Introduction:

In the Spring and Fall of 2009, the National Alliance of Concurrent Alliance Partnerships (NACEP) conducted its first annual member program survey. This survey seeks to understand various aspects of member programs, with a special emphasis on organizational structure and student/instructor service. Surveymonkey.com hosted the survey, and the population included one representative per NACEP member program or institution. 77 out of 210 (37%) responded. All contact and potentially identifiable information will be kept confidential for the purposes of this survey. The following sections describe the questions asked as well as the broad trend in answers.
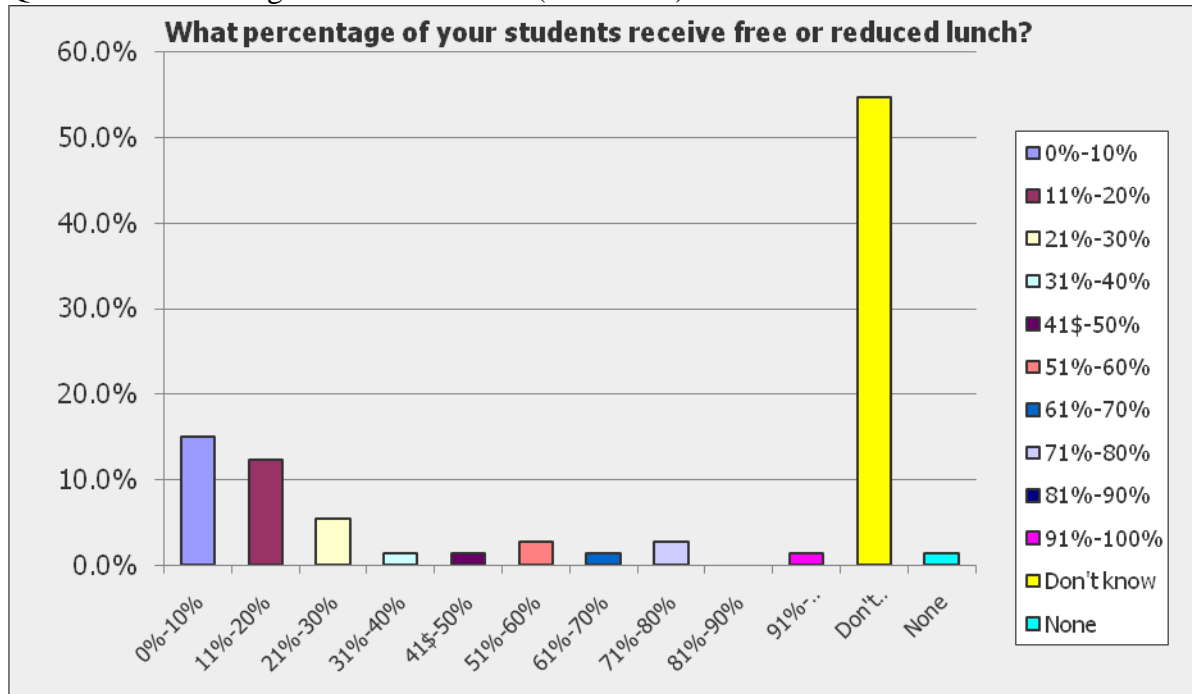
Questions 1-9: CEP Structure
Question 1: Program Reach
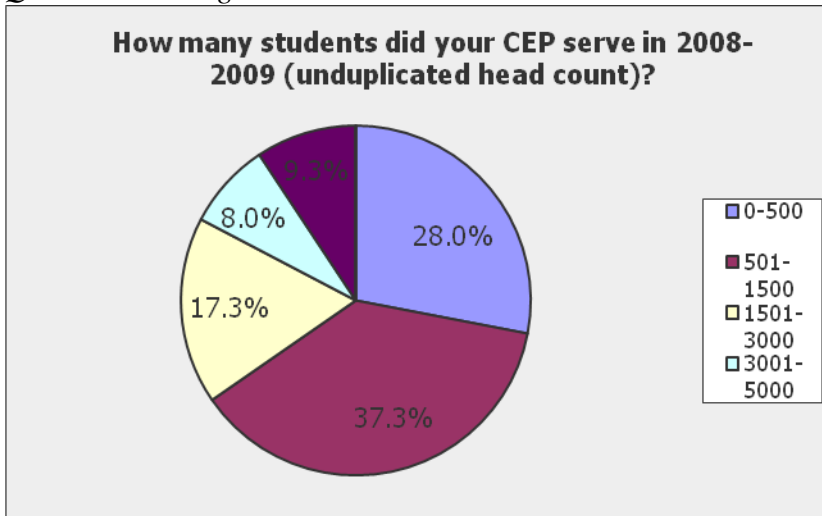
As can be seen from the above question, member programs remain relatively small, with 37% serving between 501-1500 students in a single year. NACEP plans to track this percentage in future years to determine member growth, a consideration especially relevant under recent tight budget constraints among both member institutions and their participating high schools.
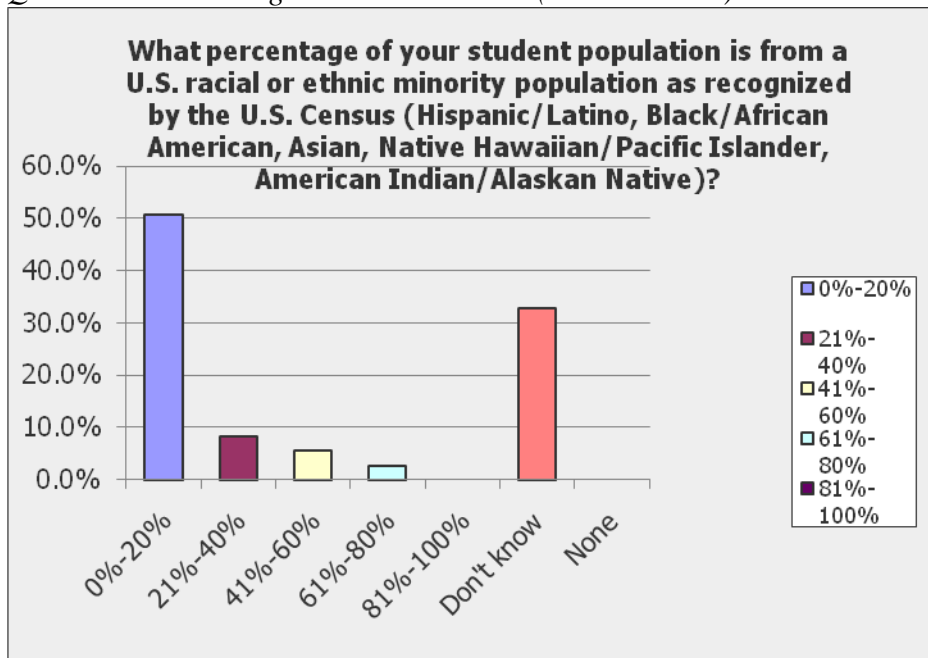
Question 2: Reaching the Underserved – (Economic)

What percentage of your students receive free or reduced lunch?

