

**NACEP**  
**SALARY SURVEY**  
**REPORT OF RESULTS**  
**2023**



# INTRODUCTION

In 2023, NACEP conducted a survey to better understand salaries within the dual and concurrent enrollment (DE/CE) field. An invitation to participate in the inaugural NACEP salary survey was sent to all members through the NACEP members-only listserv on June 5, 2023, and remained open for response until June 23, 2023. A copy of the survey questions is included as Appendix A. In total, 178 responses were received out of the 473 institutional members in the listserv, for a 37.6% response rate. All responses represent self-reported data and respondents were allowed to submit anonymously. The number of responses was not restricted. The survey utilized both quantitative and qualitative elements and analysis was conducted to identify trends and frequency in responses and assess relationships among variables.

Dr. Gina Johnson, Principal & Cofounder of Data EmpowerED Consulting, provided data analysis and technical assistance in the production of this report of findings.

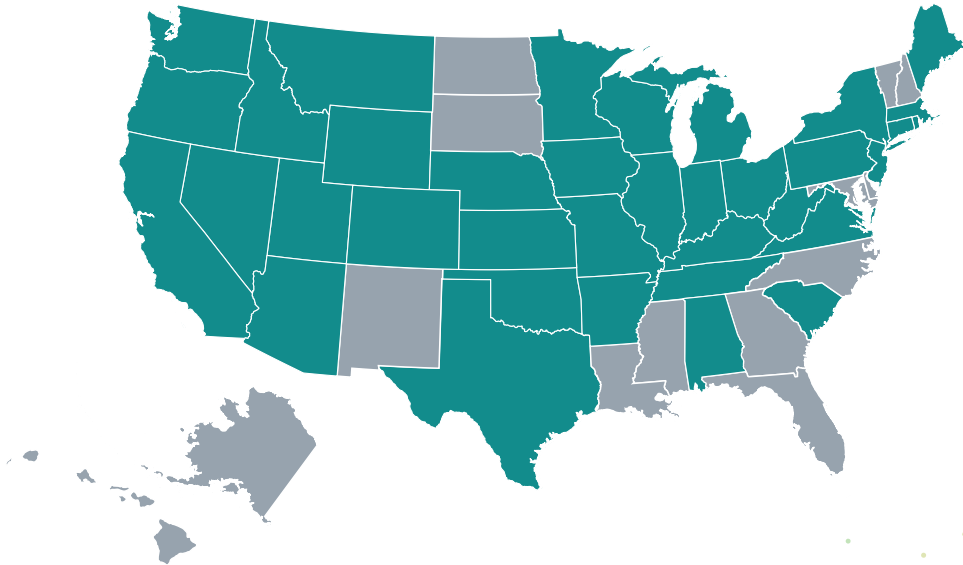
# SUMMARY OF RESULTS

## WORK ENVIRONMENT

### SURVEY RESPONDENT LOCATION

Respondents to the survey worked on programs in the states shaded teal on figure 1. The respondents represented 35 states, which is 75% of the states in which NACEP had members in 2023. Seven states with 2023 NACEP members had no respondents in the survey.

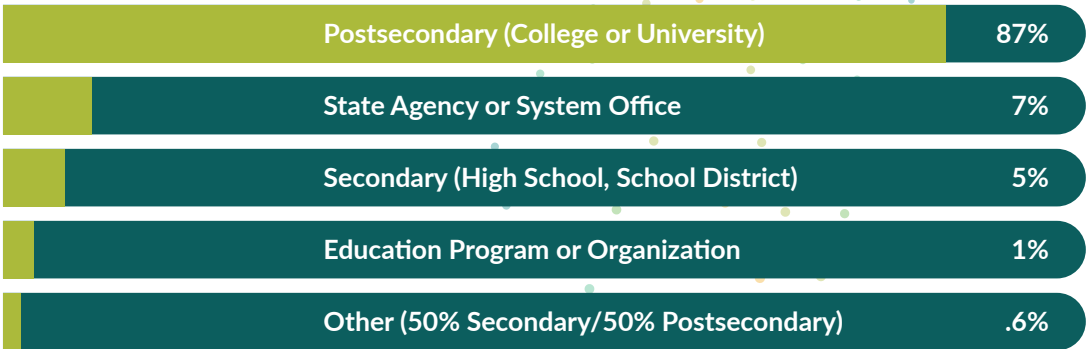
Figure 1. Survey respondents by location



### DESCRIPTION OF RESPONDENT EMPLOYER

In 2023, NACEP membership consisted of approximately 80% postsecondary institutions, 10% secondary institutions, 5% state agencies/system offices, and 4.5% partner organizations. The respondents to the survey somewhat mirror the overall NACEP membership composition by organization type with a large proportion of respondents coming from a postsecondary institution (Figure 2).

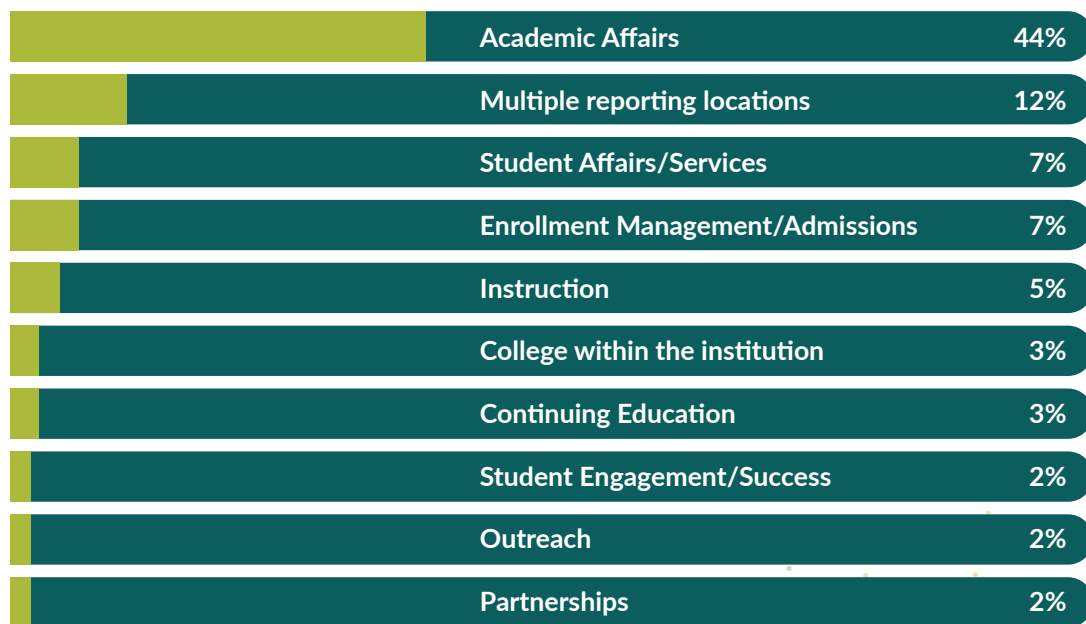
Figure 2. Percentage of survey respondent employer type



