

The 2012 Administrators Survey was conducted between March and May of 2012. The purpose of this survey was to gather information on the possible influences Early College Experience may have had on Students, Instructors, and Schools. The survey was mailed to 59 individuals, and 46 (78%) responded. The survey consisted of 42 statements, and participants were asked to indicate the degree to which they agreed or disagreed with each statement, according to the following scale:

5 = Strongly Agree 4 = Agree 3 = No effect 2 = Disagree 1 = Strongly Disagree

Below is a summary of the **MEDIAN** scores for each of questions.

INFLUENCES ON STUDENTS

As a result of taking NWACC Early College Experience courses, students:		Principal	Counselor	Teacher
1	Developed better study habits	4	4	4
2	Learned to manage time more effectively	4	4	4
3	Had more realistic expectations of college work	4	4	5
4	Became better informed in their choice of college major(s)	3.5	4	4
5	Developed a more realistic view of their academic skills	4	4	4
6	Became more willing to meet academic challenges	4	4	4
7	Valued their high school experience more highly	4	4	4
8	Give class assignments more serious attention	4	4	4
9	Became more adept at learning independently	4	4	4
10	Express themselves better in their writing	4	4	4
11	Express themselves better when speaking	4	4	3
12	Were exposed to higher academic standards	4	4	4

INFLUENCES ON TEACHERS

		Principal	Counselor	Teacher
15	Learned new theories and methods of teaching	4	4	4
16	Enjoyed the support given by colleagues from NWACC and other school districts	4	4	4
17	Found their jobs more challenging	4	4	4
18	Had various other professional activities open up for them such as teaching other college courses	4	4	3
19	Been perceived by students as having a higher status in my school	3	4	4
20	Been released from other school duties, enabling them to give courses and students more	3	3	2
21	Found it more difficult to find time to fulfill other school responsibilities	3	3	3
22	Found greater satisfaction and fulfillment in their work	3	4	4
23	Received a greater amount of feedback from students and parents because of such NWACC	3	3	3
24	Been asked more frequently to contribute to in-service teacher training and/or curriculum	3	4	3
25	Had greater opportunities to experiment with innovative ways of teaching	3	4	4
26	Been encouraged to remain in the teaching professions	4	4	4

INFLUENCES ON SCHOOL

The presence of NWACC in my school has led to the following curricular changes:		Principal	Counselor	Teacher
27	More teacher-produced instructional materials based on NWACC examples	3	3	3
28	Increased resources such as library materials, AV and lab equipment, or computers	3	3	3
29	Greater emphasis on individualized learning	3	4	3
30	Tracking and/or acceleration of students in grades 8-11	3	3	3
31	Greater awareness and/or use of alternative methods of teaching based on NWACC methods	3	3	3
32	Redefinition of course objectives to include prerequisite skills and knowledge for taking NWACC courses	4	4	4
33	Reorganization of course content in grades 9-12	3	3	3
34	Addition of new content to strengthen course offerings in grades 9-12	4	3	3
35	Revised criteria and standards of assessing student performance	3.5	3	3

My school's participation in NWACC's Early College Experience has:		Principal	Counselor	Teacher
36	Encouraged seniors to elect a more challenging academic schedule rather than enroll in required courses	4	4	4
37	Helped the morale of the senior class	3.5	4	4
38	Enhanced the school's prestige in the community	3	4	4
39	Enjoyed strong support from parents	4	4	4
40	Let to course scheduling difficulties that have tended to strain relationships between NWACC	3	3	3
41	Helped my school to meet our goal, or state-mandate goal, of providing advanced courses for accelerated students	4	4	4
42	Enjoyed the community's general approval and support	4	4	4

State briefly in your own words what you believe to be the *single* greatest impact NWACC Early College Experience has had on you, your students, your teachers, your school and/or your school district

Comments:

- To me, the greatest impact has been giving students an opportunity to experience college-level work while still living at home and enjoying the benefits high school offers. Also, being able to get several hours of college credit at a reduced price is a tremendous benefit to our parents in these economically stressed times.
- ECE courses allow students to leave high school with several college hours already earned. Students and parents see the classes as a good use of their time and money. As a teacher, I love to teach without the looming presence of standardized tests dictating what I teach and how I plan lessons. ECE Classes prepare students for life after high school.
- The students finished their required math courses for college while still in high school so they could have the support & help from teachers they know. **Please continue the experience. It helps SO many students!**
- Allows students to earn college credit. It benefits the group of students that might not have the skills or confidence to enroll in AP classes.
- The ECE has helped us improve the rigor of our total program.
- The highest payoff in terms of impact to students is meeting the demands of a college course. Concurrent college classes help prepare students for the reality of college coursework.