



Allowable Modifications to NACEP Evaluation Survey Essential Questions

Updated 1/17/2013

Purpose of the Surveys

NACEP's standards require all NACEP-accredited programs, and those seeking NACEP accreditation, to utilize a common set of questions for evaluation surveys of student alumni (Evaluation Standards 2 and 3) and instructors, guidance counselors, and principals (Evaluation Standard 4). Beginning in school year 2012-13, NACEP-accredited programs will be required to provide record-level data for the NACEP Essential Questions from their required evaluation surveys to NACEP for aggregation nationally.

Modifications Allowed on All Surveys

- CEPs may add questions to the survey as long as they do not delete or alter any of the NACEP Essential Questions. Programs focused on career and technical education courses, for example, may wish to ask additional questions about job skills, industry certifications, and/or career awareness.
- CEPs may renumber or reorder the questions as long as the questions are not altered. Please take care to ensure that they remain in logical order and to update any instructions to skip certain questions based on prior responses.
- CEPs may include check boxes (or pull-down menus on online survey systems) for standard questions such as which high school did you attend.
- NACEP's sample cover notes are suggested texts only and may be modified by CEPs.
- Many CEPs have administrative databases that include demographic and course information that is requested on the surveys (e.g. high school name, subjects of courses, race/ethnicity, school type, etc.). CEPs may remove these questions from the surveys if they have the ability to link this data with individual responses to the survey (e.g. by using a unique code on the questionnaire, student identification number, or unique email address). This can help improve your response rates as it reduces the length of the survey.

- Most CEPs do not offer courses in all disciplines listed on the NACEP Essential Questions. To make it easier for respondents CEPs may remove disciplines from their survey that they do not offer courses in, and/or re-order the disciplines to put the most commonly taken courses first. Programs that wish to disaggregate the disciplines to examine responses by course or sub-discipline may do so, provided they can aggregate that data by the standard categories for reporting in NACEP's national dataset. Likewise CEPs may ask some of the other questions (e.g. transfer) for specific courses, as long as the responses can be aggregated into single response for inclusion in the national dataset.
- There are very few narrative questions, given the difficulties of aggregating narrative responses at a national level. Programs may wish to include narrative questions (e.g. follow a discrete question with "Please describe" or "Comments") to provide richer details and feedback to understand the responses.
- Because NACEP seeks to aggregate survey data from accredited programs to create national dataset, the standard NACEP definition of concurrent enrollment must be included in the survey instructions by institutions that do not use program names that distinguish between concurrent enrollment and other opportunities for high school students to earn college credit. Such institutions may ask additional questions on the survey related to those opportunities and courses; however they must be clearly identified to collect responses solely about NACEP-defined concurrent enrollment courses to NACEP's essential questions.
- If the institution does not have a program name to describe its concurrent enrollment courses, the words "concurrent enrollment", "dual credit", etc. can be inserted to ensure grammatically complete sentences. For example, "The number of **Example University** college credits I earned by taking **concurrent enrollment** courses is ____."

Principal Survey

Programs conducting the Principal survey for NACEP-accreditation purposes must survey Principals of high schools or career centers where concurrent enrollment courses are offered. However, programs may include other administrators such as assistant principals, school or district curriculum directors, district career/technical administrators, etc. CEPs that wish to expand their survey pool may do so, but should make sure to disaggregate the data so that only responses from Principals are reported to NACEP.

Guidance Counselor Survey

Programs conducting the Guidance Counselor survey for NACEP-accreditation purposes must survey Guidance Counselors of high schools or career centers where concurrent enrollment courses are offered. However, programs may include other high school staff involved in college transition and/or administering concurrent enrollment (E.g. high school liaisons, graduation coaches, college admissions counselors, etc.) CEPs that wish to survey others may do so, but should make sure to disaggregate the data so that only responses from Guidance Counselors are reported to NACEP.

Student Alumni Surveys

- Student alumni should be surveyed based on when they graduated from high school regardless of what year they took concurrent enrollment course(s). A student who graduated from high school in May 2012 should receive a 1-year out survey between December 2012 and May 2014.
- On the 1-year survey, question #5 may be split into two questions by first asking if respondents are continuing their education and then a second question with the five options. Programs using online survey systems may incorporate skip logic to only display options depending on the response to the first question.
- The questions related to credit transfer (questions #11-13 on the 1-year out survey and #15-17 on the 4-year out survey) can be disaggregated for specific courses taken by the student or altered from a "Yes or No" response to "All, Some, or No." When aggregating the data to report to NACEP, Yes should be reported for "Some or All" responses or if the student answered Yes for at least one course.