## REPORTING LOCATION OF DUAL ENROLLMENT/CONCURRENT ENROLLMENT PROGRAM WITHIN ORGANIZATION

Respondents were asked to write in the reporting location of the DE/CE program within their organization, responses varied. Based on survey data, DE/CE programs most often function as a part of academic affairs as 44% of respondents indicated. The survey data indicate that it is not uncommon for staff to report to multiple parts of an institution as 12% of respondents indicated this reporting structure. Other responses on reporting location varied (Figure 3).

**Figure 3.** Percentage of survey respondent reporting location

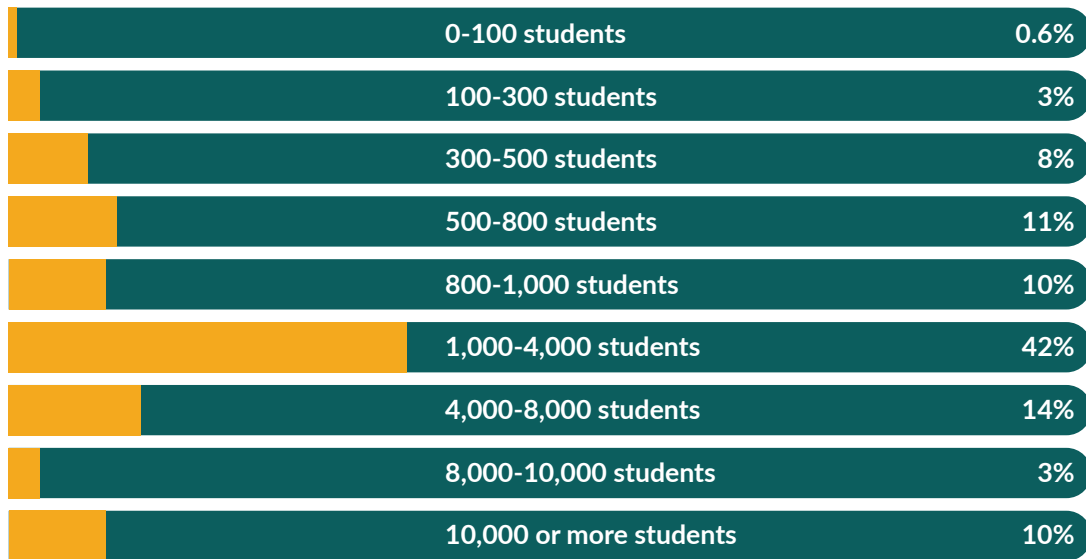


Less common reporting locations (two or fewer of each) included: Access & Community Engagement, Career Education, Counseling, Dual Enrollment, Educational Equity, Extended Studies, K-12 Department, Learning Services, Online Learning, Pre-College Programs, Registrar, School Leadership, State Agency, Undergraduate Education, University Extension, and Workforce Development.

## PROGRAM SIZE AND STAFFING LEVEL

The survey included respondents from a variety of program sizes from less than 100 students to more than 10,000 annual participants. Programs with 1000-4000 students participating annually were 42% of the responses (Figure 4). The survey also asked respondents to identify the number of staff supporting the program. Figure 5 indicates that the majority of programs responding had four or fewer staff, with an interesting outlier at the 10+ staffing level.

**Figure 4.** Percentage of survey respondent program size



**Figure 5.** Percentage of survey respondent staffing level



The data received from respondents didn't show strong correlation between staffing level and program size. Most programs are supported by three or fewer staff members no matter the program size. By far the most commonly reported size of program is 1000-4000 students, and these programs have anywhere from 1 to 10 or more staff members supporting them. As shown in Figure 6, the number of staff supporting the program of a particular size varies and the majority of respondents indicate less than four staff supporting a program.

**Figure 6.** DE/CE program size by number of staff

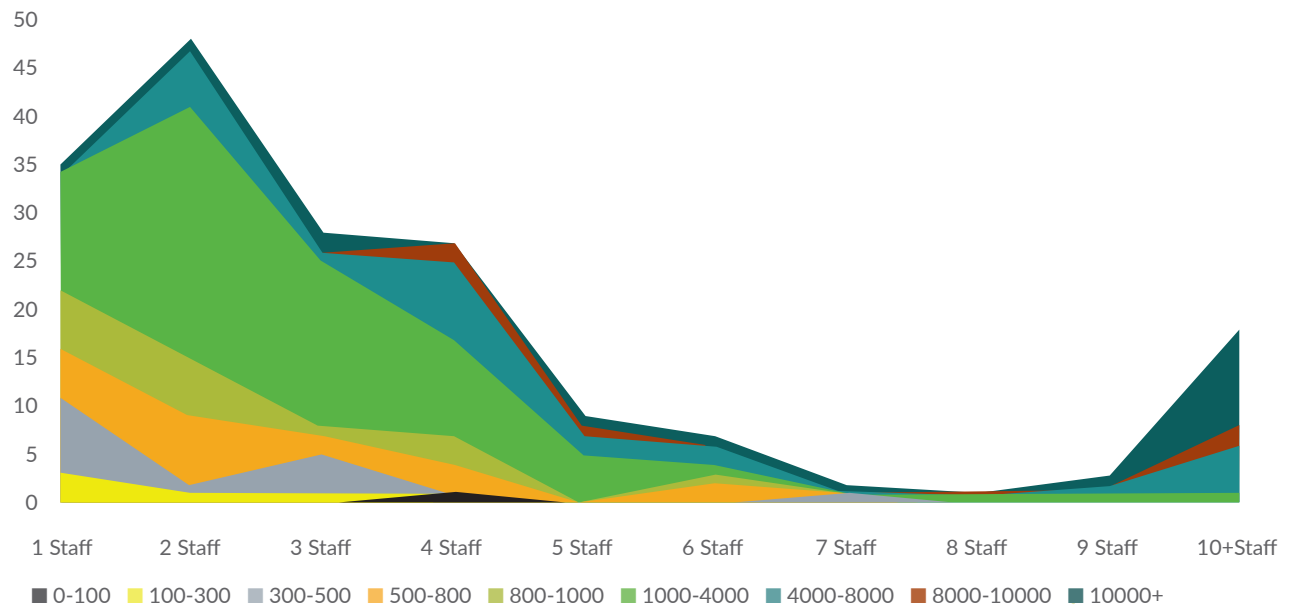


Figure 7 summarizes the responses most commonly reported by respondents for the number of staff by program size. Gray boxes indicate the most commonly reported staff size for each program size category. As this annual survey continues, we hope to work towards determining a benchmark for current common practice and give some guidance for staffing by program size based on the number of students.