Legend:
- 0%-10%
- 11%-20%
- 21%-30%
- 31%-40%
- 41$-50%
- 51%-60%
- 61%-70%
- 71%-80%
- 81%-90%
- 91%-100%
- Don't know
- None

As can be seen above, most NACEP members report not tracking their students' socioeconomic status. However, of those who do (approximately 45%), the vast majority include a small number of students from the lowest socioeconomic status as measured by the proportion of students enrolled in the federal Free and Reduced Lunch program.
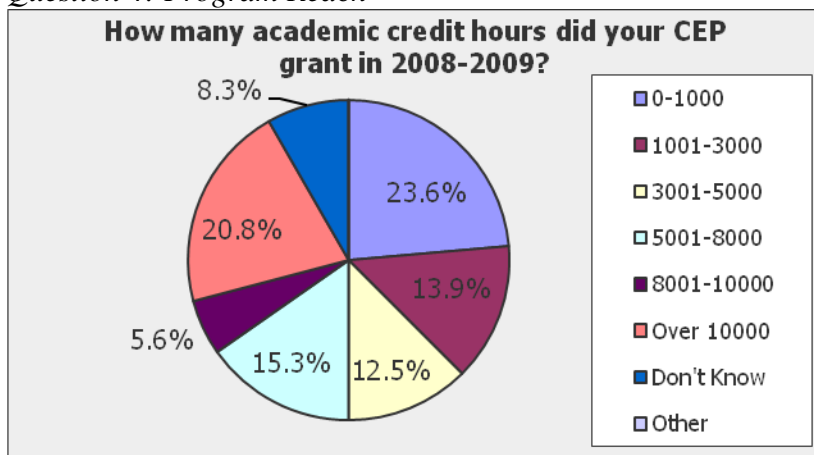
Question 3: Reaching the Underserved – (Racial/Ethnic)

What percentage of your student population is from a U.S. racial or ethnic minority population as recognized by the U.S. Census (Hispanic/Latino, Black/African American, Asian, Native Hawaiian/Pacific Islander, American Indian/Alaskan Native)?

Legend:
- 0%-20%
- 21%-40%
- 41%-60%
- 61%-80%
- 81%-100%

Question 3 asks members to calculate the percentage of their population served from recognized racial or ethnic minorities. Approximately 50% of respondents report either a small or absent percentage of these students, with another 32% citing 'Don't Know'.
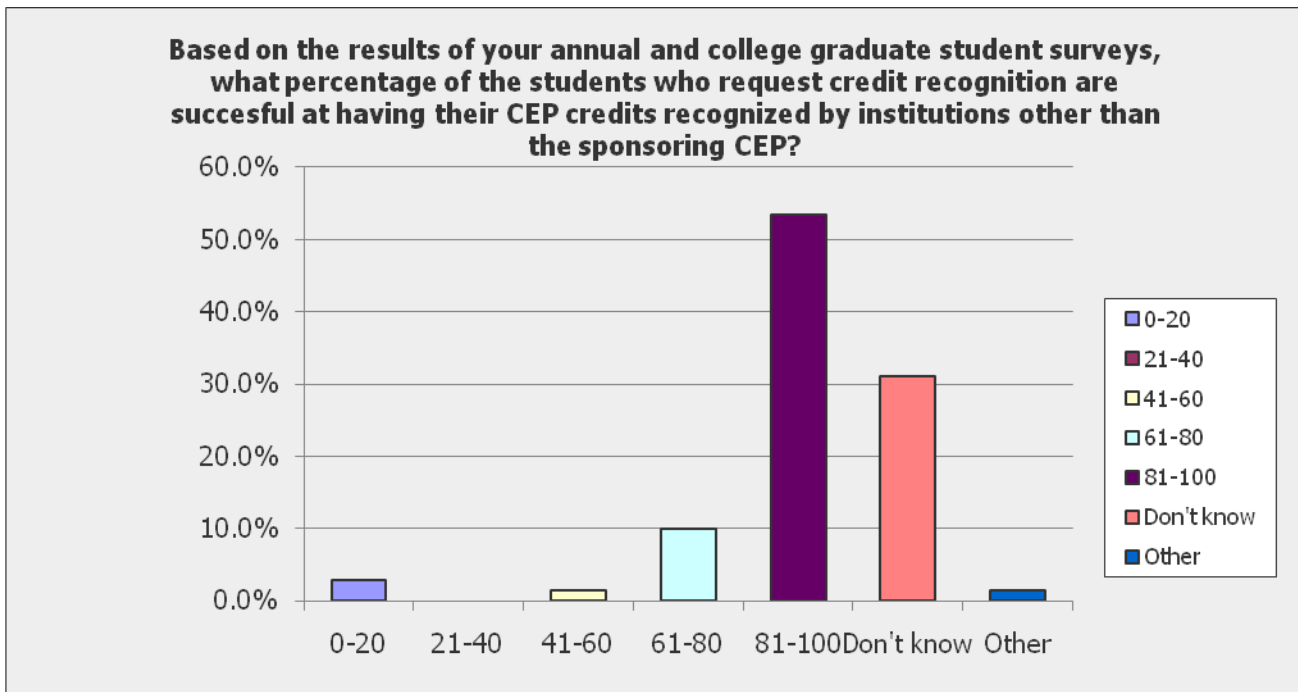
Question 4: Program Reach

How many academic credit hours did your CEP grant in 2008-2009?

- 8.3%
- 23.6%
- 20.8%
- 13.9%
- 5.6%
- 15.3%
- 12.5%

Legend:
- 0-1000
- 1001-3000
- 3001-5000
- 5001-8000
- 8001-10000
- Over 10000
- Don't Know
- Other

