his efforts to bridge the self-image of the high school student with the future college student identity by reinforcing that the work is doable, that they can “make it” if they follow clearly outlined steps. In the earlier excerpt, he also indicated that he takes time to refer in class to the demands of college, and to emphasize the importance of their work in *College Now* to later

success in college, even if he is less explicit about the specifics of that connection. He goes on to elaborate on how he encourages his students to complete their work:

I keep reminding them. I tell them, “This is due in three weeks.” I put it on the board everyday. I say, “You have to hand this in.” I check it off, I hand it to them. . . . [and say] “There’s no way—a requirement means it’s a piece of the puzzle, you could have a high average, but if . . . you leave out a piece of the puzzle, I’ll give you an Incomplete. So, please do your work.” I get them to do it, and I get them to type it. Ninety-five percent of the kids, I get them to type it, it’s gotta be neat, it’s gotta be on a high level, higher level than, you know, what you’re used to. I say, “It’s a college class.” I’m always constantly reminding them about that.

One of the challenges of teaching college courses in the high school is deciding how much and what kind of support is appropriate and assessing how students interpret that support. This teacher admits that he nags a lot, which some students might interpret as too much support. This type of conversation (“When you go to college, there’s going to be five professors that are going to feel the same way about their courses. . . .”) may help many students understand better the different roles they will be expected to play in college as they make the transition to that level. But an excessively supportive approach may well have a downside too in how students interpret the behavioral message it conveys. Just as de-emphasizing homework may be intended to simulate a college professor’s approach (“You’re on your own—just pass the exams”) but be misread as a lack of course rigor by students, too much “nagging” may strike students as too much like high school. Put another way, for some students the consequences of failing their first attempt at a college course—because they didn’t complete assignments—may seriously undermine their effort and be a disincentive to going to college. On the other hand, too much support may dilute the challenge for students to assume responsibility for successfully completing a college-level course and thus grow in their understanding of the different expectations teachers have of high school and college students.

Whereas the first teacher more or less leaves it up to students to meet the course requirements on their own and the second teacher takes a more active role in coaching and scaffolding his students’ work, the following college credit course teacher oscillates between these positions.

Interviewer: What are some other specific ways that you try to create a college environment?

Teacher: Well, it’s basically through my course work. I show them films that I wouldn’t necessarily show to high school kids, because they would need consent slips from their parents. I try to engage them to go to the college; the college offers different things for them to do. There’s a film festival usually once a year; I try to encourage them to do that. . . . [by] giving them extra credit so it will make them want to go. I’ve tried to encourage them to sign up for the courses that they have for high school kids during the summer [referring to *College Now* summer programs].

This teacher creates “college” in a high school classroom not only with her college content (films she otherwise couldn’t show) but by connecting her coursework with the larger, campus-based college opportunities. When asked more specifically about her *College Now* course, she responds:

I try to treat them like young adults rather than high school kids and give them a lot of independence. I don’t force them to do homework and things like that, because I feel like that’s not what they do in college. And I try to show them the college experience. Hey, it’s up to you to do the work; teachers are not going to be on your back, professors are not going to be on your back, so I enjoy that part of it, because I’m not constantly banging it into them. Although I am, because they are still high school kids. So it’s a good experience, it’s a challenging experience, because you want to treat them like they’re more mature, but only some of them are.

Even though she wants “to treat them like young adults rather than high school kids,” this teacher also candidly acknowledges how flexible she must be in her approach with the range of maturity in her students at this transitional stage. She seems a little unsure about how to inculcate college supportive attitudes and behaviors while also recognizing her students’ developmental limitations. Her ambivalence about teaching practices in this regard may lead her to underestimate the role her own teaching plays in promoting student awareness of the role of college student, as compared to the *College Now* programmatic opportunities she cites.

Teaching developmental dual enrollment courses in the high school, in which students do not earn college credit, presents a slightly different set of issues for the teacher. Here is how one of the basic writing teachers said he distinguishes his non-college credit course from a high school English class.

One of the things we do in addition to using the text provided by Kingsborough is [to teach the course the way I do] at Kingsborough. I teach remedial writing for students who have previously failed the ACT. So I will take mock ACTs and use that as part of my foundation. It works on two levels: first, it is a purely college-level thought process; secondly, those students in the course who are juniors have to take the Regents. . . I in effect kill two birds with one stone. They do see college-level material that is given on a high school level but still with the same demands that the college will make, because some of these kids are only a year away, some a year and a half from college, so there’s no sense waiting until the eleventh hour. They do get a taste and a flavor immediately for the college program. And then additionally when they go to Kingsborough, they get their ID, they get a sense of presence being on the campus, and then the students with the ID, they come back really adrenaline-rushed because they’ve seen the computer lab, they’ve seen the library; they feel like they’re a part of the college program. I think that’s a great inducement for them to try a little harder, if they feel that they’re lacking. They just don’t give up and say, “Oh I can’t do it. They believe they can.”

Like all the others with whom we spoke, the developmental course teacher connects the content and pedagogy of the *College Now* course to college in general and Kingsborough Community College in particular. Each teacher does this to one extent or another but they send somewhat different messages, some more intentionally and with greater clarity than others. Like students in postsecondary education, especially freshman year, dual enrollment students must learn to adapt to different rules of the game from one teacher to another. As we will see next when we hear what students think of *College Now* courses, teachers’ intentions in regard to these various approaches and their relation to college-level work, however, are not always clearly understood or interpreted accurately by students. At times, teachers rely on views of college instruction, college faculty, and student responsibility that perpetuate stereotypes and do not prepare students for the complexity of a college experience.

What did *College Now* students think about the program?

- Students saw their *College Now* college credit courses as useful for learning about new subjects, earning credit with free tuition, or enhancing a college application. They were especially concerned about the perceived costs of higher education and appreciative of the financial benefit of the credit.
- Being in *College Now* was not a primary feature of student identity, and for many students the program was not a determining factor in whether they aspired or planned to go to college.
- Students had definite, though at times mistaken, ideas about college teaching and learning and were critical of or confused by the teaching methods of *College Now* instructors that did not align with their expectations. Some students did not find the courses as demanding as they expected nor necessarily different from high school courses, although they did place a higher value on them. Students in developmental courses appreciated the support and individual attention they received in their classes
- Students differed in their views about where and with whom they would prefer to take *College Now* courses.

Students gave us a variety of reasons for taking *College Now* college credit courses, prominent among them the chance to explore career and subject major possibilities, earn credits with free tuition, and strengthen their college applications. Historically the Kingsborough *College Now* program has emphasized the opportunity it provides students to discover new interests, evaluate career paths, and begin to explore possible majors when they matriculate at college. This approach was borne out in much of what we heard from students in the small group interviews. For example, one student in a mixed science/business group at Banner, said that to see what she “would major in college. . . I’m taking business now and behavioral sciences and maybe statistics later.”

Choice plays an important role as a factor in motivating *College Now* students, who sometimes described their courses as more “fun” or interesting. Among the students in our groups, business was seen as especially relevant to the “real world” and inherently useful, unlike the “basic facts” of other high school courses. Students in the science courses also viewed their classes as a way to investigate interests and potential college majors. In some cases, exposure through *College Now* to a subject or career has the opposite effect and helps students decide they are not interested in that area. Realizing early subject and career preferences in high school can spare some students from sorting out these possibilities in college where those decisions carry more weight, are more costly, and can delay or prevent degree attainment.

The students in our small groups all planned on going to college and often spoke about their concerns for the future in terms of the cost and academic competition of higher education. In the following exchange, basic writing students at National talk about the difficulties in attaining a degree as well as the consequences of failure.

Rada: [..] I hear many rumors about college professors, they’re just so *boring* to hell. They just write on the board. . . and . . . don’t tell you anything. And if they do tell you anything, it’s all mumbling and mumbling and mumbling and we fall asleep. And then if you don’t know the information, “sorry you fail.”

Ivan: You have to take it again and again

Rada: Yeah, for the money

Ivan: It’s more serious because it’s your money--

Rada: --be more responsible

Omar: you have no choice *but* to be serious because that money is going down!

It is interesting to note that in this and other discussions, *College Now* students did not imagine future college faculty as very supportive but rather rigid and indifferent. More to the point, however, all three students here mention the outcome of failure as a financial loss. In other groups, students also emphasized taking *College Now* courses for credit with free tuition and feeling as though they were already being responsible for their education by taking *College Now* and saving money for themselves and their parents. The cost of college was often seen as the prime motivation for working hard and being serious and was sometimes used by *College Now* students to distinguish themselves from other students who did not seem to understand or act on the opportunity.

While many students expressed concerns about college, some worries were specific to the courses students were taking. For example, basic writing students were very aware that they will be expected to do a considerable amount of writing in college, which they characterized as a high stakes endeavor (e.g., as with a punitive and “serious” environment where people “don’t play”). When they talked about preparing for that experience, they often seemed to be steeling themselves for a difficult but unknown future. Students expressed concerns about both academic preparation and some social anxieties (meeting new people, not being as smart, etc.)

Most of the students we spoke with were modest about their *College Now* identity, which is not surprising since they had only been in a *College Now* course for one semester. For the most part, they did not see themselves or other *College Now* students as necessarily more dedicated or hardworking than non-*College Now* students, although in some cases that was clearly the case.