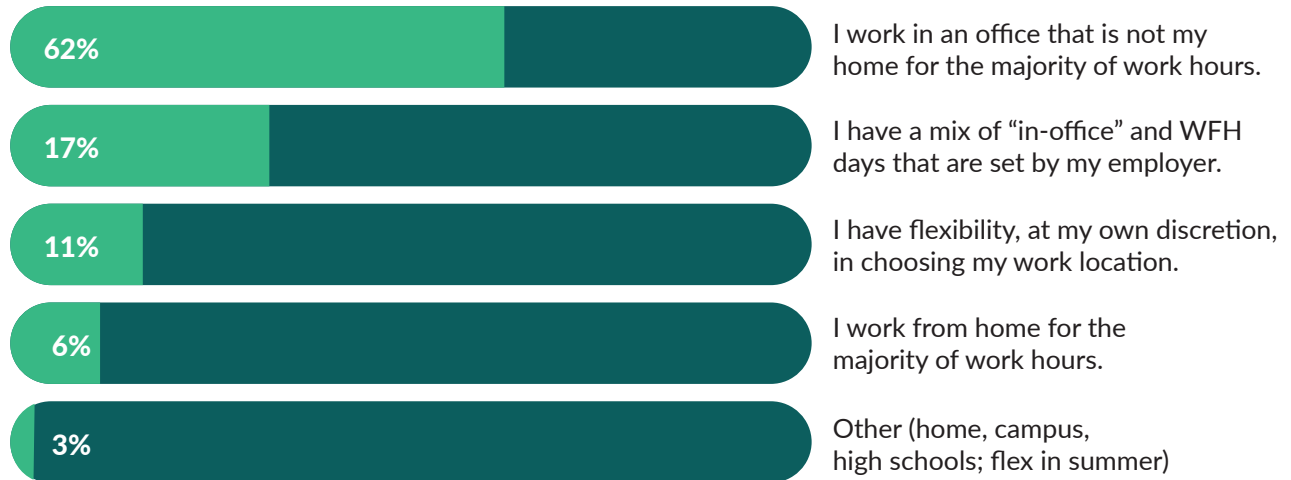
**Figure 7.** Percentage of programs with each staffing size in each category of program size

	1 Staff	2 Staff	3 Staff	4 Staff	5 Staff	6 Staff	7 Staff	8 Staff	9 Staff	10+ Staff
0-100				100%						
100-300	60%	20%	20%							
300-500	57%	7%	29%				7%			
500-800	26%	37%	11%	16%		11%				
800-1000	35%	35%	6%	18%		6%				
1000-4000	16%	35%	23%	14%	7%	1%		1%	1%	1%
4000-8000		24%	4%	32%	8%	8%			4%	20%
8000-10000				40%	20%					40%
10000+	6%	6%	11%	--	6%	6%	6%		6%	56%

## WORK LOCATION

The majority of participants (62%) reported that they worked primarily in an office setting. Some respondents indicated a desire for flexibility in their work location, some in lieu of increased salary.

**Figure 8.** Percentage of respondents by category of work location

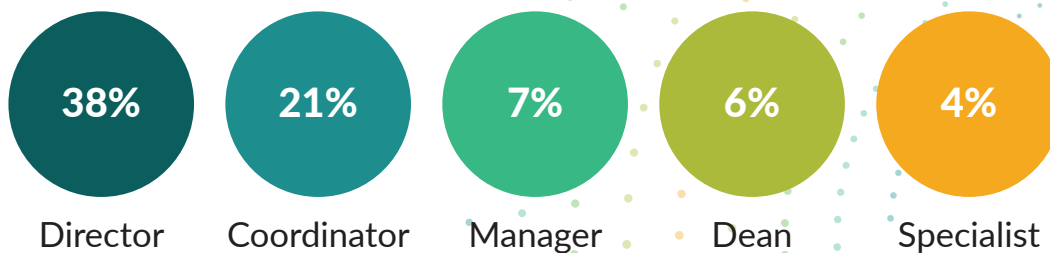


## EMPLOYEE CHARACTERISTICS

### JOB TITLE

Respondents were asked to enter their exact job titles, so responses varied. Analysis of the data resulted in the following terms representing the titles reported by respondents (Figure 9).

**Figure 9.** Percentage of respondents by job title category

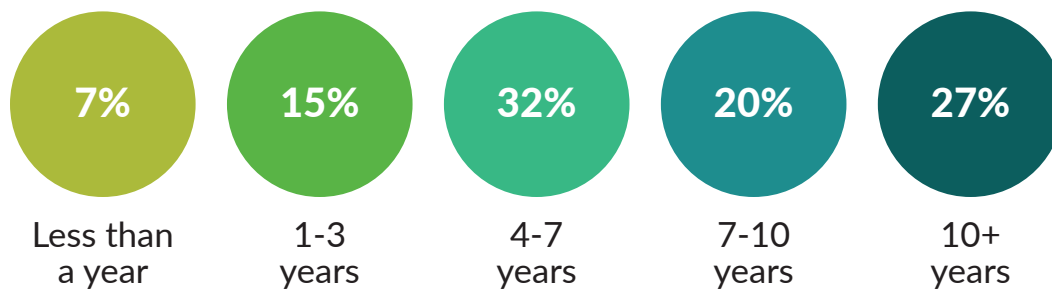


Of the terms used in the responses, Director had the largest number of respondents (68|38%), followed by Coordinator (37|21%), Manager (13|7%), Dean (11|6%), and Specialist (7|4%). Each of the other titles had five or fewer respondents. When asked whether they had been promoted within the program by their employer, 68 (38%) of respondents indicated that they had.