Question 4 analyzes program reach by asking the amount of credit hours granted by member programs. This tracks the extent of credits offered and will be included in future studies as an aspect of program growth. It must be understood, however, that different courses carry different credit loads (generally between 3 and 4 credit hours per course).
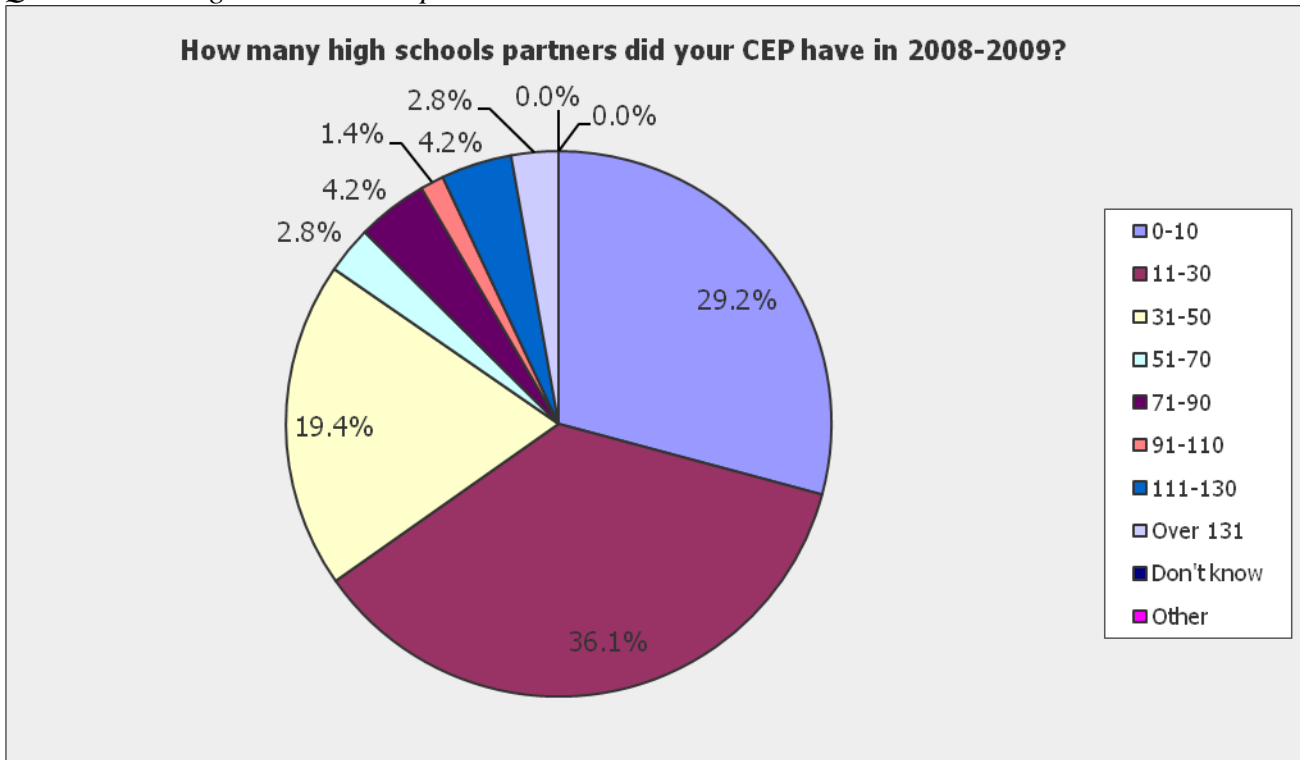
Question 5: Credit Transferability

Based on the results of your annual and college graduate student surveys, what percentage of the students who request credit recognition are succesful at having their CEP credits recognized by institutions other than the sponsoring CEP?

Legend:
- 0-20
- 21-40
- 41-60
- 61-80
- 81-100
- Don't know
- Other

Based on annual student surveys, member programs report high levels of credit transferability to other institutions beyond the sponsoring CEP institution. This may indicate high articulation levels based on state-mandated programs, as well as high program credibility amongst other non-NACEP institutions of higher learning.
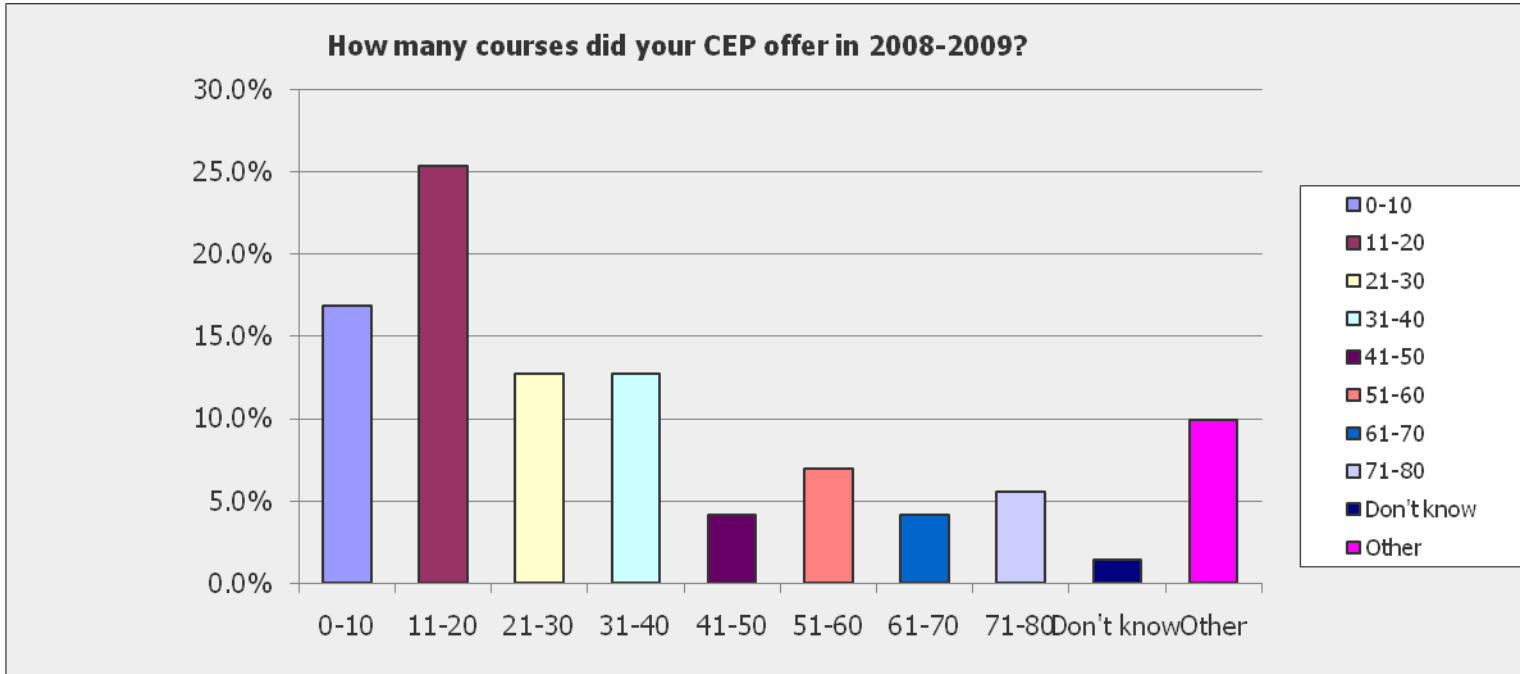
Question 6: Program Partnerships

How many high schools partners did your CEP have in 2008-2009?