Although neither school had college advisement activities or programs prior to junior year for the students in our small discussion groups in spring 2006, almost all the students we spoke with told us they would go to college even if they had never taken a *College Now* course. A number of students in the small groups acknowledged pressure from their parents to go to college as a motivating factor and a reason for their being in *College Now*, and both students and parents had notably high expectations for postsecondary education. As Vanessa put it in a discussion with science and business students at Banner:

[My parents] never went to college, so it’s like one of those things where they expect you or they bring you here for a better life and you got to go to college, I mean you *have* to go to college. I’m like, OK, I’m gonna go to college -- don’t worry about it. It’s not that I wouldn’t want to go – I want to go, but at the same time, I don’t need my parents on my back telling me I have to go ‘cause I know I want to go.

When we asked students in small group discussions about their *College Now* teachers, we heard a range of opinions from very laudatory to sharply critical. Whether developmental students were expressing appreciation for the support they got from their writing teacher or business students were complaining about not really being treated like college students, most of the comments in this area revealed a clash or confusion between expected and actual roles. Some students had an astute sense that teachers and students should play different roles in college courses but were less clear about what the roles should be or fell back on stereotypical, hard-edged descriptions of imagined college faculty (no-nonsense, demanding, inflexible, unsupportive). Often the sharpest criticism turned on what some students believed was an excessive level of support from *College Now* teachers.

We were also interested in the students’ perceptions of their own different responses to being in a college course. The first excerpt begins with business students at Banner responding to the interviewer’s question: “Do you approach your *College Now* class differently from the way you approach your high school classes?” Most students indicated they did not approach the two differently. A discussion then ensued about the effects of class size, pedagogy, how they are treated in their *College Now* class, and how they think of their *College Now* experience in relation to an imagined future college setting.

Tina: It depends on the class that I'm taking and the teacher that's teaching it. Our sociology class was a small class and we actually did get a lot of information. . . you know it was very different. When we came into the business class, there were a lot of kids and it was almost like, oh yeah this is another class that we're taking in high school.

Interviewer: Well what about in college? You know, you might have a large class in college. How would that compare to a large class in *College Now*?

Jasmine: In college, I don't think that the teacher just writes on the board, like writing notes and notes and notes over and over. And in this *College Now* class, that's what the teacher does. She just writes notes on the board. And I think in regular college you would have to interact with the teacher and there . . . [are] no notes on the board so you have to take your own notes. . . .

Arlene: and the teacher herself, I mean, she may be able to teach in other classes but. . . she. . . [brings] the same mentality to our class. . . I've had other *College Now* teachers and . . . they teach regular school classes, but then when they come to us, . . . they actually will like talk to us, and all we do in business class is . . . write notes and learn these facts but. . . she doesn't herself treat us as college kids . . . [I]f she doesn't treat us [like college students], then we're not—she doesn't expect that of us, we're not going to act that way. . . .

Raul: The mentality the teachers have. . . when they walk into the classrooms in *College Now*. . . and act like we're in one of [their]. . . you know, [regular] classes. . . . She should tell us from the beginning, Oh this is a college-level class and you guys are to be treated like college-level students. . . .

Students from this group touched on several aspects of the social setting. Besides the number of students enrolled, which does not necessarily distinguish a *College Now* course from an undergraduate college course (with a range of class sizes), the students discussed the teacher's orientation to the course and her expectations of *College Now* students. Jasmine says that in college you will have to take your own notes, and suggests that she is not learning as much as she could were she required to take her own lecture notes. Similarly, Arlene and Raul expect their teacher to approach her *College Now* class differently than she would other courses and to treat them differently as students. Since Arlene does not believe she is being treated like a college student, she concludes that her teacher simply does not expect her or her classmates to act like college students.

In another group, business students at National describe the level of personal interaction and concern they experience in their *College Now* course section and what they expect of college faculty.

Interviewer: Do you think your teacher takes the class seriously?

Jada: Definitely.

Interviewer: Do you think he would treat you the way he would treat a college student?

Brianna: No.

Joanna: I think he would. He seems like a nice guy in general. He'd probably do a few things different, since his hands would be tied by restrictions in college. I don't know if "no late papers" is a college policy or a professor policy. Then he would let them do something like that. I think he's very understanding; he's not stupid, as in you don't do the work, he wouldn't pass you. He understands people have issues; people have problems and other things to do. So he gives you a little extended period. He understands, I think he'll be the same.

Brianna: Maybe I misunderstood what you were saying, but I thought you meant like personality-wise. . . his mood towards us. . . I think he babies us, just a little bit. . . . If we were college students, like maybe we wouldn't be joking around. . . . In high school, if he knows you're on a team or something, "oh, how was the game?" All of this—but if you're in college, would he ask the same thing? . . . I don't think we would have much of a one-on-one with . . . [a] college professor. That's my opinion of it . . . I think it would be more business-like in college. . . .

These students understand their teacher's behavior as supportive and caring but contrast it with the treatment they anticipate from future college faculty in terms of accommodation and personal interaction. Joanna feels that her teacher would treat college and high school students comparably. From her perspective, it is the setting that structures the behavior of a teacher toward students as well as the individual personality. For Brianna, the level of personal and informal interaction between students and the teacher distinguishes the *College Now* course section from what she thinks a college course would be like. She expects college to be "business like" and college faculty to be somewhat cool and distant with students, perhaps even adopting "an attitude" with students.

The level of academic and personal challenge experienced by students is implied in their comparisons of *College Now* with their high school classes. While most of the small group students see *College Now* as a unique opportunity, with several students reporting attending more regularly and taking the course more seriously than their other high school courses, none of them said it was more demanding than their high school classes. A mixed group of business and science students describes their *College Now* environment as "easier" than their non-*College Now* classes:

Grace: I think the class is easier in *College Now*. It's more laid back. There's little to no homework, and notes, it's little if any, in my—in the two classes I've taken so far. And, I don't know, it's just less stressful. It seems like they expect less from you.

Interviewer: Really? Do you think you learn any more or less in that class than you do in your regular class?

Grace: Um, no. Probably about the same.

Jenna: It's definitely much more laid back, that's for sure. And then, I guess we only take it three times a week but for sure it's like—you know, some people who only take a class three times a week, they would be like ...*throwing* things at you, like more work, whatever, but it's just. . . I don't know, I just find it much easier than my regular classes.

Grace says that she feels that her teacher expects "less" from her and the other students in the *College Now* class, although she also says she learns about the same in *College Now* as she does in her other classes. To the interviewer, she seemed almost puzzled about why she experiences her *College Now* course as easier than her other courses. Jenna's *College Now* experience is also not what she expected, as she imagines that a class that meets "only" three times a week instead of five would necessarily involve more work. (We should note that we recorded these student observations before they had received grades for the courses, so in some cases students might have been surprised by getting lower grades than their assessment of difficulty would suggest.)

College Now is sometimes seen as counting toward college in a way that high school classes do not. However, while some students in the small groups see *College Now* courses as counting more toward college, they do not always see them as very different from their high school courses. These students seem to struggle with the issue of why they treat their *College Now* course differently. It is possible that because a student's experience of "college" in a high school setting remains virtual or abstract on many levels, with the setting affording more similarities to high school experiences than perceptions of "college-like" can countermand, some students struggle to distinguish high school from college as they understand it both from their experiences and their expectations.

Some students in the small groups spoke about how a *College Now* teacher particularly motivated them to work harder. Other students perceive *College Now* courses themselves as having higher value than a high school course and therefore inspiring harder work. These effects are probably attributable as much to the dual enrollment course itself as to the high school setting (i.e., we would expect to see similar, perhaps even more powerful effects in a college setting). Of particular note here, however, is the way students see high school and *College Now* courses differently, even though they are with high school peers in both. In the following excerpt from a group of *College Now* students in a

basic writing course at National High School, the credit value of the course and the fact that they see the work directly connected to what they will do in college are what they say motivates them.

Veronica: I think this [*College Now*] class- you know what you have to do. You know that you have to do the work; if you don't do the work, you know you won't get anything out of it. Like with the other classes, you know you're gonna get a credit, but this class is more important than the other classes.

LéAndre: Especially when you're going to get a credit for it. There's no reason going if you're not going to try harder.

Interviewer: Why do you think students might approach their *College Now* class differently than their other classes, like why wouldn't they also feel that same drive in their high school classes?

LéAndre: Cause if you're feelin' to go to college, you gotta take this seriously.

Interviewer: But why not take your high school classes seriously? How come-

LéAndre: --Nah, you take it seriously, but this is what you're going to do in college. . . .

Interviewer: So you just take it *more* seriously?

LéAndre: Cause this is what you're doing in the future.

Cecilia: I think it's the label of *College Now* —if you figure 'college,' OK, you need to do your work. I know people that don't know the difference between high school work and college work. In college, you don't play around. So I think they take it more seriously.⁸

Here even a non-college credit *College Now* writing course in and of itself is seen as a distinct context that requires a different, more serious, approach to the work.

Students from the developmental basic writing courses at both high schools appreciated the support and attention they received in those classes. From a writing group at Banner:

Omar: Whenever I'm in . . . class it's like completely different than my other classes. It's like the way that [he's organizing me]. . . he says the only way you can. . . pass in here is if you're improving, . . . doing more better and better. . . .

Interviewer: Do you feel like he pushes you differently than your other teachers?

Omar: Yeah, because he will respond to only one thing. . . . writing our essays, and if you need help, you can get it right there. Some teachers will just be busy teaching in the class. They don't get too into the students. . . He's the only teacher that cares; he's the only teacher that encourages me.