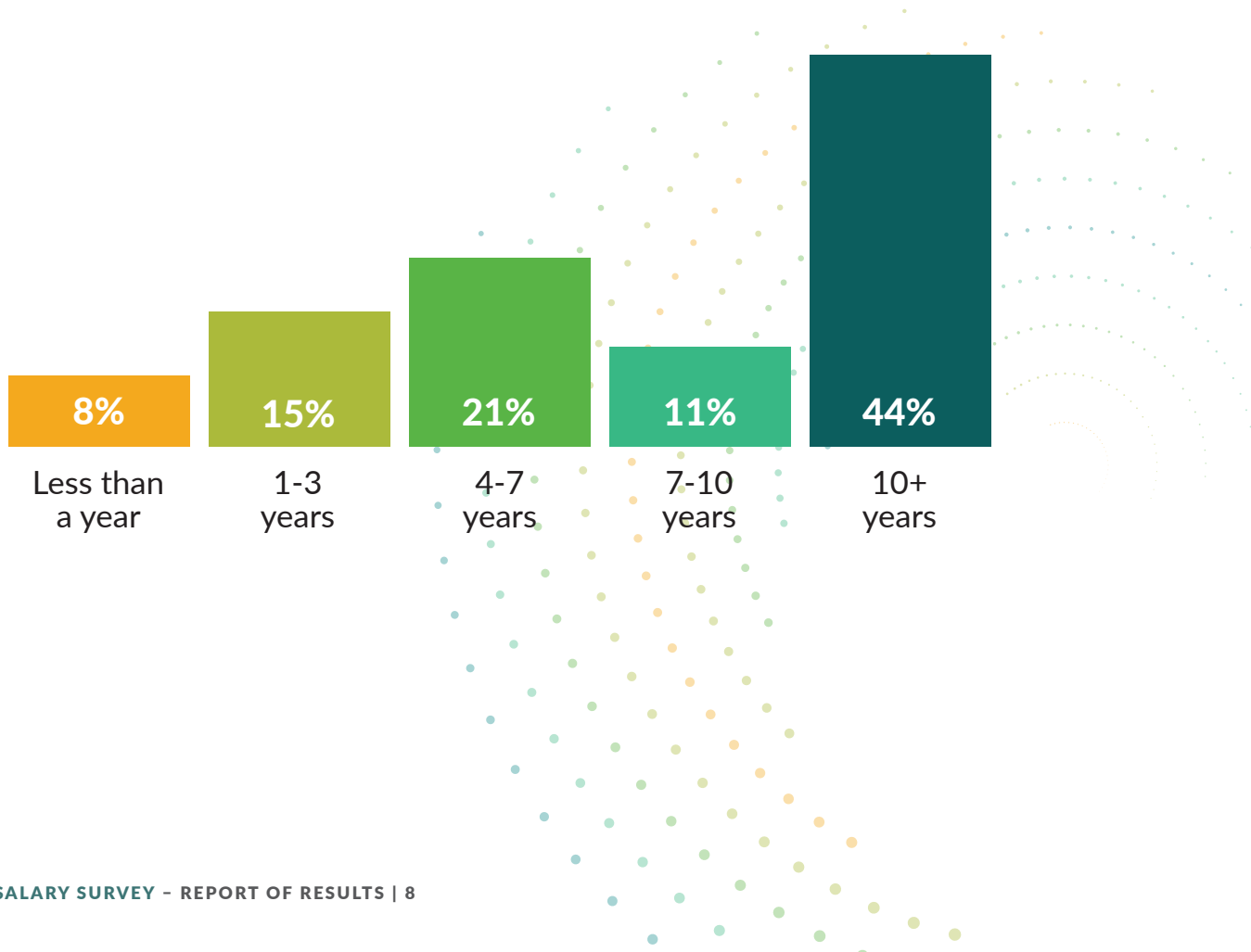
## YEARS OF EMPLOYMENT

When considering the years respondents have been employed in the field of DE/CE as compared to the years they have been employed by their current employer, the data generally indicate longer tenure at employer than in the field (Figures 10 and 11). This conclusion is reinforced by the fact that, when asked whether they had worked in a different program within the organization, 94 (53%) of respondents indicated that they had. This may point to the movement of some personnel from other positions in the organization to the DE/CE program, perhaps when these programs were piloted or launched.

**Figure 10.** Percentage of respondents by years employed in the field of DE/CE



**Figure 11.** Percentage of respondents by years employed by current employer

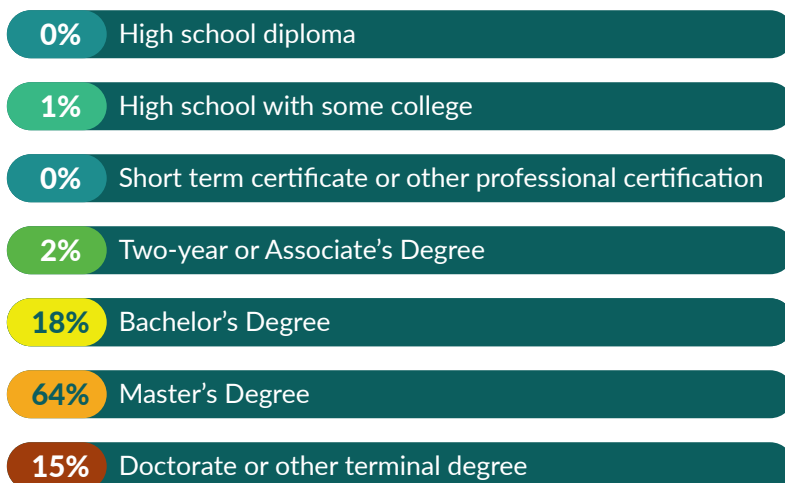




## HIGHEST LEVEL OF EDUCATION COMPLETED

**Figure 12.** Percentage of respondents by highest level of education

Unsurprisingly, the majority of program staff are college educated. This may be due to requirements in position postings in higher education, the degree requirements to work in most K12 settings, as well as incentives to continue education which are common in both secondary and postsecondary settings. Most respondents hold advanced degrees with a master's degree accounting for 62% of the responses (Figure 12).



In addition to information on the highest level of education completed, respondents were asked whether they had pursued professional development opportunities within the last year and 89% indicated that they had.