Legend
0-10
11-30
31-50
51-70
71-90
91-110
111-130
Over 131
Don't know
Other

2.8% 0.0% 0.0%
1.4% 4.2%
4.2%
2.8%
29.2%
19.4%
36.1%

Question 7: Program Courses

How many courses did your CEP offer in 2008-2009?

Question 8: Program Offerings by Department

| The following question pertains to which departments offered courses through your CEP. Please check all that apply.	
Answer Options	**Check all that apply**
American Studies	11
Anthropology	2
Biological Sciences	46
Chemistry	43
Classics and Ancient Mediterranean Studies	7
Communication Sciences	35
Economics	28
English	67
Environmental Science	18
Geography	8
History	51
Human Development and Family Studies	15
Journalism	7
Maritime Studies	2
Mathematics	70
Modern and Foreign Languages	47
Philosophy	8
Political Science	31
Psychology	41
Sociology	29
Spanish	47
Statistics	33
Other	30

Other category includes departments such as:

Information Sciences, agriculture, financial planning, computer science, trade/technical education, accounting, business, education, pre-med, religious studies, engineering, athletic training, physics, criminal justice, modern foreign languages, art, music, creative writing, theater, cultural studies, astronomy,

Based on question 8, English, Mathematics, and History remain the three largest departments offered through concurrent enrollment programs. However, computer science, foreign languages, biology, chemistry, and physics are large and growing departments.

Question 9: Teacher Qualifications

What teacher qualifications does your CEP require? (Check all that apply)
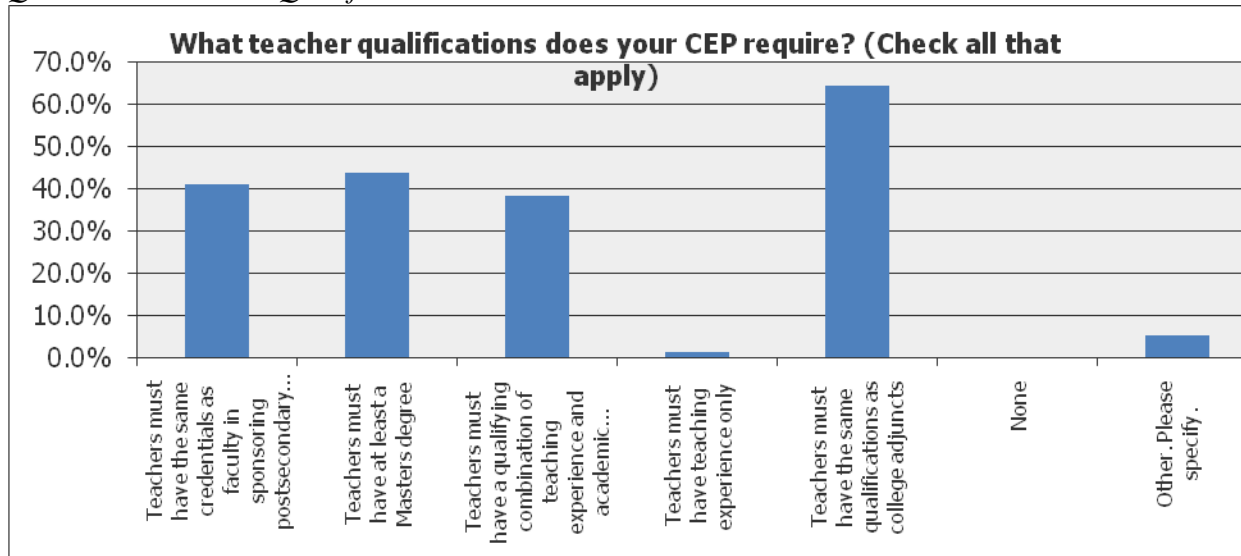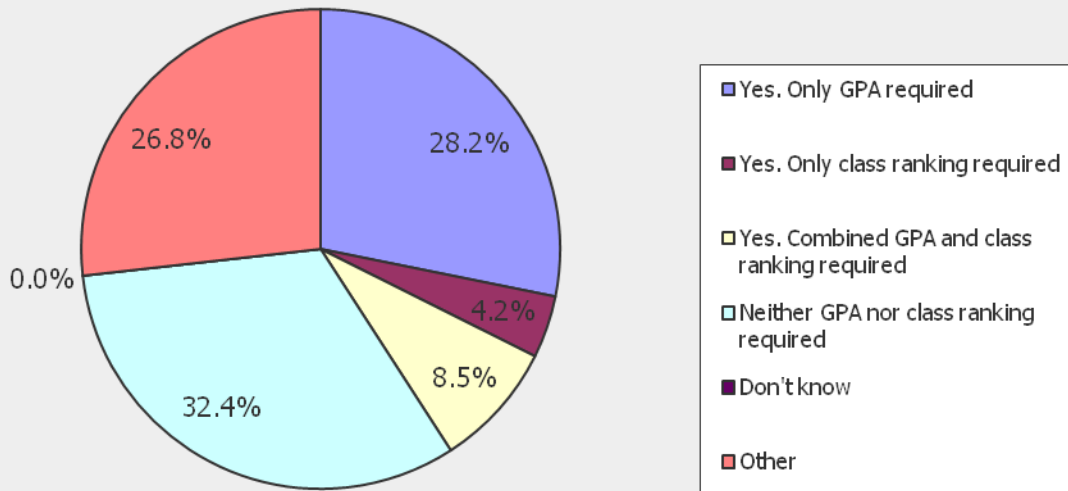
Highly qualified teachers remain important to NACEP members, with 65% requiring that partner teachers have the same qualifications as college adjuncts.

Questions 10-10D: Student Academic Proficiency and Requirements

71 members responded to the following questions: "Do your CEP courses on the aggregate require academic proficiency, as measured by grade point average (GPA) or class ranking, for entry?"

Do your CEP courses on the aggregate require academic proficiency, as measured by grade point average (GPA) or class ranking, for entry?

Pie chart values:
- 28.2% — Yes. Only GPA required
- 4.2% — Yes. Only class ranking required
- 8.5% — Yes. Combined GPA and class ranking required
- 32.4% — Neither GPA nor class ranking required
- 0.0% — Don't know
- 26.8% — Other

Legend:
- Yes. Only GPA required
- Yes. Only class ranking required
- Yes. Combined GPA and class ranking required
- Neither GPA nor class ranking required
- Don't know
- Other

- ❖ Of the 28% which required only GPA, nearly half require a GPA in the 3.1-3.5 range, with the other half allowing GPAs to range between 2.0 and 3.0. No respondent required a GPA above 3.6.
- ❖ Of the 8.5% which require both GPA and class rank, 56% require a GPA between 2.6 and 3.75, with 16% requiring a class ranking within the top 21%.
- ❖ However, most programs do not require a set GPA or class rank for prospective students.