These basic writing students describe their teachers as inspiring, patient, and caring. They compare them favorably to other high school teachers, while students in the business and science courses tend to compare their *College Now* teachers to what they know (from limited experience) or imagine college teachers would be like. This may account in part for the more critical teacher assessment by business and science students, who seem at times to think that *College Now* should be a kind of boot camp for college, and the more positive assessment by the basic writing students who appreciate a more safe, supportive environment.

We asked students with whom they would prefer to take a *College Now* course and whether in a high school or college setting. Many of the small group students said they would rather take the course with high school students. Two different views emerged both within and between groups, which contrasted or sought to balance the reassurance students felt with high school students and the

⁸ Although the basic writing *College Now* course section was developmental in nature and the students therefore did *not* earn college credit, in this excerpt they are talking about the high school credit (1 English credit) they get from this dual enrollment course. The logic is that a *College Now* writing course that affords a high school English credit is worth more than a high school English course, because of the perceived value-added component of how this work must be taken more seriously because it is about their future. Despite ample research (Adelman 2006) that success in a rigorous high school curriculum is the best indicator of success in postsecondary education, students do not necessarily make this connection even with the amplification of a dual enrollment program like *College Now*.

benefits they imagined being with college students. The developmental students were more inclined to value the former—a safe learning space—and the college credit students the latter—a competitive, high performing college learning environment.

Some students in the small groups had either visited a college campus or taken a *College Now* course on a campus and thus had direct experience on which to compare and contrast the high school and college settings. In discussing campus visits, basic writing students at Banner tried to capture their impressions of what one called “the spirit of college: so many people and [yet the] hallways... [are] so quiet and so serious.” Another student: “It’s a working atmosphere. Everyone wants something, everybody is responsible.” These characterizations are used to contrast the way these students imagine college students are treated and the way they will be treated when in college to how they are treated in high school, sometimes even in their *College Now* courses. A science student at Banner echoes the writing students when he observes that “You’re taken more seriously in college.” And a Banner business student goes so far as to say, “it’s like you’re almost their [Professor’s] equal or something . . . [T]hey give you respect. . . .” Although a majority of the students who responded to a survey (see p. 23 below) said they would prefer to take a *College Now* course on a campus if given an opportunity, when interviewed in small groups, students acknowledged the transportation issues that would make that arrangement very difficult or impossible. For most students, taking courses at the high school is the only practical way they are able to take advantage of the opportunities *College Now* affords them.

The business students at National talk about the very real limit on their taking a *College Now* course at Kingsborough Community College or any other college campus.

Interviewer: So if you have a choice, to take the same class at a college campus or at your high school, which would you choose? . . .

Jada: I would take it here because I have to do my schedule thing, like, my tutor. I would definitely do it here, because I think there would be more work to go travel there and travel back. . . .

Brianna: I would rather have it here. You mean with the same teacher and stuff, right?

Interviewer: No, like a college teacher. . . . How would it be in a classroom with college students, instead of high school students?

Brianna: They’re more quiet, . . . more serious, I think. . . about their work. Actually, what I think should happen, if it works for me, on a regular basis, we’d have it here. On our schedule, when we have lab, like, freshman year, we have lab, we go to gym one day, for the whole week, and then one day you go to lab. So its like once a week, we go to the campus, but not have our regular schedule. . . .

Brianna would rather take a *College Now* course at her high school than at a college. Considering it further, she managed to think of a way to make it work (have the *College Now* course on a day when she doesn’t have her usual high school schedule). However, her vacillation emphasizes her ambivalence about where she would like to take a *College Now* course. She would be most comfortable staying in her school, but she does consider the benefits of going to a college campus.

The practical issues of time and transportation are also emphasized by science students at National. Both the business and science groups there expressed ambivalence about where they wanted to take a *College Now* course, but while the business students leaned toward the high school setting, the science group at National tipped toward the benefits of the college location.

Interviewer: If you had your choice, would you prefer to take your CN class at your high school with high school students or at a college campus with college students?

Charles: Depending on what kind it is.

Interviewer: Say that the logistics of it were all set; this is the ideal world.

Charles: Well, if you take it in high school, you’re familiar with the environment. But taking it in college will give you a sense of how it is, and so it depends on the situation.

Interviewer: So what do you think is probably more important for you, to be in a familiar environment or to get an actual taste of college at a college?

Charles: Well, I guess it would be better to go off into the college and take a class there. . . . [Y]ou have to step away from what you're familiar with and go beyond it, so I say it's better to go to college and take a class there. To me, it's more realistic.

Laura: Sometimes it's better to take it with someone you know, you'll be more comfortable and you'd be better in class. But I think. . . you. . . want to get used to it, that way you. . . meet people and talk to them, see. . . college student life.

These students in a basic writing course at National talk about how they prefer to take *College Now* classes at their high school because that context is a more “familiar,” “less pressured” environment.

Interviewer: If you had a choice to take a *College Now* class in your high school like you do now with other high school students, or take it at a college campus with college students, which would you prefer?

Group: High school.

Interviewer: Can you tell me why?

Cecilia: It's [a]. . . more familiar atmosphere, and you don't feel pressured, like, oh, my God, all of these are college students, they're so much higher than I am and whatever. You don't feel that pressure--

Interviewer: OK, what about you? If you had two doors, which door would you walk through?

LéAndre: High school.

Veronica: I think that if you go with high school students and you are a high school student, you would have the same kind of bond with them. So it's different than going with people, like in college, cause maybe you learn slower than them, or they're used to teachers talking quickly, and you're not used to that. . . .

Somewhat awed about college and anxious about their ability to do college work, these students feel more comfortable in the *College Now* courses they know at their school. The imagined response to the presence of college students reveals the gap that exists in these students' minds between themselves and college students in general (“they are so much higher” and “maybe you learn slower”). Given that these students are enrolled in a developmental basic writing course, such anxieties are not unexpected.

More often though not always, students in *College Now* college credit courses, however, expressed an interest in attending courses on a college campus.

Interviewer: If you had a choice to take a CN course at your high school versus Kingsborough Community College or some other campus, which would you choose?

[students all talking at once]

Tina: At Kingsborough.

Interviewer: At KCC? Tell me why.

Tina: Because it's a better environment. Like, you go to [high] school everyday. . . . I'd rather be at a college campus than go to a CN class [here]. College students and how they act. . . you're learning from them, you learn better that way. You're in a different environment

Kim: You see different people and you see how they react in different ways. . . . You see how they are in college classes and how they learn. So I think that's another way of learning.

Kimberly: I agree with Kim. I also take the Saturday class and the regular class.

Interviewer: Which do you like better?

Kimberly: the Saturday class is better. The only problem is like, getting there – it's early...but besides that, it's better. You *are* in the college environment. You are treated as a college student and the school is quiet, it's more relaxing when you take that class. . . .

Edwin: and at the college there are more resources you can use. They have a library, computer rooms . . . and [tools you can bring] so you have more chance to broaden what you have learned in class.

Similar views are revealed by students in a science/business group at Banner High School.

Interviewer: If you guys had a choice to take a CN class at your high school or at a college campus, what would you choose? Say it's [a] business course, would you rather take it here at your high school or at a college campus?

Group/All: At a college campus [one student is unsure]

Terrell: I would say a college campus because [of] the environment; you will see a lot of people who . . . [are] dedicated in college, taking business and that dedication will help you push for what you want.

Vanessa: You get the real experience. I guess if you're actually on a college campus, it's . . . different, you get a different feel from everybody, from professors and from the students.

Grace: You're taken more seriously in college.

It appears that students seek to balance competing concerns and often make shrewd assessments of what they need and want. Some prefer the company of other high school students to college students, some vice versa and others a college location but a cohort of high school rather than college students.

College Now Pilot Student Survey

The high school *College Now* course context study we designed in the fall 2005 (see Appendix 1 on Research Plan & Methodology) was primarily intended as a qualitative study based on student and teacher interviews. With the effort it takes to get approval to work in the schools, however, we also decided to pilot a student survey that would provide additional data for analysis and the opportunity to triangulate teacher and student interview data with the student survey responses. We knew it was beyond both the scope of our study and the time we had to conduct it to collect a scientifically constructed sample that would allow elaborate statistical analyses or be predicative of the views of either the larger high school population at our two study sites or the wider Kingsborough or CUNY-wide *College Now* program students. The reader is cautioned, therefore, that our survey is a convenient rather than a scientifically determined representative sample, that the statistics are descriptive of only the 304 respondents, and that any interpretations and conclusions are necessarily limited by these facts. Consistent with our intentions to triangulate the survey data with the student and teacher interview data, we will highlight those responses in this section that relate to our findings and forego a more general analysis. The complete survey and some selected tables cited below can be found in Appendix 2.

We surveyed students from three different *College Now* courses offered at each high school in May 2006 during the spring term. The following fall we conducted a second wave survey of different students in the same courses. In all, we received 304 survey responses, 52% of which were from students at Banner and 48% at National. Sixty-eight percent appear to be juniors; 45% had taken only one *College Now* course and 35% indicated that they had taken two courses. More than half the respondents said they had visited the Kingsborough Community College campus. Eight-one percent of respondents were in *College Now* college credit courses and 19% in developmental courses. Fifty-four percent of the respondents were female and 46% male. Twenty-nine percent of respondents self-identified as black/non-Hispanic; 17% as Hispanic; 20% as white/non-Hispanic; 15% as Asian/Pacific Islander; and 10% as another category.