## JOB TITLE BY HIGHEST LEVEL OF EDUCATION COMPLETED

Given the comments related to job title, level of education, and salary shared by respondents in the qualitative survey question (see summary at the end of the report) an analysis of job title by highest level of education completed is presented below. Removing any category with five or fewer respondents, the data show that respondents with a doctorate or other terminal degree are most likely (89%) to have the title of director or dean (Figure 13). There is a lot of variation in the titles of respondents with bachelor's or master's degrees, but the data show greater likelihood of those with bachelor's degrees having the title of Advisor/Counselor/Navigator or Specialist than those with master's degrees. Those with master's degrees were more likely to have the title Coordinator, Manager, Director, or Dean.

**Figure 13.** Number and percentage of respondents in each category of job title in each category of education level

	Bachelor's	Master's	Doctorate/Terminal	Total
Advisor/Counselor/Navigator	6 (67%)	3 (33%)	0	9
Specialist	3 (43%)	4 (57%)	0	7
Coordinator	6 (18%)	25 (76%)	2 (6%)	33
Manager	2 (15%)	11 (85%)	0	13
Director	9 (13%)	47 (69%)	12 (18%)	68
Dean	0	8 (67%)	4 (33%)	12
<b>Total</b>	<b>26</b>	<b>98</b>	<b>18</b>	<b>142</b>

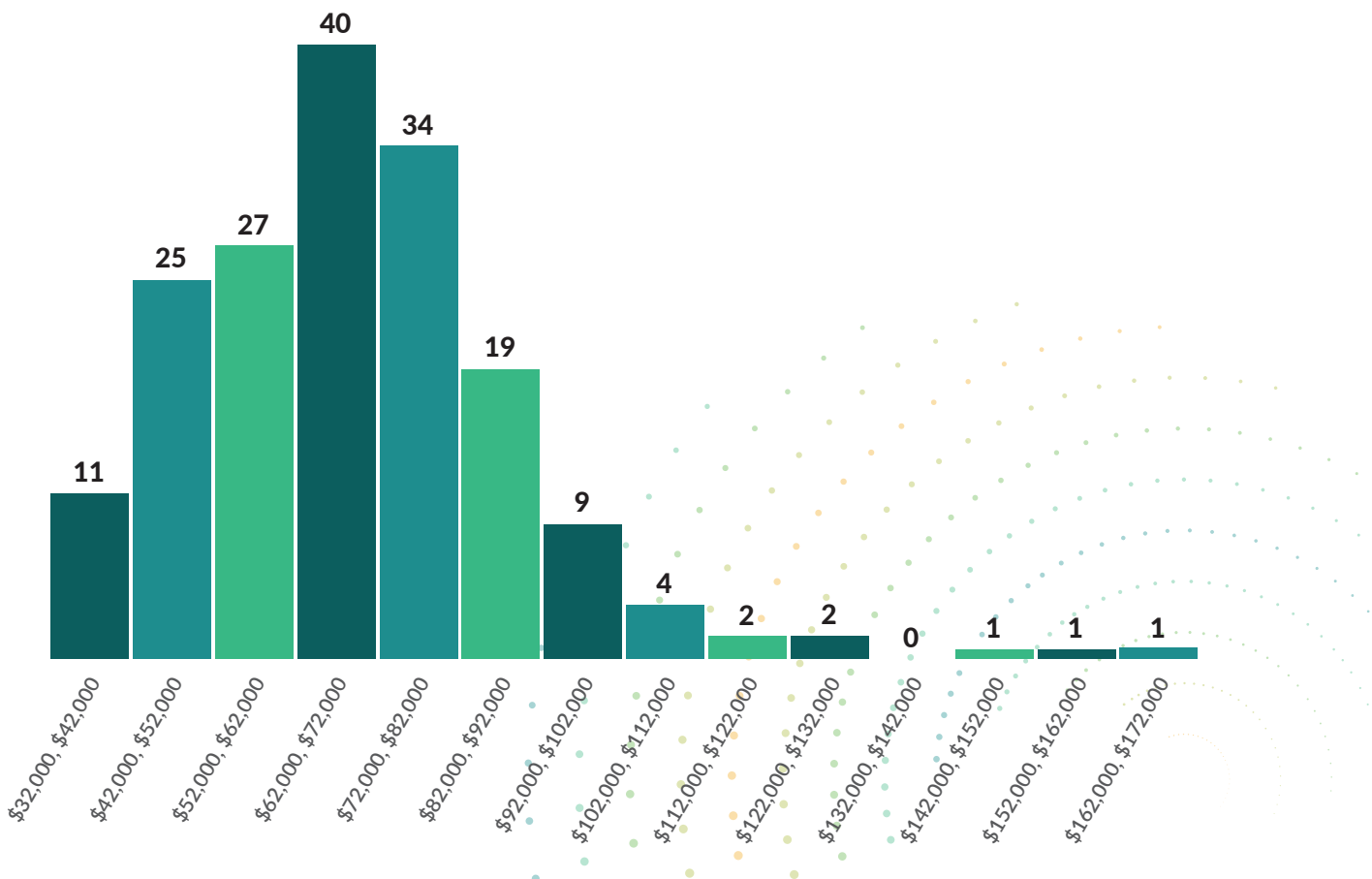
# SALARY-RELATED DETAILS

## RESPONDENT SALARY

Respondents were asked to share their current annual salary (or full-time equivalent if part-time employees), all but two respondents provided data. The range of salaries was \$32,000 to \$165,000, with a mean of \$70,336 and a median of \$69,743 (Figure 14).

Many factors may be impacting these reported salaries, including job title and responsibilities, years of experience, level of education, differences in cost of living by geographic location, organizational type of employer, size of organization and DE/CE program, collective bargaining, and other factors. The size and content of the survey dataset does not allow for analysis by all these factors, but further information on a few factors is included below.

Figure 14. Frequency distribution of respondent salaries

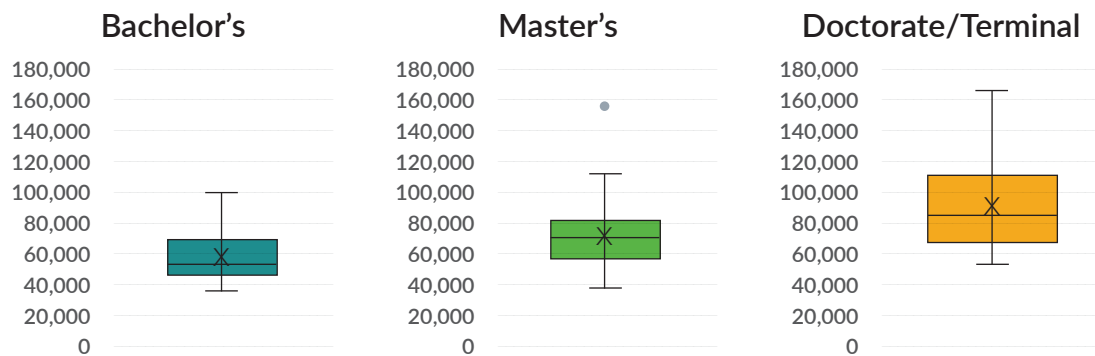


This study did not include analysis of potential correlation between salary and number of years in the field due to limitations in the survey data resulting from the survey question design. Future interactions of the survey aim to be structured to better allow for this analysis.