Question 11-12B: Benefits of Accreditation
Question 11: Accreditation
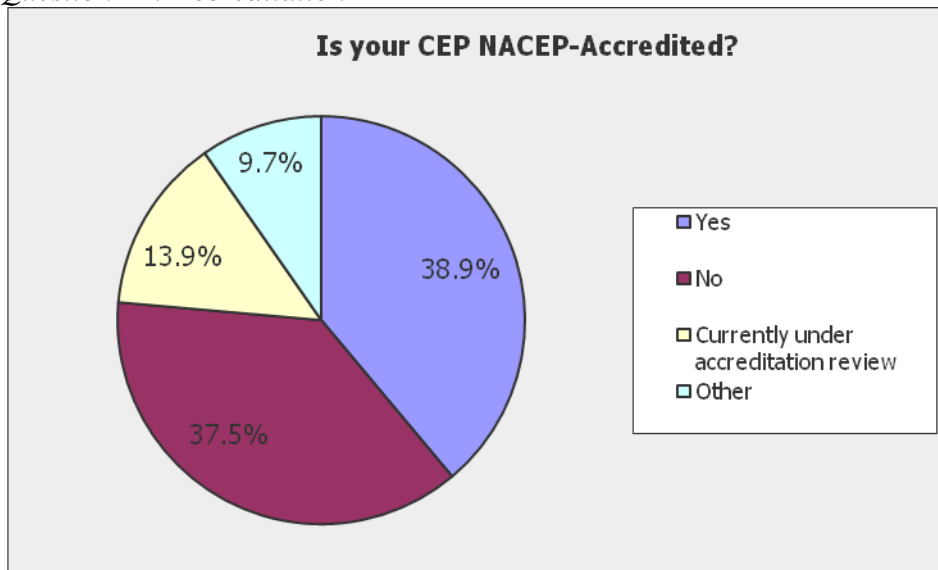
As seen in this question, most NACEP members remain non-accredited members of the program, though some of those non-accredited are currently under accreditation review. Generally, those answering the 'other' category are either provisional members, meaning they have just begun the accreditation process. Should all prospective and provisional members gain accreditation, this shows a bright future for an expanded organization.

Question 12A and 12B: Accreditation Benefits
Questions 12A and 12B ask whether the accreditation process resulted in non-tangible benefits for member organizations. As such, this question was only asked of those who responded affirmatively or 'currently under accreditation review' to the previous question. 65% answered they received the following benefits.

Which of the following non-tangible benefits did your NACEP accreditation provide to your CEP?

| Answer Options	Response Percent
Raised program quality	70.3%
Increased understanding of NACEP standards	67.6%
Increased communication between high school and university faculty	48.6%
Increased the recognition of CEP programs in the high school	48.6%
Increased professional development opportunities for teachers and administrators	45.9%
None	2.7%
Other. Please specify:	13.5%

Questions 13-17: CEP Finances
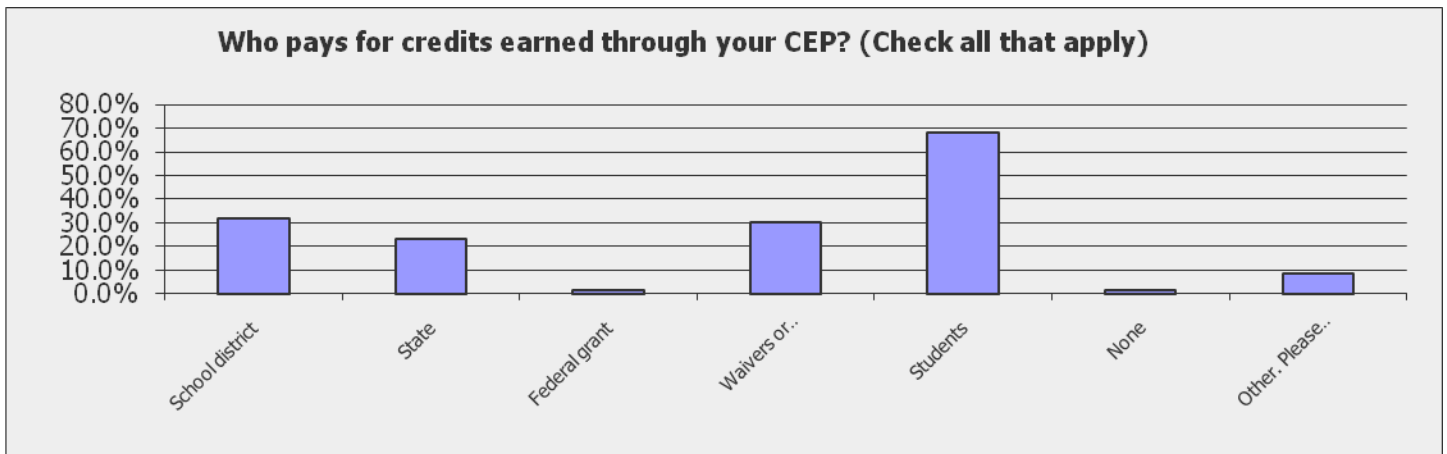
Question 13: Fee/Tuition Structure
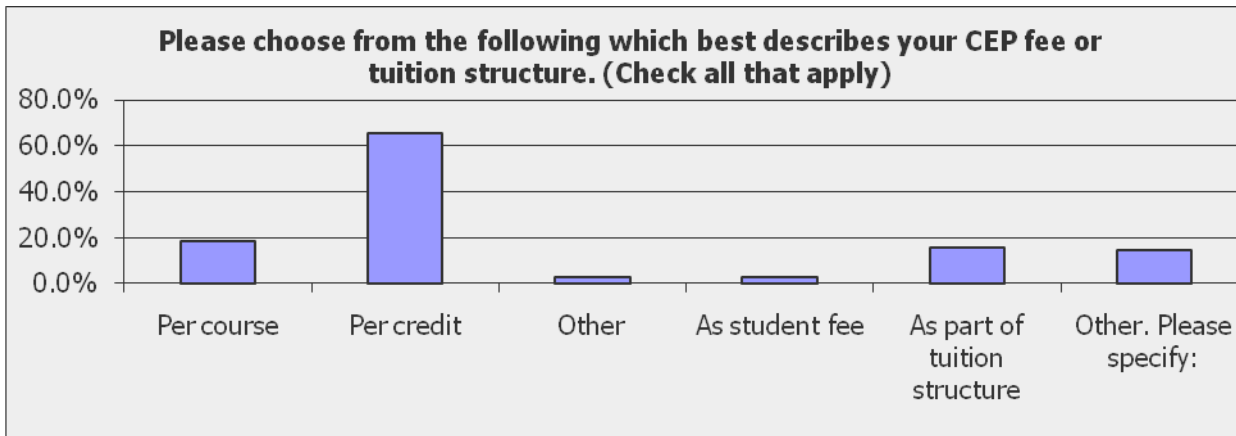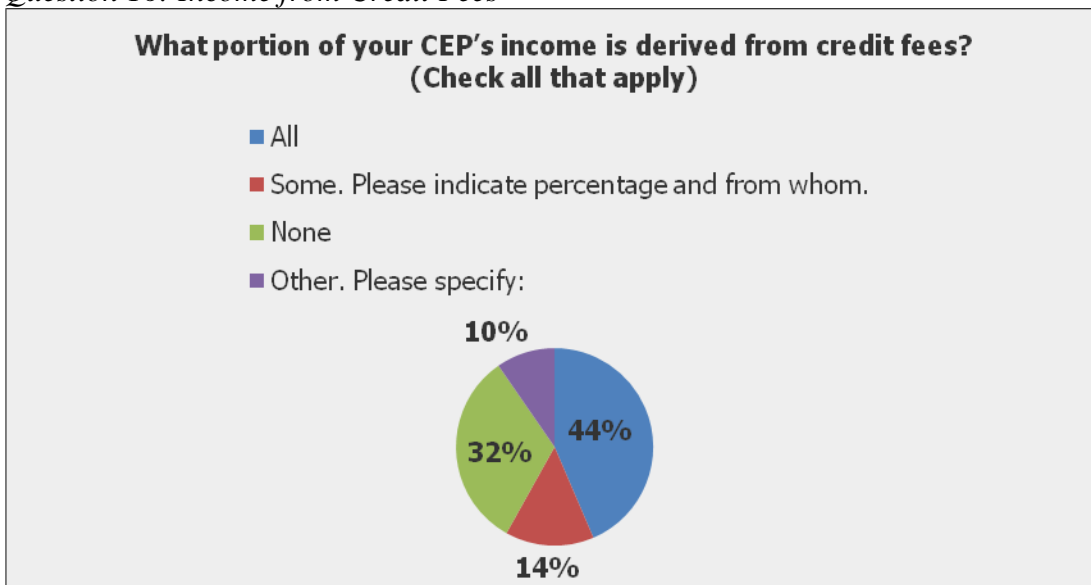