Of particular interest in light of the qualitative student findings is what the survey respondents said about their plans on going to college, level of challenge in *College Now* courses, where and with whom they would prefer to take *College Now* courses, and with whom they recently spoke about college.

Although more than half of the survey respondents either did not see *College Now* students as academically harder working or had no opinion, a sizeable minority (40%) did. More than 90% said they are looking forward to college, and 89% reported that they anticipate earning a 4-year degree or higher. Students also say, however, that their aspirations are not directly connected with participation in *College Now* with 95% agreeing or strongly agreeing with the statement: "I would be going to college even if I had never taken a *College Now* course."

More than 62% of the students surveyed report feeling intellectually challenged in their *College Now* class. A greater percentage of students enrolled in college credit *College Now* courses strongly agree with this statement than did students enrolled in developmental *College Now* courses (15% v. 2% "strongly agree"). Most students (93%) report that their *College Now* teacher "knows his/her subject well." Seventy-six percent of the students believe that their *College Now* teacher treats them like a college student.

Regardless of the credit value of the courses *College Now* students are enrolled in, over 70% of those surveyed prefer to take a *College Now* class at a college campus rather than at their high school campus. Overall, 56% of students indicate that they would prefer to take a *College Now* course with other high school students, while 43% prefer to take a course with college students.

Few students seem to connect success in high school with success in college or to fully appreciate the challenges of college. Seventy percent agreed or strongly agreed with the statement that “Even if you don’t do well in high school, you still can succeed in college,” and almost three quarters of the respondents said they agreed or strongly agreed that “The hardest part of college will be getting into a good school.”

Finally, many students do not speak with their *College Now* teachers about college. Less than 10% of the college credit course students said they had spoken “often” to their *College Now* teachers in the past month, although more than 30% of the developmental course students said they had. Just over 50% of the college credit students said they had “never” in the past month spoken with the *College Now* teacher about college, which may suggest either a lack of availability on the part of the teachers (before or after class) or a student view of college teachers as unapproachable. It seems that the 304 *College Now* students who responded to the survey speak more about college with their high school teachers than their *College Now* teachers with the possible exception of the developmental course students. By reporting this, we do not mean to imply that we consider it the primary responsibility of the *College Now* teacher to talk to her students about college, anymore than it is for a college instructor, as we make clear below in the discussion and recommendation on student advising. The survey responses on this point help establish the high school environment in which the *College Now* program operates.

Conclusion

Discussion

When we talked to teachers and students about *College Now* there was no doubt that they saw the program as something of real value, but this was true for many different reasons. As we sorted out specifically what impact the high school location, teacher and cohort had on their experiences, it became clear that dual enrollment courses in a high school setting face an added challenge compared to courses on campus in a college setting. In the same high school building and the same classrooms with their high school student peers and often with active high school teachers or administrators, the institutional context does not change. Yet teachers and students both expect something different will occur when they enter the *College Now* classroom. It is a difficult task for a teacher in this setting to clearly and consistently establish a “college” within the confines of a single classroom, such that when students step into that space they will fully appreciate the difference between their actual location and their virtual environment. Three related themes, which can be put in the form of questions, emerged both from our small group interviews with students and our one-on-one interviews with teachers. First, what college-supportive practices can help students be better informed about and prepared for the challenge and complexity of higher education? Second, how does the interplay of the roles teachers and students expect to play and actually play in *College Now* classes lead to inconsistent and confusing interactions, and how can that interplay be more productive? And third, how much support by teachers for college-level work is appropriate and in what form?

As higher education is understood as the only gateway to a decent middle class life, students’ educational aspirations rise to the societal norm. Researchers tell us that the majority of high school students, like those in our study, report that they plan to go to college (Ingels, et. al, 2005). It is likely that students who agreed to take part in our small group discussions were among the more motivated *College Now* students at our study sites, but the responses to our survey underlined the high postsecondary aspirations of many other *College Now* students at these schools as well. Eighty-nine percent of the students said they anticipate earning a 4-year degree or higher. According to the students, 73% of fathers and 80% of mothers also expected them to achieve at least a bachelor’s, a Master’s or an advanced degree.

We interpret anticipations like these cautiously. As Clifford Adelman has pointed out, a college-going aspiration among high school graduates is the norm today, even though many students are ill-prepared to realize those hopes. In *The Toolbox Revisited*, Adelman writes:

Continuing one’s education after high school, at some point and ‘in some form of postsecondary education’ is now the norm of expectations among high school graduates. . . . That which is a norm of behavior is like breathing in and breathing out. When virtually everyone expects to continue, the serious curricular ‘disconnect’ between K-12 and postsecondary systems eloquently dissected by Venezia, Kirst, and Antonio (2003) is even more fraught with hazards and ironies” (25).

We saw some evidence of that disconnect in the *College Now* students in our study. While many of them connect success in a *College Now* course with later success in college, they do not seem to appreciate the importance of their high school curriculum to college success. Students in the small groups saw hard work as necessary for success in college but not necessarily for high school. Many assume that they will earn credit in their high school courses if they do the time and attend class. Simply passing these courses to get the grade and credit and to graduate was their primary goal for high school, not the skills and knowledge the high school curricula afford them.

A relatively high 70% of *College Now* survey respondents said they believed you can succeed in college even if you don't do well in high school. Researchers (Adelman; Horn & Kojaku, 2001; Adelman, 2006), on the other hand, have established that the rigor of a student's high school curriculum, successfully completed, is one of the best predictors of later college success. Dual enrollment programs like *College Now* can help students form a more realistic understanding of what it takes not only to get into college but to succeed there, and in doing so they can also reinforce the value of high school courses so that students do not view them simply as a means to an end. The responsibility for developing student understandings of the big picture is shared by the whole *College Now* program in cooperation with the school. A good *College Now* experience is meant to complement not replace a coherent overall high school experience.

Addressing student advisement effectively may well require the program to revisit the "place" of *College Now* in the school. This issue as well as scheduling and security measures (which impact recruitment, attendance and lateness) are all aspects of the *College Now* environment at any particular high school that need to be considered. The work we did for this study and a companion study at the same school sites, "Understanding the Low Male Participation Rate in *College Now*," impressed upon us how much *College Now* is a program within a school. The *College Now* program can more precisely articulate its goals for student advisement, student development courses, and activities such as regular campus visits, so that students form a realistic understanding of what it takes to not only get into college but to succeed there. This reassessment might include how *College Now* coordinates its responsibility in this area with the school-based college advising, including ways teachers as well as counselors can be available to talk with students about college during regular office hours or at occasional events and can use student feedback to inform program practices.

As we noted in our findings, we heard a wide range of opinions from students about their *College Now* courses and teachers. Some students think quite strategically about why they take a *College Now* course, whether it is to learn about new subjects, earn credit with free tuition or enhance a college application. For other students the decision to be in a *College Now* course may not be so intentional, but nevertheless many of the students we spoke with said they appreciated the financial benefit of earning credit with free tuition. A recent report by The Bridgespan Group, "Reclaiming the American Dream" suggests the importance of this pragmatic career-oriented concern for the future and its connection to *College Now* course-taking opportunities. According to Bedsworth, Colby and Doctor (2006) student "understanding [of] the link between education and career aspirations" is the "single largest impact on an individual student's likelihood of completing college [and] also links strongly to better academic preparation."

Among our small group students, some were taking college-level work for the first time, while others had previous course experiences either at the high school or on campus. Whatever the level of experience or type of *College Now* course (credit or development), everyone it seemed had an opinion about the way teachers and students should act, but no general consensus, even among the teachers, emerged. In some cases we heard how certain features of a course—such as whether and how much homework was assigned—were intended by a teacher to be "college-like" but were in fact understood by the students to be just the opposite. In trying to make sense of this, it became clear that both teachers and students at times had quite different expectations of what college-level teaching and learning should be and both could refer to unhelpful stereotypes as an implicit norm.

What we saw in the various ways teachers and students conceptualized their roles in the *College Now* classroom accorded with the findings of an external researcher, Melinda Mechur Karp, whose work with *College Now* students in two comprehensive Queens high schools was documented in her dissertation, "Facing the Future: Identity Development Among College Now Students" (2005). According to Karp, successfully becoming a college student is a process "in which actors must *relearn* and *recreate* the student role they already know" (80). This new student identity can be seen in four aspects:

academic skills (reading and writing skills); academic behaviors and habits (study skills, note-taking skills, and the ability to take responsibility for one's learning); social and interpersonal characteristics (participating in class discussions and engaging in formal relationships with professors and peers); and, personal habits and traits (intrinsic motivation, time management skills, and the ability to balance multiple roles).

In her elaboration of these role-concept dimensions, Karp points out the significant shifts in maturity, autonomy and responsibility that underlie the differences between a high school and college student mentality. Much of what we heard in our study can be seen in terms of the ways students (mis)interpret or (mis)understand and teachers (under)estimate this process. For example, a traditional view holds that college

students are expected to be intrinsically motivated and oriented toward school. A key element of this motivation is the fact that being in college is a choice; because college students do not have to attend postsecondary education, it is assumed by role alters [teachers and administrators] that they will work hard in school and adhere to role norms. If they do not do so, it is up to the students themselves to exit the role. (Karp 87)

The traditional conduct of a college professor based on this view can be characterized as a more or less impersonal, rigid subject-matter expert who transmits knowledge to a receptive audience and acts as gatekeeper to enforce institutional standards. To varying degrees, this seemed to be the reference point for a number of the students and teachers we spoke with. These students, all of whom were in college credit courses, preferred a 'boot camp' environment that would toughen them up for the challenges of college and looked disparagingly on teachers and students who considered *College Now* more as a borderland between high school and college. For these students, too much support in a college course made the work seem too much like high school.