## SALARY AND EDUCATION LEVEL

The survey data show a relationship between salary and level of education, with the lowest salaries for respondents with bachelor's degrees and the highest salaries for respondents with doctorates or other terminal degrees. Figure 15 shows the relationship between salary and education level as a set of three box and whisker plots based on the respondents level of education: bachelor's degree, master's degree, and doctorate or other terminal degree. (Note: Numbers were too low for the other education levels to include them in the analysis.) The side by side comparison of salary in figure 15 indicates that level of education may influence the average compensation of a staff member supporting a DE/CE program.

**Figure 15. Box and whisker comparison of salary distribution by level of education**

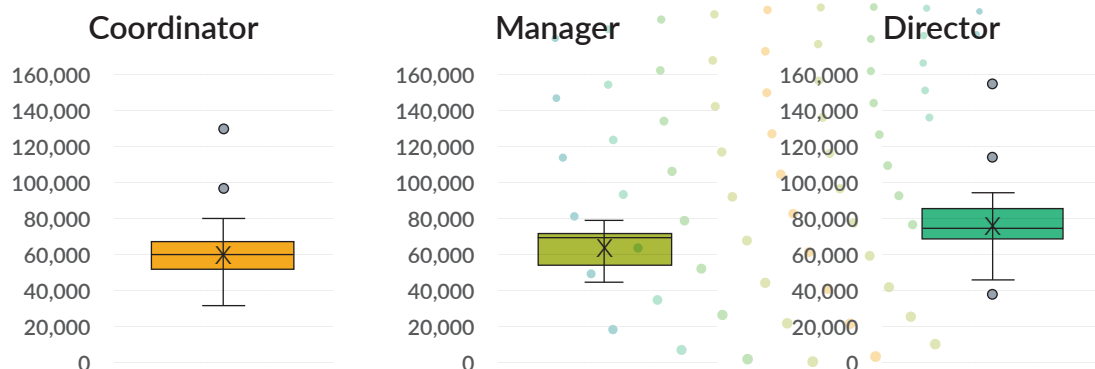


**Understanding Box and Whisker Plot Data:** Box and whisker plots are used to show how data are distributed along with other important elements of the dataset. On figures 15 and 16 the colored box indicates the region in which the values of 50% of the survey data lay (the second and third quartiles of the data). The "X" within the box indicates the mean, or average, of survey data. The horizontal line within the box indicates the median, or middle response. The vertical line length indicates the range of the majority of the data, except the outliers, with the top line indicating the maximum and the bottom line indicating the minimum value. Gray dots are outliers, values significantly different from the bulk of the data.

## SALARY AND JOB TITLE

Given the variety of job titles shared by respondents, it was more difficult to consider the relationship between salary and job title, but three job titles did have enough respondents to draw a comparison. In general, the highest salaries were reported by those with the title of Director. Coordinators and Managers make less, on average, than Directors, but there is greater variety in the Coordinator salaries than the Manager salaries, making comparison more challenging (Figure 16).

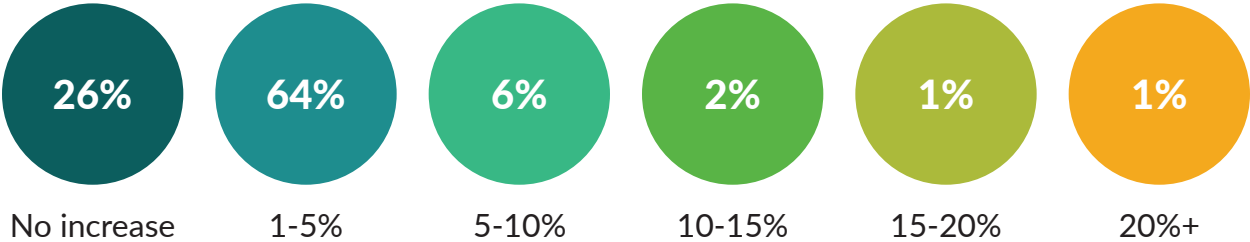
**Figure 16. Box and whisker comparison of salary distribution by job title category**



### SALARY INCREASE WITHIN THE LAST YEAR

Respondents were asked if they had received a salary increase in the past year (Figure 17). A majority of respondents (64%) indicated they received a modest increase in salary but notably, 26% of respondents indicated they had no change in compensation. A few respondents indicated higher salary increases, some of which were likely connected to promotions, based on qualitative responses to the survey.

Figure 17. Percentage of respondents by percentage of salary increase



### POSITION OR SALARY CONSTRAINTS

Respondents were asked if there are elements that constrain their salary. While almost one-third of respondents did not know whether there are position or salary constraints impacting them, almost half of respondents are impacted by institutional policy and another 18% by collective bargaining (Figure 18). In the qualitative responses, one respondent also highlighted the impact on salaries of institutional budgets; tight budgets lead to fewer and lower salary increases.

