

# NACEP Annual Business Meeting

October 28, 2012 | Seattle, Washington



National Alliance of

**Concurrent Enrollment Partnerships**

*Advancing quality college courses in high school*

# Annual Report for Accredited Programs

23 questions covering:

- program size
- program characteristics
- students
- finances
- NACEP standards

Required of accredited programs,  
optional for non-accredited programs

# Revised Definition

*NACEP defines concurrent enrollment as college credit-bearing courses taught by college-approved high school teachers.*

Eliminated prior limitations:

- During the regular school day
- At the high school location
- Students must earn high school credit

Highlights “college-approved” high school teachers.

# Rationale for an Independent Accreditation Commission

- Distribute accreditation leadership
- Professionally handle continued growth
- Separation of governance from accreditation
- Align with national standards and best practice for accreditors
- Opens up Board service for non-accredited members

# Current Structure of the Board

	Elected	Appointed
Executive Committee	President President-elect Past President Secretary Member At Large	Treasurer
Committee Chairs		Accreditation Communications Government Relations Membership Research
Institutional Representatives	2 Year Public 4 Year Public 4 Year Privates	

# Next Steps

Today's discussion



Self study



Draft bylaw amendments



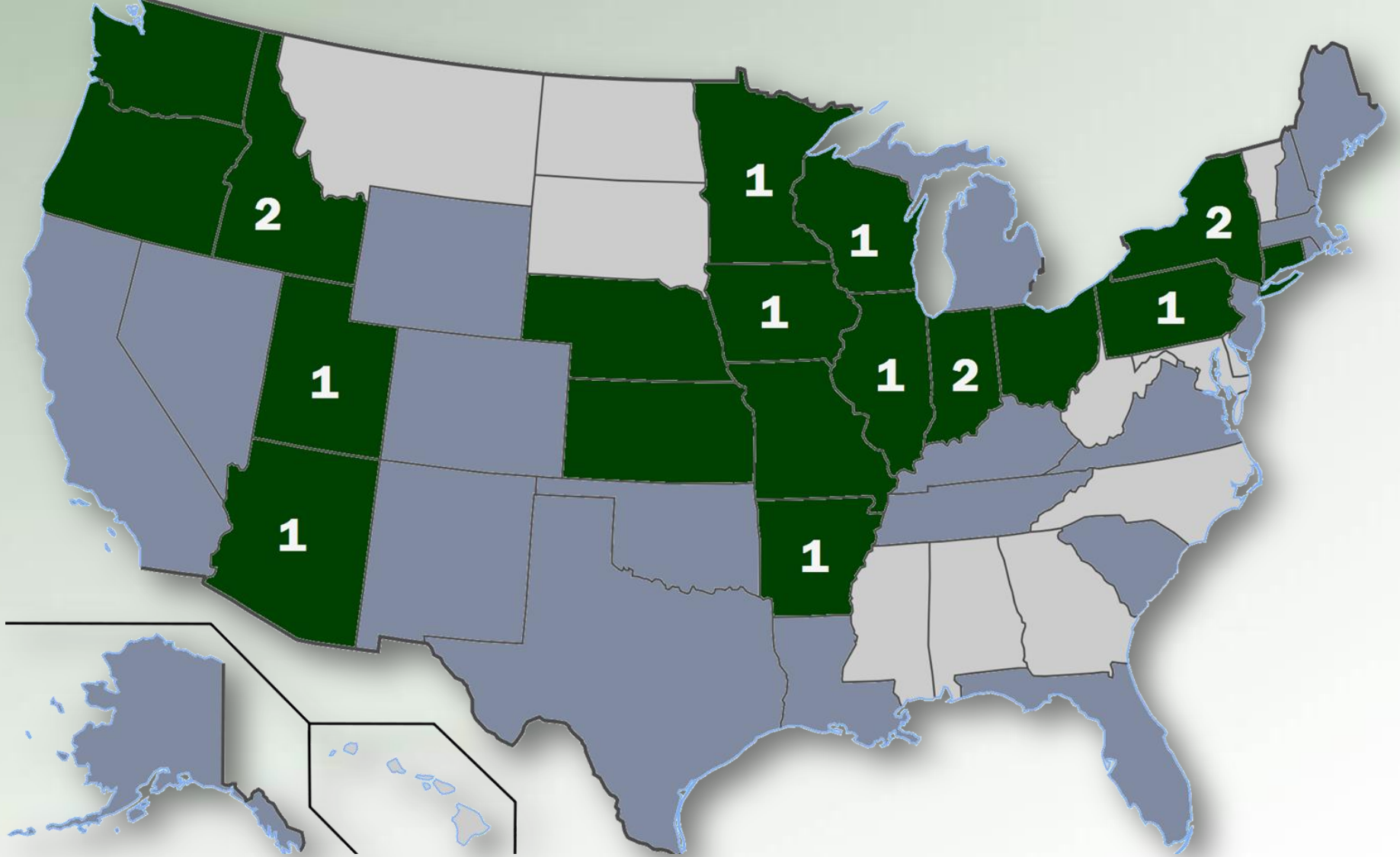
Membership comment



Bylaw amendments  
voted on by membership

# Type of Institutions

	Board Seats 2012-13		Accredited Programs		Postsecondary Members	
<b>2 Year Public</b>	7	50%	49	59%	155	63%
<b>4 Year Public</b>	6	43%	27	33%	64	26%
<b>4 Year Private</b>	1	7%	7	8%	27	11%
<b>Total</b>	<b>14</b>		<b>83</b>		<b>246</b>	



# ~ Number of Board members (2012-13)

■ ~ States with NACEP-accredited programs

■ ~ States with NACEP members



# Questions for Discussion

1. What suggestions do you have for gaining a diversity in perspectives on the Board?
2. How important is it to the membership to have a balance on the board in terms of two-year/four-year institutional representation, state or regional representation or other criteria?
3. Can you suggest other organizations that we should at as models for effective board structure?