Until recently there was no generally accepted definition or agreement on what college-level work was. It was and in many cases still is usually "operationally defined as encompassing course content that is currently taught at a particular college for credit" (p.18).⁹ David Conley's *College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get Them Ready* (2005) goes a long way to addressing this issue by tying success in entry-level college courses to the "Knowledge and Skills for University Success (KSUS) Standards." Student perceptions of rigor, however, are affected by the content, coverage, and course mandate. High school classes, particularly those in New York State Regents' subjects (e.g., English and math) and Advanced Placement (AP) courses have highly structured curricula. In contrast, *College Now* courses are electives often taught and taken by choice. Some required high school classes may quite literally be harder than *College Now* courses because they must cover more scripted material in a fashion not appealing to students for the purpose of preparing them for a standardized test. In this sense "more difficult" and "challenging" are not synonymous. Although we heard some students equate a "laid back" atmosphere with a lack of rigor, we are cautious about concurring with that view since we did not carry out an assessment of the curricular content of these courses. *College Now* courses whether sections of the same course as offered to undergraduates or custom courses such as those in our study that are in the college bulletin are all departmentally determined and approved by the sponsoring college. Student perceptions of their *College Now* courses, whether they report them as similar to or very different from their high school courses, communicate what it is that they value about *College Now* or find wanting. In either case, their attitudes also reveal what these students expect of a college course.

⁹ Barnett, Gardner and Bragg (2004) cite Pierce (2001) to the effect that "There is no universal agreement on the meaning of the phrase 'collegiate level' and yet it is used routinely as if there was" (p. 18).

One question we are left with is whether the stereotypical views we heard about teaching and learning are an effective frame for a high school-based dual enrollment course any more than they are for a freshman undergraduate course. Almost none of the students with whom we spoke, with the rare exception of those who had taken a college course on campus, had a positive view of the college faculty they imagined they would have in their future. The “approachability quotient” in students’ estimate could have serious repercussions, especially in the first year or two of postsecondary education, when many students identify faculty as “the best source of academic advising.”¹⁰

In her study, Karp concluded that “Overall, it seems that students’ perceptions of their *College Now* courses matter. Those students who found *College Now* to replicate college were more likely to learn about the expectations and norms of college students than their peers who did not.” But agency plays a role here as well as the “authenticity” of the course experience. “Students’ interpretations of their *College Now* experiences appear to be an important factor in helping increase their understanding of the college student role” (199). . . The evidence [is] that students in the same *College Now* course perceived the course differently and had different identity-related outcomes” (244). What we heard from students is consistent with these findings and suggests the complex interplay of student experience and development in the process of encountering, understanding and trying on new norms of behavior at the same time they are challenged to learn college-level knowledge and to practice college-level skills. When students expect a *College Now* environment that is fundamentally different from their high school, they are dissatisfied if the *College Now* course looks and feels the same as all their other classes, and they are unlikely to see the experience as relevant to (or a preparation for) the demands of college. Teachers have a profound impact on not only what students learn but how they learn and how they understand the learning process. Students look to them to set the stage of the course and come to see them as either an envoy of college or simply another high school teacher.

Unpacking what students expect from and experience in *College Now* classes raises a number of questions and issues. What is the relation of the high school dual enrollment course context and pedagogy and what should it be? There are legitimate differences in student responsibilities between high school and college, but they need to be understood in more nuanced ways. Course rigor (actual and perceived) is a key factor in how students experience the authenticity of a college-level course, which in turn affects the extent to which their college student identity grows.

With learning communities increasingly prevalent in postsecondary freshman year and college advising and student development courses increasingly a feature of secondary school, how should courses be structured and what should teachers be telling students about making the transition to college? What relation should *College Now* student development courses have to subject area courses in order to consistently inform students of the differences in expectations between high school and college teaching and learning? What responsibility for student advisement should the teacher, the guidance counselor, the school and the *College Now* program have and how can they be better coordinated?

¹⁰ Ironically, a recent article in *The Chronicle of Higher Education* (December 1, 2006), “2-Year-College Students Rarely Use Advisors, Survey Shows: Full-Timers Are Found to Be More ‘Engaged than Part-timers Are” cited a 2006 CCSSE (Community College Survey of Student Engagement) report to the effect that 43 percent of respondents thought faculty members were the best source of academic advisement, but according to the CCSSE faculty survey, “about 10 percent of full-time and 40 percent of part-time instructors reported spending no time advising students” (53.15, A1). <http://chronicle.com/weekly/v53/i15/15a00101.htm>

Recommendations

The College Now High School Environment

Findings

- *College Now* courses at their high school (as opposed to a college campus) were the only practical opportunities many students had to take college-level work, given the complexities of commuting and daily schedules.
- The scheduling of *College Now* courses, beginning as early as 7 a.m. before regular high school classes, had an impact on recruitment, attendance, and lateness.
- Heightened security restrictions (such as metal detectors at entrances) contributed to *College Now* student lateness and therefore impacted on essential aspects of effective programming.

Recommendations

It is likely that zero and first-period classes (the earliest slots in school scheduling) are discouraging some students from participating in the program due to geographical distance from the high school, and they are exacerbating problems with student lateness. Alternative scheduling options should be explored. The impact security screening has on early morning access to the high school and student lateness to *College Now* courses should also be assessed in all schools and, if significant, alternative security measures for *College Now* students should be discussed with school leaders.

College Now Teachers

Findings

- Teachers were enthusiastic about the value of the *College Now* program, although some believed recruitment efforts could be improved.
- Instructors liked the freedom they have in teaching *College Now* courses, the quality and motivation of *College Now* students and the impact they could have on them.
- In conducting college courses in the high school setting, teachers used various approaches to note taking, time management, syllabi, homework assignments, and type and frequency of assessments, all of which conveyed messages about the nature and rigor of college-level course work.
- Some *College Now* teachers had a somewhat limited appreciation of the significance of their own teaching practices (as compared to other program components such as campus visits, campus film series, college IDs, etc) in promoting student awareness of the role of a college student. At times, they relied on views of college instruction, college faculty, and student responsibility that perpetuated stereotypes and did not prepare students for the complexity of a college experience.

Recommendations

Creating a virtual college environment in a high school classroom setting involves many different elements. Teachers can conduct their courses and convey to students with greater clarity and explicitness what their expectations are for engaging in college-level work. The *College Now* program should provide opportunities to explore these issues.

College Now Students

Findings

- Students saw their *College Now* college credit courses as useful for learning about new subjects, earning credit with free tuition, or enhancing a college application. They were especially concerned about the perceived costs of higher education and appreciative of the financial benefit of the credit.
- Being in *College Now* was not a primary feature of student identity, and for many students the program was not a determining factor in whether they aspired or planned to go to college.
- Students had definite, though at times mistaken, ideas about college teaching and learning and were critical of or confused by the teaching methods of *College Now* instructors that did not align with their expectations. Some students did not find the courses as demanding as they expected nor necessarily different from high school courses, although they did place a higher value on them. Students in developmental courses appreciated the support and individual attention they received in their classes.
- Students differed in their views about where and with whom they would prefer to take *College Now* courses.

Recommendations

The *College Now* program can more precisely articulate its goals for student advisement, student development courses, and activities such as regular campus visits, so that students form a realistic understanding of what it takes to not only get into college but to succeed there. This reassessment should include how *College Now* coordinates its responsibility in this area with the school-based college advising, including ways teachers as well as counselors can be available to talk with students about college and use student feedback to inform program practices.

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Appendix 1

Research Plan and Methodology

Our early interest in a study of the Kingsborough *College Now* program dates to the summer of 2005 and by early fall of that year we had administrative approval to proceed. Working with our Collaborative Program Research Fellows, we designed the Collaborative Programs Research Plan comprised of three studies involving the College Now program: 1) the KCC College Now Course Context Study (as it was then known); 2) the KCC College Now Male Participation Study; and 3) the College of Staten Island Discovery Institute Study. We submitted an extensive research proposal to the CUNY-wide Institutional Review Board on November 9, 2005 and received approval soon thereafter. Since our research involved collecting data in six New York City High Schools, we were required to submit a separate proposal to the New York City Department of Education, Division of Assessment and Accountability after we received CUNY approval, which we did on November 29, 2005. After responding to their request for clarification and minor changes in our protocol and consents forms, we received approval from the DOE on February 9, 2006, subject to the final approval of the regional superintendents and the school principals. All of the necessary approvals were secured by mid-March and we were given clearance to begin to distribute the necessary parent consents for the student focus groups and student surveys at the two high schools involved in the Kingsborough studies.