Figure 18. Number and percentage of respondents reporting each salary constraint



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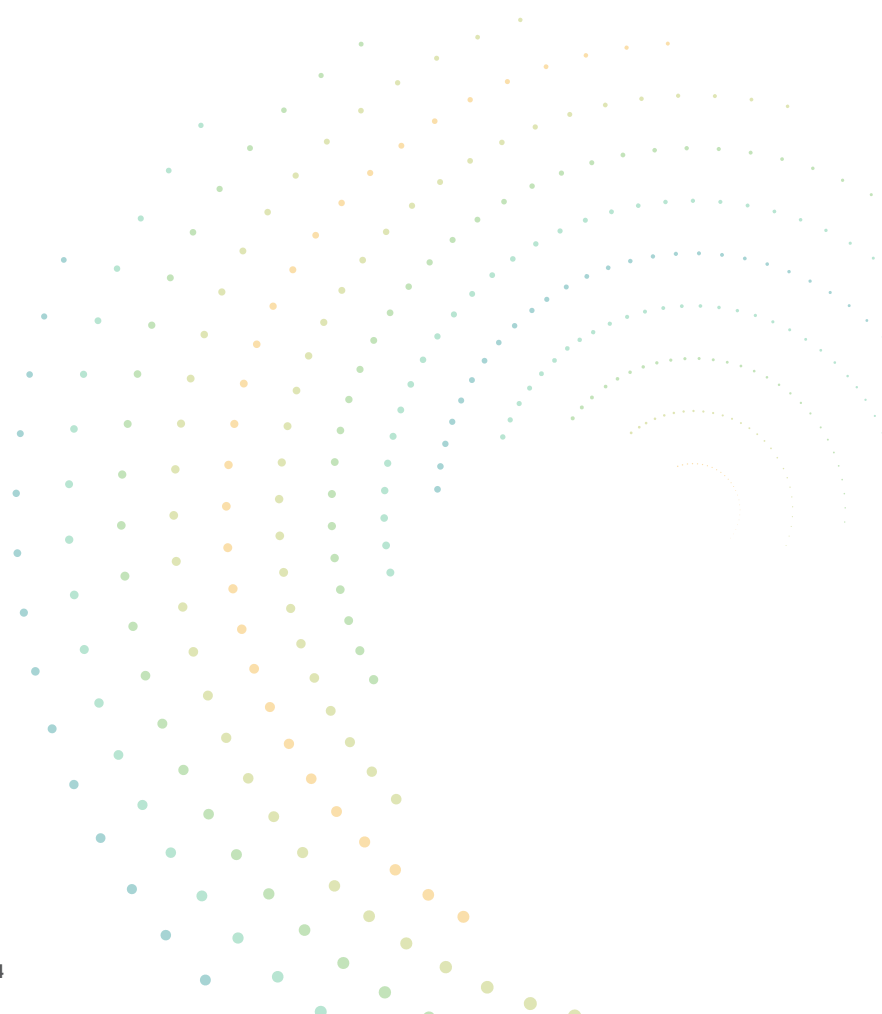
## SATISFACTION WITH SALARY

Respondents were asked an open-ended question about whether they are satisfied with their current salary and, if not, what changes they would like to see. A notable 39% of respondents expressed satisfaction with their current salary levels. Further insights from this group included successful collective bargaining efforts or lobbying to supervisors resulting in recent salary increases. Some respondents reported actively working on salary increases for other staff members within their program, demonstrating a collaborative approach to addressing compensation concerns. Additionally, there was a desire for increased staffing in DE/CE programs to meet growing demands. Respondents also raised concerns about the rising costs of benefits and inflation, emphasizing the importance of maintaining competitive compensation packages. Furthermore, several respondents suggested that work experience should be considered alongside education level in promotions, highlighting the importance of recognizing practical expertise. Lastly, access to overtime pay was identified as a welcomed incentive, indicating a desire for additional compensation opportunities among satisfied respondents.

- **Yes: 39% of respondents shared that they are generally satisfied with their current salary. Additional clarifying comments included:**
  - Collective bargaining/lobbying to supervisor results in recent salary increase.
  - Working on salary increases for other staff in the program.
  - Would like to see more DE/CE staff in the program.
  - Cost of benefits to employees and inflation are increasing quickly.
  - Work experience equivalence to education level should be considered in promotions.
  - Access to overtime pay would be welcomed.

The majority of respondents (61%) expressed dissatisfaction with the salary associated with their positions, highlighting three main themes: 1) A lack of recognition of the extent and importance of their work duties as reflected in their job title and compensation, 2) a lack of recognition of the contributions of the program to the institution financially and reputationally, and 3) a lack of clarity on opportunities for pay progression or a structured staff advancement pathway. Many shared that their job duties and responsibilities did not align with their job title, especially when compared to similar roles in other departments within the institution. Additionally, respondents reported overseeing significant program growth or having programs that were essential components of institutional enrollment, yet they received no additional compensation or recognition for the value their work brought to the institution. Furthermore, some expressed a need for additional staff due to program growth. Some noted that while other staff at their institution had opportunities for annual reviews and changes in compensation, their position types did not allow for such evaluations. Despite understanding the constraints imposed by institutional budgets, respondents felt that compensation should also consider program revenue and impact on headcount.

- No: 61% of respondents shared that they are generally dissatisfied with their current salary. Themes related to desired changes included:
  - Growth of programs (workload and level of responsibility) should lead to title promotions with commensurate salary increases.
  - Salary increases are not keeping up with inflation and cost of living.
  - Position/classification and salary should be comparable with peers (within institution/district, within state, and across states).
  - Would like to see increased number of DE/CE personnel in programs and increases in salaries of program personnel.
  - Salaries are not commensurate with the educational levels of personnel.
  - Not appropriately compensated for the travel associated with the job.
  - Willingness to trade a salary increase for the opportunity to be fully remote.
  - Would appreciate more transparency and consistency in institutional raise/reclassification processes and the opportunity for merit raises.
  - Would like to see an institutional compensation study.
  - Would like to see state DE funds stay within DE program rather than supporting programs that are minimally connected to the work.
  - Institutional budget constrains any salary increases.



# CLOSING THOUGHTS

This salary survey has yielded valuable insights into the highly varied landscape of this unique profession in education. We extend our sincere gratitude to the 37.6% of our membership who contributed their time and information, enabling us to compile this report. By participating, you have made a significant contribution to a better understanding of our profession.

The findings from our survey shed light on critical aspects of our profession. Across programs of varying sizes, it's evident that most are supported by four or fewer staff members. Respondents indicated that they work to prioritize efficiency and resourcefulness within their roles but also shared a desire for more staff or more functional divisions of labor to manage programs.

Our analysis of job titles by the highest level of education completed reveals intriguing patterns. Respondents with doctorates or other terminal degrees are overwhelmingly more likely to hold director or dean positions, comprising 89% of such roles. However, variations in titles among those with bachelor's or master's degrees prompt further exploration into the relationship between educational attainment, job title, and salary.

Speaking of salaries, our data indicate a correlation between level of education and salary range. Respondents with bachelor's degrees generally earn lower salaries compared to those with master's or doctorate degrees. Is getting an advanced degree the best way to increase your salary? Or are these findings a byproduct of hiring criteria, incentives for continuing to pursue further education—common in K12 and higher education settings—or is it something else? Much remains to be discovered.