Question 14: Fee per University Credit
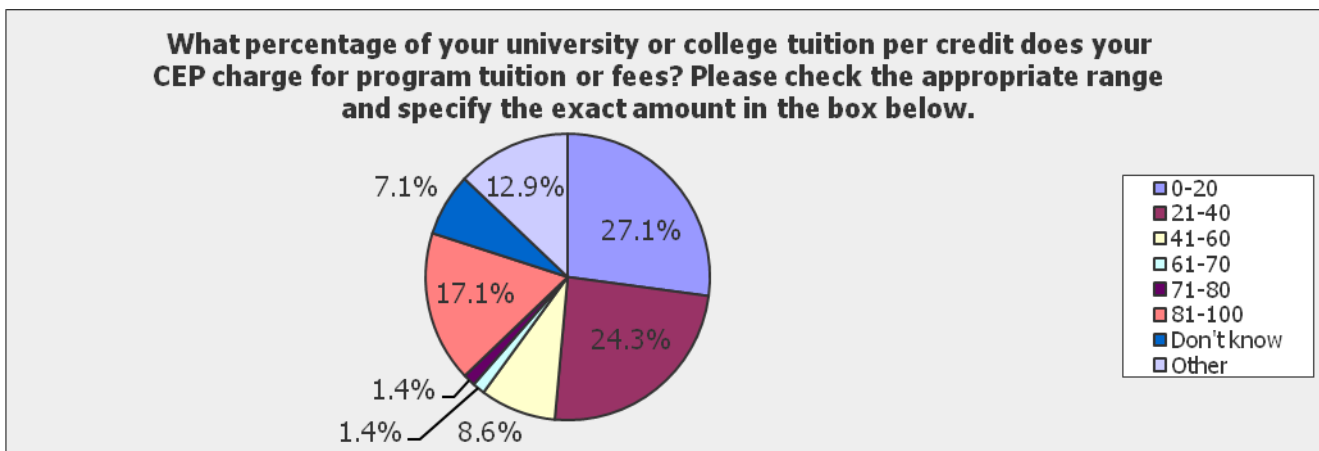
Over half of all respondents report charging less than half their Institution tuition per credit for their offered courses. As such, NACEP members offer substantial benefits at a minimal cost.

Question 15: Fee Payment

Who pays for credits earned through your CEP? (Check all that apply)

Question 16: Income from Credit Fees

What portion of your CEP's income is derived from credit fees? (Check all that apply)

- All
- Some. Please indicate percentage and from whom.
- None
- Other. Please specify:

10%
44%
32%
14%

Question 17: Credit Fees Retained

What Portion of your CEPs Income from Credit Fees is Retained by Your CEP?

- All
- Portion to University. Please indicate percentage in box below.
- Portion to participating high schools. Please indicate percentage in box below.
- None
- Other. Please specify in box below.

8%
20%
23%
8%
41%
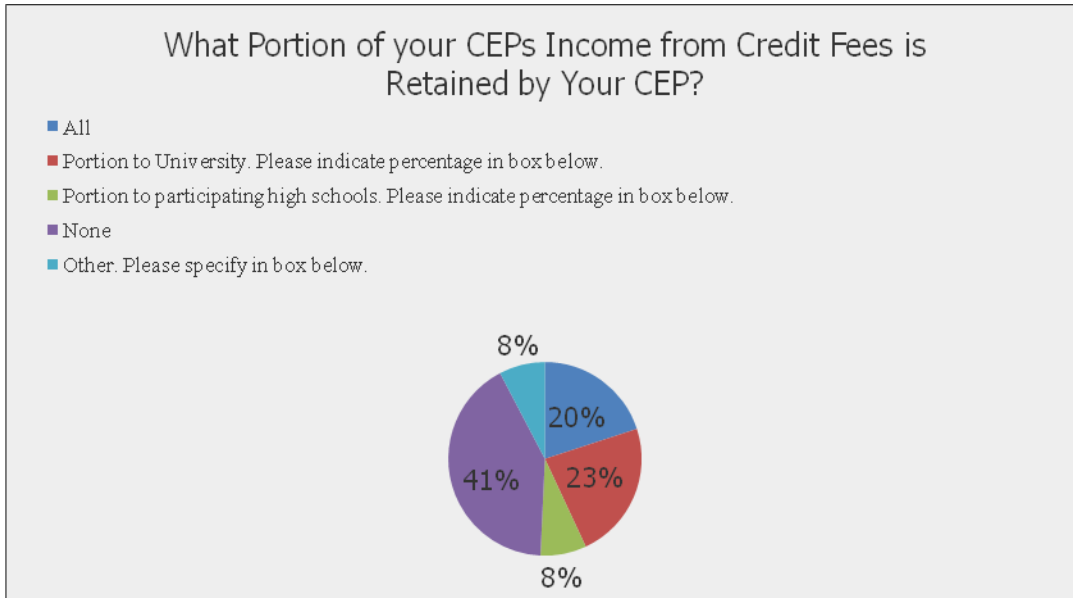
Other:
85% to CEP, 15% to Institution
25% retained; 75% reimbursed to high schools
All Fees to Institution's General Fund
100% to Participating High Schools
Approximately 80% to Participating High Schools
Less than 20% to Program
50% to high schools
80 percent goes back to the high schools
30% to CEP, 10% to adjuncts, 60% to University
60% to high schools
Approximately 3% to high schools
31% to the general fund
100% to high schools
95% to high schools