Doing field research in public schools is always a challenge, even with the good support we had. It took us much longer than we anticipated to get into the schools in the spring 2006 to begin these arrangements to organize the course context small group student interviews and distribute our student survey. Distributing invitations, getting required parent consents and student assents, locating rooms, getting groups together early in the morning, and conducting the interviews in the time we had all made it exceptionally difficult to collect the data we needed. Despite the hurdles, we managed by late spring to conduct interviews with six small groups, three at each school. Our total (31 students in all) fell just below the minimum range we specified in our protocol (36-48 students). (See Table 4 below for details on the composition of the groups by school and course with the associated student and teacher aliases.) We also interviewed five teachers individually, although one of those interviews was relatively short and done in a *College Now* classroom at the teacher's desk. It should be noted that no teachers were present during the student small group discussions.

It is questionable whether more small group interviews would have teased out different findings, but in hindsight it is clear that to have done so would have entailed a multiyear data collection research project that would have at least involved us in organizing additional small groups in the fall 2006. As it is, we did return to the study sites in late October to distribute a second wave of our pilot student surveys, which brought our total respondents to 304.

Qualitative research is an interpretive method. Both the unpredictable and interpretative nature of the method constitutes strengths of qualitative work. A mixed-method study such as this one allows us to consider multiple forms of data for analysis and to triangulate teacher and student interview data with the student survey data. Multiple forms of data do not always produce mutually reinforcing findings and at times reveal inherent tensions or complexities that require further study to understand. Student feedback in the small groups tended to be more critical than the survey responses, probably due to the dynamic of the small group interviews that offered students the opportunity to discuss at length their *College Now* experiences and to challenge one another on their perceptions. Nevertheless, it is important to note that the qualitative interview data and the survey data are not comparable and we should be cautious and provisional in reaching conclusions from either source.

Small Group Student Interviews

In response to a written invitation to all the students in the Introduction to Business, Issues and Adventures in Science, and Foundations for College Writing courses at Banner and National High Schools, thirty-one students with parental consent agreed to take part in small group interviews. The researcher met with six small groups of students in May and June 2006. In all but one of the groups, students from the same class at their high school met in a group. At Banner, one of the three groups had both science and business students (the other Banner groups were comprised of business and basic writing students). Of the thirty-one students who were interviewed between the two schools, therefore, almost half (fifteen) were business students and of those students twelve were female. Six of the seven students in science courses were also female. Of the eight students in the writing courses between both schools, four were male and four female: at Banner, three students were male, one female; at National, one student was male, three female. Most of the participants were African American or Latina/o, with five Asian American, and four Russian or eastern European students. Of the nineteen students altogether at Banner, eleven were female, eight were male; fifteen were in college credit courses, four in developmental courses. Of the twelve students at National, ten were female, two were male; eight were in college credit courses and four were in developmental writing courses. As this outline makes clear, the thirty-one students who agreed to speak with us are not representative of the students at their high school, in the Kingsborough *College Now* program, or the CUNY-wide *College Now* program nor can what we learned from them be generalized to those larger populations. Nevertheless, we believe some important themes emerged from these conversations, especially when we consider them in light of what we heard from their teachers.

Teacher Interviews

We interviewed five of the six *College Now* teachers whose students were in the small group discussions or were asked to complete the survey. Three of those teachers were from Banner (two taught college credit courses and one taught a developmental course) and two from National (one taught a college credit and the other a developmental course). Of the five, three were males, two were females and all but one were white. The teachers were all experienced in their field (business, science or English), both in the high school and *College Now* classrooms. One, a retired high school teacher, had a career measured in over three decades. Experience teaching *College Now* ranged from five to more than fifteen years. A number of the teachers were also high school administrators, with only two of the six still full-time teachers.

Our interview protocol had ten questions, half of which pertained to their *College Now* course, teaching or students in general. The other questions more specifically attempted to get at the effects of teaching a college course (credit or developmental) in high school and how the teacher “facilitates a ‘college’ environment” in that setting. For the purpose of this study, we will privilege the latter responses as more relevant, but we will begin with a brief background summary of how these teachers see their students, themselves and the *College Now* program as the larger context. To preserve the anonymity of this small group, we will refer to them only by *College Now* course type (credit or development).

Table 4
College Now Course Context Small Group Interview Participants

Banner					Small Group Participants		
Course Subject	CN Crs ID	Teacher Alias	Student Aliases	N	Male	Female	Total
Business	BA 10	Ms. Gardner*	Kimberly Jin Arlene Jasmine Raul Edwin Tina	39	4	7	11
Science	SCI 1	Mr.Reynolds**	Roberto Terrell Vanessa Grace Ashley Sonya Candice	24	0	4	4
Basic Writing	Eng BW 1	Mr. Kennedy**	Rada Cheng Ivan Omar	30	3	1	4
Sub-Totals					7	12	19
					37%	63%	100%

National					Small Group Participants		
Course Subject	CN Crs ID	Teacher Alias	Student Aliases	N	Male	Female	Total
Science	SCI 1	(No interview**)	Charles Laura Chris	28	1	2	3
Business	BA 10	Mr. Norris*	Joanna Brianna Krista Precious Jada	33	0	5	5
Basic Writing	ENG BW	(No taped Interview**)	Cecilia Veronica Leandre Danielle	24	1	3	4
Sub-Totals					2	10	12
					17%	83%	100%
Grand Total					9	22	31
					29%	71%	100%

* Retired NYC Department of Education teachers.

** Full-time high school teachers and/or administrators.

Appendix 2
College Now Pilot Student Survey

Table 5
Survey Sample by Gender

Course Type	Male			Female			Total		
	National	Banner	Total	National	Banner	Total	National	Banner	Total
	N	N	N	N	N	N	N	N	N
Credit	68	45	113	54	80	134	122.0	125	247
Developmental	13	14	27	10	20	30	23.0	34	57

Table 6
Survey Sample by Race

	Course Type	Male			Female			Total		
		National	Banner	Total	National	Banner	Total	National	Banner	Total
		%	%	%	%	%	%	%	%	%
Hispanic/Latino	Credit	15.9	11.9	14.3	15.4	15.9	15.7	14.4	15.0	
	Developmental	41.7	0.0	23.8	50.0	15.4	44.4	9.1	25.0	
	Total	20.0	9.8	15.9	19.0	15.9	19.5	13.5	16.5	
Black, Non-Hispanic	Credit	11.1	35.7	21.0	9.6	53.6	10.4	46.8	28.3	
	Developmental	25.0	44.4	33.3	16.7	30.8	22.2	36.4	30.0	
	Total	13.3	37.3	23.0	10.3	50.0	12.0	45.1	28.6	
White, Non-Hispanic	Credit	54.0	14.3	38.1	46.2	7.2	50.4	9.9	30.5	
	Developmental	16.7	22.2	19.0	16.7	23.1	16.7	22.7	20.0	
	Total	48.0	15.7	34.9	43.1	9.8	45.9	12.0	28.9	
Asian/Pacific Islander	Credit	12.7	26.2	18.1	15.4	11.6	13.9	17.1	15.5	
	Developmental	16.7	11.1	14.3	0.0	23.1	11.1	18.2	15.0	
	Total	13.3	23.5	17.5	13.8	13.4	13.5	17.3	15.4	
Other	Credit	6.3	11.9	8.6	13.5	11.6	9.6	11.7	10.6	
	Developmental	0.0	22.2	9.5	16.7	7.7	5.6	13.6	10.0	
	Total	5.3	13.7	8.7	13.8	11.0	9.0	12.0	10.5	

Table 7
How Far in School Respondent Thinks He/She will Get

	Course Type	Male			Female			Total		
		National	Banner	Total	National	Banner	Total	National	Banner	Total
		%	%	%	%	%	%	%	%	%
Advanced Degree	Credit	32.4	24.4	29.4	27.8	39.7	34.8	30.3	34.5	32.4
	Developmental	18.2	8.3	13.0	22.2	30.8	27.3	20.0	20.0	20.0
	Total	30.4	20.8	26.5	27.0	38.5	33.8	28.9	31.9	30.4
Masters	Credit	38.2	39.0	38.5	48.1	34.6	40.2	42.6	36.1	39.4
	Developmental	18.2	25.0	21.7	33.3	30.8	31.8	25.0	28.0	26.7
	Total	35.4	35.8	35.6	46.0	34.1	39.0	40.1	34.7	37.4
4 Year Degree	Credit	23.5	26.8	24.8	13.0	14.1	13.6	18.9	18.5	18.7
	Developmental	27.3	33.3	30.4	33.3	38.5	36.4	30.0	36.0	33.3
	Total	24.1	28.3	25.8	15.9	17.6	16.9	20.4	21.5	21.0
2 Year Degree	Credit	1.5	0.0	0.9	1.9	1.3	1.5	1.6	0.8	1.2
	Developmental	18.2	8.3	13.0	0.0	0.0	0.0	10.0	4.0	6.7
	Total	3.8	1.9	3.0	1.6	1.1	1.3	2.8	1.4	2.1
High School/GED	Credit	0.0	2.4	0.9	0.0	2.6	1.5	0.0	2.5	1.2
	Developmental	0.0	16.7	8.7	0.0	0.0	0.0	0.0	8.0	4.4
	Total	0.0	5.7	2.3	0.0	2.2	1.3	0.0	3.5	1.7
Less than HS	Credit	0.0	4.9	1.8	1.9	0.0	0.8	0.8	1.7	1.2
	Developmental	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total	0.0	3.8	1.5	1.6	0.0	0.6	0.7	1.4	1.0
Don't Know/Undecided	Credit	4.4	2.4	3.7	7.4	7.7	7.6	5.7	5.9	5.8
	Developmental	18.2	8.3	13.0	11.1	0.0	4.5	15.0	4.0	8.9
	Total	6.3	3.8	5.3	7.9	6.6	7.1	7.0	5.6	6.3