Utilizing the insights gleaned from our annual salary survey will serve as a powerful tool for advocating for salary increases, improved staffing ratios, and manageable program structure within your program, district, or institution. Whether advocating for yourself or your team, we hope you can leverage these findings to initiate constructive conversations with decision-makers, emphasizing the importance of investing in DE/CE programs by investing in this unique workforce for the betterment of both staff and students alike.

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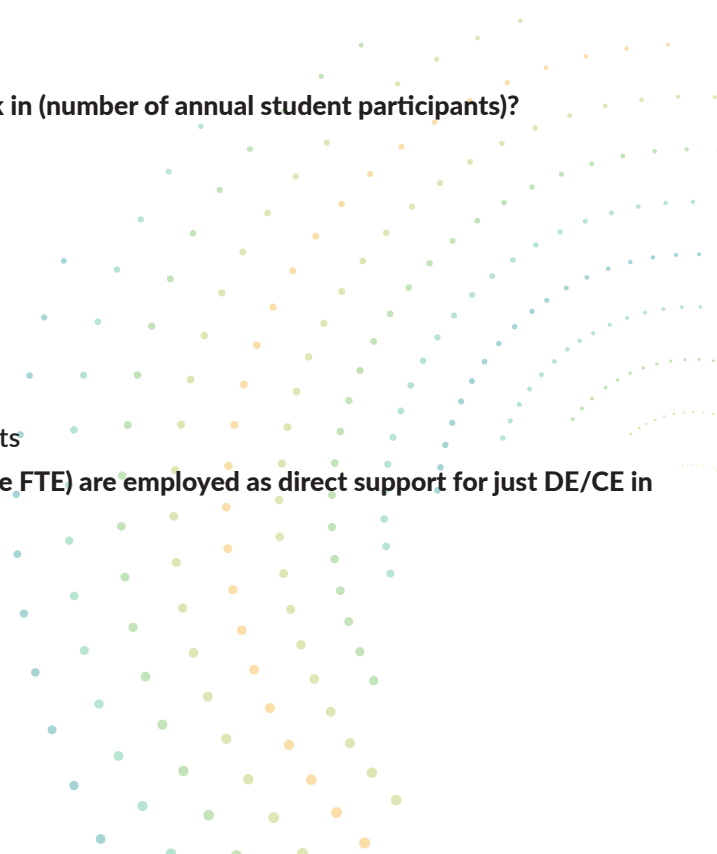
## A CALL TO ACTION FOR ALL NACEP MEMBERS

We plan to conduct this survey annually but to enhance its effectiveness, we need your participation. Your input enriches our data, enabling us to provide accurate analyses that can more directly benefit your career. By participating, NACEP members contribute to a better understanding of our profession. With increased participation, we aim to pave the way for outlining benchmark recommendations for program staffing, pay structures, and standardized job descriptions within educational institutions, striving towards a more equitable and supportive environment for all.

We urge each NACEP member to add their voice to our next survey effort. Together, we can enhance the relevance and usefulness of our data, empowering us to advocate more effectively for the needs of our profession. Thank you for your ongoing support and commitment to the advancement of our field.

Sincerely,  
Amy Williams and the NACEP Team

## APPENDIX A: COMPLETE LIST OF SURVEY QUESTIONS

1. **Name (Optional)** \_\_\_\_\_
  2. **Email (Optional)** \_\_\_\_\_
  3. **Which of the following most accurately describes your employer?** (Mark only one oval.)
    - Secondary (High School, School District)
    - Postsecondary (College or University)
    - State Agency or System Office (State Office of K12 or Higher Education, Regents Office, Commissioners Office, State Superintendent Office, Independent College System, Community/Two-year College System)
    - Education Program or Organization (Education Not-for-profit)
    - Other: \_\_\_\_\_
  4. **What is your current job title?** \_\_\_\_\_
  5. **How many years have you been employed in the field or had DE/CE as all or part of you work duties?** (Mark only one oval.)
    - Less than a year
    - 1-3 years
    - 4-7 years
    - 7-10 years
    - 10+ years
  6. **How many years have you been employed by your current employer?** (Mark only one oval.)
    - Less than a year
    - 1-3 years
    - 4-7 years
    - 7-10 years
    - 10+ years
  7. **What is the size of the program you work in (number of annual student participants)?** (Mark only one oval.)
    - 0-100
    - 100-300
    - 300-500
    - 500-800
    - 800-1000
    - 1000-4000
    - 4000-8000
    - 8000-10000
    - 10000+ annual student participants
  8. **How many staff members (or approximate FTE) are employed as direct support for just DE/CE in your program?** (Mark only one oval.)
    - 1 (I am the program)
    - 2
    - 3
    - 4
    - 5
    - 6
    - 7
    - 8
    - 9
    - 10+
- 



9. Where does your dual/concurrent enrollment program report within your organization's structure? (i.e. Academic affairs, student affairs, office of outreach, external partnerships office, enrollment management, registrar's office, etc.) \_\_\_\_\_
10. Describe your work location. (Mark only one oval.)
- I work from home for the majority of work hours.
  - I work in an office that is not my home for the majority of work hours.
  - I have flexibility, at my own discretion, in choosing my work location.
  - I have a mix of "in-office" and WFH days that are set by my employer.
  - Other: \_\_\_\_\_
11. What is your current annual salary? (If you are a PT employee, please report salary as the FT equivalent.) \_\_\_\_\_
12. Have you received a salary increase within the last year? If yes, what was the percentage increase? (Mark only one oval.)
- I have not received a salary increase within the last year.
  - 1-5%
  - 5-10%
  - 10-15%
  - 15-20%
  - 20%+
13. What is the highest level of education you have completed? (Mark only one oval.)
- High school diploma
  - High school with some college
  - Short term certificate or other professional certification
  - Two-year or Associate's Degree
  - Bachelor's Degree
  - Master's Degree
  - Doctorate or other terminal degree
14. In what state is your program located? \_\_\_\_\_
15. Is your position or salary set or constrained by (Mark only one oval.)
- Collective bargaining unit
  - State policy
  - Institutional policy
  - I don't know
16. Have you pursued any professional development opportunities within the last year? (Mark only one oval.)
- Yes
  - No
17. Have you ever been promoted within the program by your employer? (Mark only one oval.)
- Yes
  - No
18. Have you ever worked in a different program within the organization? (Mark only one oval.)
- Yes
  - No
19. Are you satisfied with your current salary? If not, what changes would you like to see?  
\_\_\_\_\_



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