Question 18-19: Reporting and Staffing Structure

Question 18: Reporting Structure
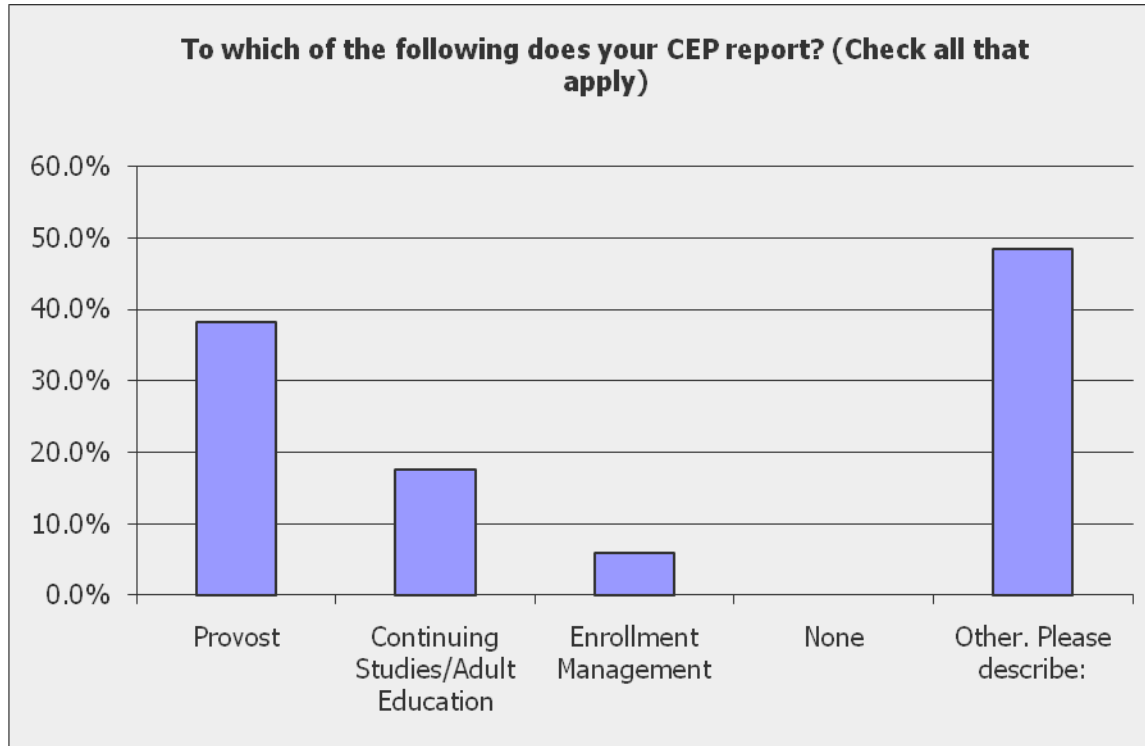
The following answers were given in the 'Other' category: State education agencies, community/high school relations, Vice-Provosts, Academic Affairs, Institution President, and College of Arts and Sciences.

Question 19: CEP Office Staffing

"Please describe the staffing structure of your office. For instance, does your CEP have a director, an assistant director, or a program leader? Please briefly describe the responsibilities of each position."
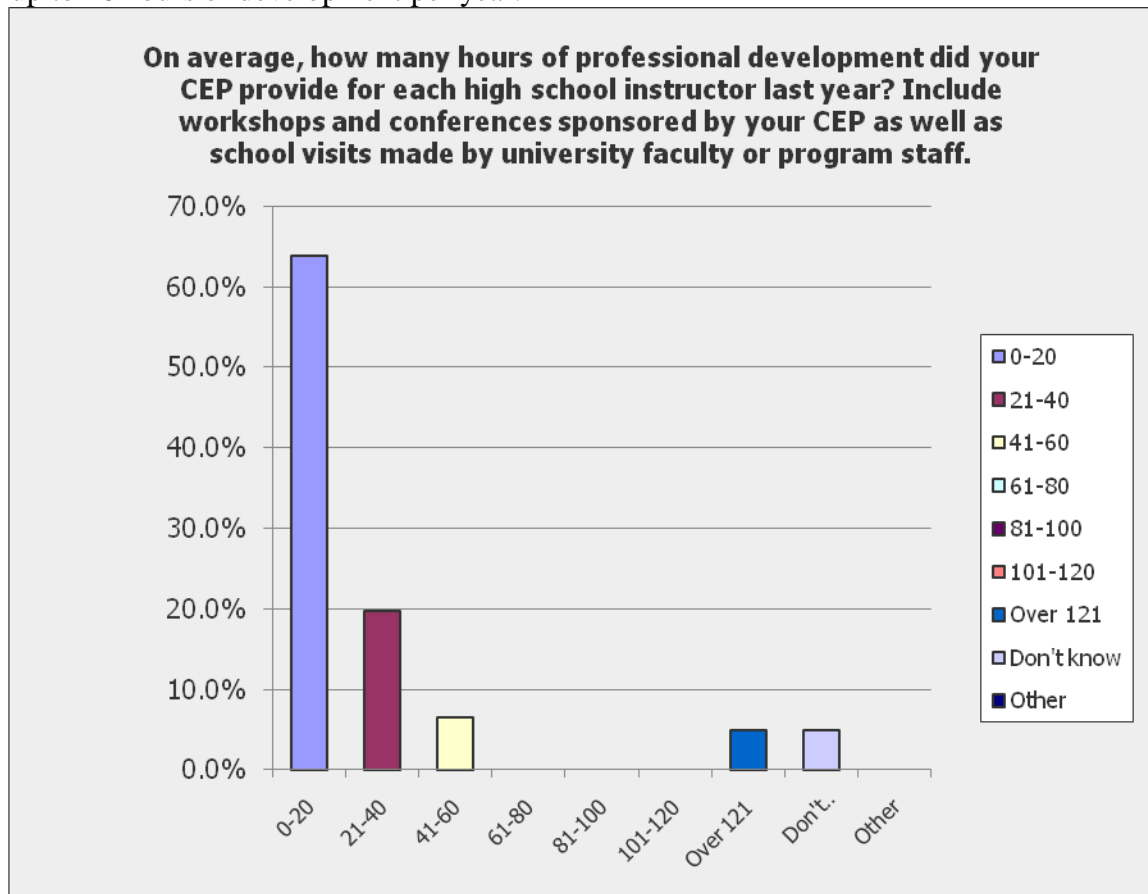
Various answers were give to this question. The full answers are included in the appendix.