Table 8
Whether Respondent Would Go to College Even If S/he Had Never Taken a College Now Course

Course Type	Male			Female			Total			
	National	Banner	Total	National	Banner	Total	National	Banner	Total	
	%	%	%	%	%	%	%	%	%	
Strongly Agree	Credit	59.1	64.4	61.3	71.7	71.3	71.4	64.7	68.8	66.8
	Developmental	33.3	50.0	40.9	33.3	64.7	53.8	33.3	59.3	47.9
	Total	55.1	61.8	57.9	66.1	70.1	68.6	60.0	67.1	63.7
Agree	Credit	36.4	31.1	34.2	24.5	26.3	25.6	31.1	28.0	29.5
	Developmental	50.0	50.0	50.0	55.6	23.5	34.6	52.4	33.3	41.7
	Total	38.5	34.5	36.8	29.0	25.8	27.0	34.3	28.9	31.5
Disagree	Credit	0.0	2.2	0.9	0.0	1.3	0.8	0.0	1.6	0.8
	Developmental	8.3	0.0	4.5	0.0	5.9	3.8	4.8	3.7	4.2
	Total	1.3	1.8	1.5	0.0	2.1	1.3	0.7	2.0	1.4
Strongly Disagree	Credit	1.5	0.0	0.9	1.9	1.3	1.5	1.7	0.8	1.2
	Developmental	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total	1.3	0.0	0.8	1.6	1.0	1.3	1.4	0.7	1.0
No Opinion	Credit	3.0	2.2	2.7	1.9	0.0	0.8	2.5	0.8	1.6
	Developmental	8.3	0.0	4.5	11.1	5.9	7.7	9.5	3.7	6.3
	Total	3.8	1.8	3.0	3.2	1.0	1.9	3.6	1.3	2.4

Table 9
Whether Respondent Feels Intellectually Challenged in Current College Now Class

Course Type	Male			Female			Total			
	National	Banner	Total	National	Banner	Total	National	Banner	Total	
	%	%	%	%	%	%	%	%	%	
Strongly Agree	Credit	19.4	9.3	15.5	16.7	12.5	14.2	18.2	11.4	14.8
	Developmental	0.0	0.0	0.0	0.0	5.0	3.3	0.0	3.1	1.8
	Total	16.3	7.3	12.6	14.1	11.0	12.2	15.3	9.7	12.4
Agree	Credit	55.2	55.8	55.5	53.7	40.0	45.5	54.5	45.5	50.0
	Developmental	61.5	58.3	60.0	20.0	50.0	40.0	43.5	53.1	49.1
	Total	56.3	56.4	56.3	48.4	42.0	44.5	52.8	47.1	49.8
Disagree	Credit	19.4	18.6	19.1	13.0	25.0	20.1	16.5	22.8	19.7
	Developmental	7.7	33.3	20.0	40.0	40.0	40.0	21.7	37.5	30.9
	Total	17.5	21.8	19.3	17.2	28.0	23.8	17.4	25.8	21.7
Strongly Disagree	Credit	6.0	4.7	5.5	9.3	6.3	7.5	7.4	5.7	6.6
	Developmental	7.7	8.3	8.0	10.0	0.0	3.3	8.7	3.1	5.5
	Total	6.3	5.5	5.9	9.4	5.0	6.7	7.6	5.2	6.4
No Opinion	Credit	0.0	11.6	4.5	7.4	16.3	12.7	3.3	14.6	9.0
	Developmental	23.1	0.0	12.0	30.0	5.0	13.3	26.1	3.1	12.7
	Total	3.8	9.1	5.9	10.9	14.0	12.8	6.9	12.3	9.7

Table 10
Whether Respondent Thinks His/Her CN Teacher Treats Him/Her Like a College Student

Response	Course Type	Male			Female			Total		
		National	Banner	Total	National	Banner	Total	National	Banner	Total
		%	%	%	%	%	%	%	%	%
Strongly Agree	Credit	28.4	33.3	30.4	32.7	16.3	22.7	30.3	22.4	26.2
	Developmental	7.7	60.0	30.4	0.0	37.5	24.0	4.5	46.2	27.1
	Total	25.0	38.2	30.4	27.9	19.8	22.9	26.2	26.5	26.4
Agree	Credit	49.3	31.1	42.0	53.8	58.8	56.8	51.3	48.8	50.0
	Developmental	61.5	30.0	47.8	44.4	43.8	44.0	54.5	38.5	45.8
	Total	51.3	30.9	43.0	52.5	56.3	54.8	51.8	47.0	49.3
Disagree	Credit	9.0	20.0	13.4	5.8	10.0	8.3	7.6	13.6	10.7
	Developmental	0.0	0.0	0.0	22.2	0.0	8.0	9.1	0.0	4.2
	Total	7.5	16.4	11.1	8.2	8.3	8.3	7.8	11.3	9.6
Strongly Disagree	Credit	1.5	0.0	0.9	0.0	2.5	1.5	0.8	1.6	1.2
	Developmental	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Total	1.3	0.0	0.7	0.0	2.1	1.3	0.7	1.3	1.0
No Opinion	Credit	11.9	15.6	13.4	7.7	12.5	10.6	10.1	13.6	11.9
	Developmental	30.8	10.0	21.7	33.3	18.8	24.0	31.8	15.4	22.9
	Total	15.0	14.5	14.8	11.5	13.5	12.7	13.5	13.9	13.7

Table 11
Where Student Prefers to Take College Now Courses

Course Type	Male			Female			Total			
	National	Banner	Total	National	Banner	Total	National	Banner	Total	
	%	%	%	%	%	%	%	%	%	
At My High School	Credit	14.9	31.8	21.6	24.1	42.5	35.1	19.0	38.7	29.0
	Developmental	1.5	4.5	15.0	37.5	31.3	33.3	22.2	26.9	25.0
	Total	16.4	29.6	20.6	25.8	40.6	34.8	19.4	36.7	28.4
At a College	Credit	85.1	68.2	78.4	75.9	57.5	64.9	81.0	61.3	71.0
	Developmental	90.0	80.0	85.0	62.5	68.8	66.7	77.8	73.1	75.0
	Total	85.7	70.4	79.4	74.2	59.4	65.2	80.6	63.3	71.6

Table 12
With Whom Student Prefers to take College Now Courses

Course Type	Male			Female			Total			
	National	Banner	Total	National	Banner	Total	National	Banner	Total	
	%	%	%	%	%	%	%	%	%	
With College Students	Credit	31.3	55.6	41.1	40.7	50.6	46.6	35.5	52.4	44.1
	Developmental	45.5	54.5	50.0	12.5	46.7	34.8	31.6	50.0	42.2
	Total	33.3	55.4	42.5	37.1	50.0	44.9	35.0	52.0	43.8
With HS Students	Credit	68.7	44.4	58.9	59.3	49.4	53.4	64.5	47.6	55.9
	Developmental	54.5	45.5	50.0	87.5	53.3	65.2	68.4	50.0	57.8
	Total	66.7	44.6	57.5	62.9	50.0	55.1	65.0	48.0	56.2

Table 13
Whether Respondent Thinks Even if You Don't Do Well in HS, You Can Succeed in College

Response	Course Type	Male			Female			Total		
		National	Banner	Total	National	Banner	Total	National	Banner	Total
		%	%	%	%	%	%	%	%	%
Strongly Agree	Credit	31.3	40.0	34.8	26.4	32.5	30.1	29.2	35.2	32.2
	Developmental	0.0	20.0	9.1	22.2	31.3	28.0	9.5	26.9	19.1
	Total	26.6	36.4	30.6	25.8	32.3	29.7	26.2	33.8	30.1
Agree	Credit	37.3	37.8	37.5	39.6	43.8	42.1	38.3	41.6	40.0
	Developmental	50.0	40.0	45.5	44.4	31.3	36.0	47.6	34.6	40.4
	Total	39.2	38.2	38.8	40.3	41.7	41.1	39.7	40.4	40.1
Disagree	Credit	13.4	11.1	12.5	22.6	12.5	16.5	17.5	12.0	14.7
	Developmental	25.0	10.0	18.2	0.0	12.5	8.0	14.3	11.5	12.8
	Total	15.2	10.9	13.4	19.4	12.5	15.2	17.0	11.9	14.4
Strongly Disagree	Credit	4.5	4.4	4.5	3.8	5.0	4.5	4.2	4.8	4.5
	Developmental	8.3	10.0	9.1	0.0	0.0	0.0	4.8	3.8	4.3
	Total	5.1	5.5	5.2	3.2	4.2	3.8	4.3	4.6	4.5
No Opinion	Credit	13.4	6.7	10.7	7.5	6.3	6.8	10.8	6.4	8.6
	Developmental	16.7	20.0	18.2	33.3	25.0	28.0	23.8	23.1	23.4
	Total	13.9	9.1	11.9	11.3	9.4	10.1	12.8	9.3	11.0

Table 14
Whether Respondent Thinks the Hardest Part of College is Getting into a Good School

Course Type	Male			Female			Total			
	National	Banner	Total	National	Banner	Total	National	Banner	Total	
	%	%	%	%	%	%	%	%	%	
Strongly Agree	Credit	29.9	33.3	31.3	20.4	31.6	27.1	25.6	32.3	29.0
	Developmental	41.7	50.0	45.5	22.2	23.5	23.1	33.3	33.3	33.3
	Total	31.6	36.4	33.6	20.6	30.2	26.4	26.8	32.5	29.7
Agree	Credit	44.8	35.6	41.1	46.3	50.6	48.9	45.5	45.2	45.3
	Developmental	41.7	30.0	36.4	33.3	41.2	38.5	38.1	37.0	37.5
	Total	44.3	34.5	40.3	44.4	49.0	47.2	44.4	43.7	44.0
Disagree	Credit	16.4	22.2	18.8	27.8	12.7	18.8	21.5	16.1	18.8
	Developmental	8.3	10.0	9.1	11.1	11.8	11.5	9.5	11.1	10.4
	Total	15.2	20.0	17.2	25.4	12.5	17.6	19.7	15.2	17.4
Strongly Disagree	Credit	3.0	4.4	3.6	3.7	2.5	3.0	3.3	3.2	3.3
	Developmental	0.0	0.0	0.0	11.1	5.9	7.7	4.8	3.7	4.2
	Total	2.5	3.6	3.0	4.8	3.1	3.8	3.5	3.3	3.4
No Opinion	Credit	6.0	4.4	5.4	1.9	2.5	2.3	4.1	3.2	3.7
	Developmental	8.3	10.0	1.5	22.2	17.6	19.2	14.3	14.8	14.6
	Total	6.3	5.5	6.0	4.8	5.2	5.0	5.6	5.3	5.5

Table 15

**How Often Student Has Spoken about Going to College with College Now Teachers
in the Past Month**

	Course Type	Male			Female			Total		
		National	Banner	Total	National	Banner	Total	National	Banner	Total
		%	%	%	%	%	%	%	%	%
Often	Credit	13.2	9.3	11.7	7.4	6.4	6.8	10.7	7.4	9.1
	Developmental	18.2	33.3	26.1	0.0	60.0	36.0	9.5	48.1	31.3
	Total	13.9	14.5	14.2	6.3	15.1	11.5	10.5	14.9	12.7
Sometimes	Credit	29.4	37.2	32.4	42.6	38.5	40.2	35.2	38.0	36.6
	Developmental	27.3	41.7	34.8	40.0	26.7	32.0	33.3	33.3	33.3
	Total	29.1	38.2	32.8	42.2	36.6	38.9	35.0	37.2	36.1
Never	Credit	57.4	53.5	55.9	50.0	55.1	53.0	54.1	54.5	54.3
	Developmental	54.5	25.0	39.1	60.0	13.3	32.0	57.1	18.5	35.4
	Total	57.0	47.3	53.0	51.6	48.4	49.7	54.5	48.0	51.2

Table 16
 How Often Student Has Spoken about Going to College with Other High School Teachers
 in the Past Month

	Course Type	Male			Female			Total		
		National	Banner	Total	National	Banner	Total	National	Banner	Total
		%	%	%	%	%	%	%	%	%
Often	Credit	10.3	25.6	16.2	11.1	16.7	11.1	10.7	19.8	14.5
	Developmental	9.1	25.0	17.4	0.0	46.7	0.0	4.8	37.0	12.1
	Total	10.1	17.7	16.4	9.4	21.5	9.4	9.8	23.0	14.1
Sometimes	Credit	54.4	41.9	49.5	63.0	52.6	63.0	58.2	48.8	53.9
	Developmental	45.5	33.3	39.1	60.0	20.0	60.0	52.4	25.9	45.5
	Total	53.2	27.8	47.8	62.5	47.3	62.5	57.3	44.6	52.5
Never	Credit	35.3	32.6	34.2	25.9	30.8	25.9	31.1	31.4	31.5
	Developmental	45.5	41.7	43.5	40.0	33.3	40.0	42.9	37.0	42.4
	Total	36.7	24.1	35.8	28.1	31.2	28.1	32.9	32.4	33.3

College Now Student Survey

Directions: This survey is designed to help us get to know you better. Please let us know what you think in response to each question. There are no right or wrong answers. You will not be graded on this survey and neither your teachers nor anyone else at the school will know your answers. Please read each question and answer it by filling in the circle that best matches your opinion. Please use a #2 pencil to record your answers. If you have any questions at any time, please raise your hand and someone will come over to help you.

1. Tell us about yourself:

- a. Gender (select one):
 Male
 Female
- b. What year did you start high school?
 2001
 2002
 2003
 2004
 2005
 2006
 Other
- c. Was this high school your first choice school?
 Yes
 No

2. College Information

- a. How many *College Now* courses have you taken?
 1 2 3 4 5

2. College Information (*Continued*)

- b. How many of those *College Now* courses were college credit courses?
 1 2 3 4 5
- c. Have you ever been to the Kingsborough Community College campus?
 Yes
 No
- d. Have you ever been to any other college campus?
 Yes
 No
- e. Have you ever attended a college course on a college campus, with college students?
 Yes
 No

3. Students have a variety of experiences in school.

Please indicate how strongly you agree or disagree with the following statements:

- a. So far, I have been satisfied with my high school experience.
- b. In general, I feel intellectually challenged in my high school.
- c. In general, I feel intellectually challenged in this *College Now* course.
- d. I sometimes worry about not graduating high school.
- e. I sometimes worry about not graduating college.
- f. In general, I feel prepared for the academic challenges of college.
- g. I am interested in taken another course in the same subject as this *College Now* course.
- i. *College Now* students work harder on school work than other students.

	Strongly Disagree	Disagree	Agree	Strongly Agree	No opinion
a. So far, I have been satisfied with my high school experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. In general, I feel intellectually challenged in my high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In general, I feel intellectually challenged in this <i>College Now</i> course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I sometimes worry about not graduating high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I sometimes worry about not graduating <u>college</u> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. In general, I feel prepared for the academic challenges of college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I am interested in taken another course in the same subject as this <i>College Now</i> course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. <i>College Now</i> students work harder on school work than other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



3. (Continued) Please indicate how strongly you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion
h. <i>College Now</i> students are more likely to succeed academically than other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Sometimes I feel overwhelmed balancing my <i>College Now</i> work and my other high school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Teachers at my school take <i>College Now</i> students more seriously than other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. My <i>College Now</i> teacher knows his/her subject well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. My teacher treats me like he/she would treat a college student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. My <i>College Now</i> teacher believes that all students can be successful in school if they try.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I would be going to college even if I had never taken a <i>College Now</i> course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. The hardest part of college will be getting into a good school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. I worry about how I will do academically once I am in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. I worry about what my professors will expect from me once I am in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. My <i>College Now</i> teacher wants me to succeed in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Its is important to my <i>College Now</i> teacher that I succeed in high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. It is important to my <i>College Now</i> teacher that I succeed in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. My education is mostly my responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Even if you don't do well in high school, you still can succeed in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. I am looking forward to attending college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please do not write in this area.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

4. Compared to the courses I might take in college, this *College Now* course is probably:

- Less challenging than a college course.
- About as challenging as a college course.
- More challenging than a college course.

5. If you had your choice, would you prefer to take a *College Now* course at your high school or at a college campus?

- At my high school
- At a college

6. If you had your choice, would you prefer to take a *College Now* course with other high school students or with college students?

- With high school students
- With college students

Continued on Next Page



7. In the past month of this school term, how often have you discussed the topic of going to college with the following people:

(MARK ONE RESPONSE FOR EACH)

	Never	Sometimes	Often
a. Parents or guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. <i>College Now</i> teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other high school teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

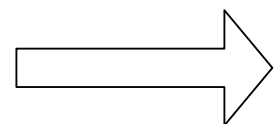
8. Describe what you most often talk about when you discuss college:

9. Are there things that you don't get to talk about, but would like to, in regards to your education? If so, please describe them.

10. As things stand now, how far in school do you think you will get?
(CHECK ONLY ONE RESPONSE PLEASE)

- Less than high school graduation----->
- High school graduation or GED only----->
- Attend or complete a 2-year school course in a community or vocational school
- Graduate from college ----->
- Obtain a Master's degree or equivalent ----->
- Obtain a Ph.D., M.D., or other advanced degree----->
- Don't know ----->

Continued on
Back





11. How far in school do you think your mother and/or father (or female and/or male guardian) want you to go? (CHECK ONLY ONE RESPONSE FOR EACH COLUMN)

	Mother (or Female Guardian)	Father (or Male Guardian)
Less than high school graduation	<input type="radio"/>	<input type="radio"/>
High school graduation or GED only	<input type="radio"/>	<input type="radio"/>
Attend or complete a 2-year school course in a community or vocational school	<input type="radio"/>	<input type="radio"/>
Graduate from college	<input type="radio"/>	<input type="radio"/>
Obtain a Master's degree or equivalent	<input type="radio"/>	<input type="radio"/>
Obtain a Ph.D., M.D., or other advanced degree	<input type="radio"/>	<input type="radio"/>
Don't know	<input type="radio"/>	<input type="radio"/>

12. Which category describes you best?

- Hispanic/Latino
- Black, non-Hispanic/Latino
- White, non-Hispanic/Latino
- Asian or Pacific Islander
- American Indian or Alaskan Native
- Other Please Specify

Thank you for taking the time to complete this survey!

Please do not write in this area.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9