Questions 20-21B: Professional Development and Support
Question 20A and 20B: Instructor Professional Development
88% of respondents offer some form of professional development to their instructors. Of this 88%, most offered up to 20 hours of development per year.

On average, how many hours of professional development did your CEP provide for each high school instructor last year? Include workshops and conferences sponsored by your CEP as well as school visits made by university faculty or program staff.

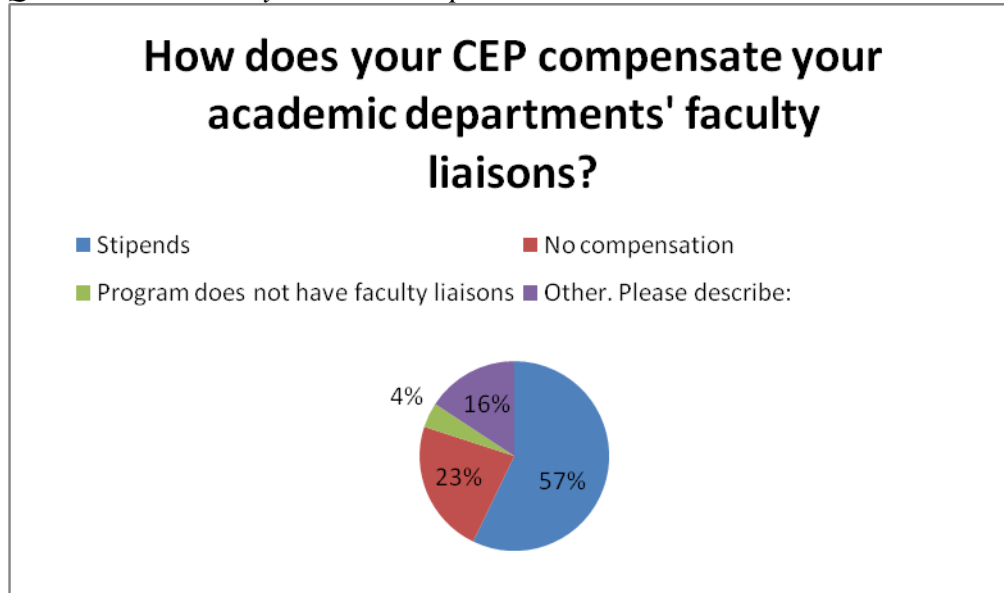*Questions 21A and 21B: Instructor Support Opportunities*

63% of respondents offer some form of instructor support outside of professional development each year. Of those, the following methods were utilized.
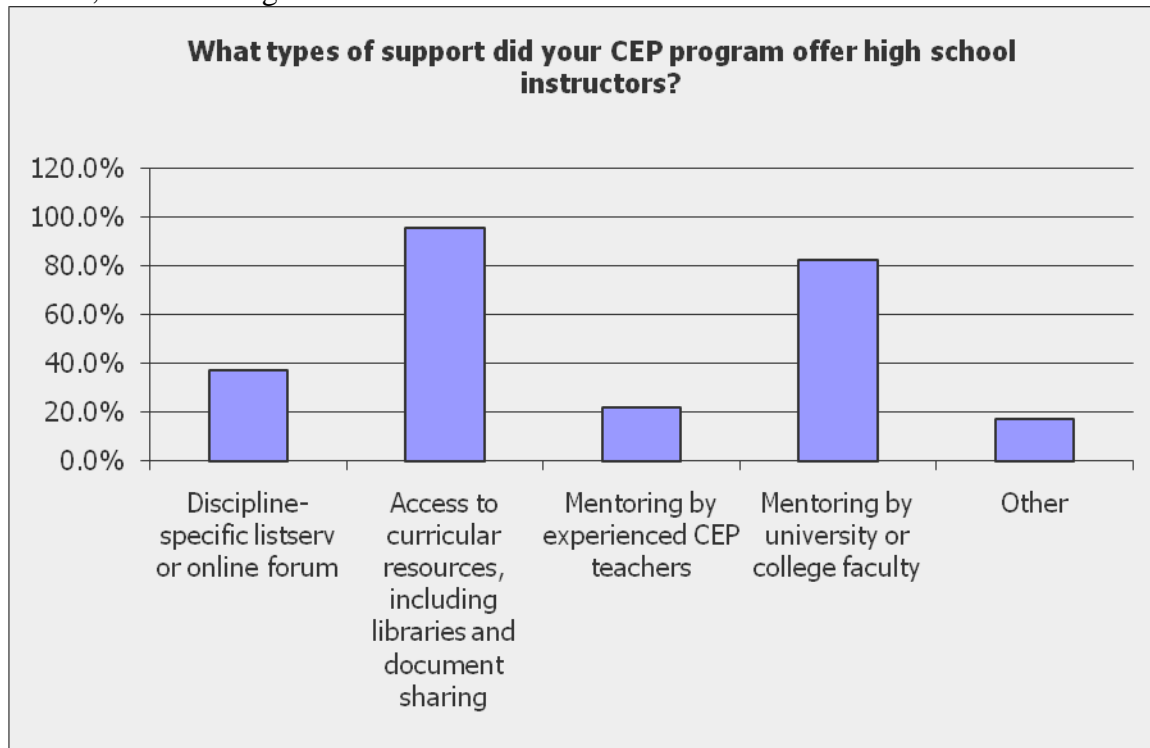
Questions 22-23: CEP Operations

Question 22: Faculty Liaison Compensation

Question 23: In-house and Outsourced Operations

The following question asks you to describe which operations your CEP handles in-house and which CEP operations are managed by other university or college departments. Please check all that apply.									
Answer Options	Registration	Billing	Evaluation and Research	Library Resources	Technology Resources	Workshops and Conferences	Marketing	None	Response Count
Which of the following operations does your CEP manage in-house? (Check all that apply)	51	19	48	14	20	59	56	1	66
Which of the following operations are managed by other university or college departments? (Check all that apply)	30	51	32	55	44	14	19	2	63

As evidenced, the majority of CEPs handle student registration, evaluation, workshops/conferences, and marketing in-house. However, billing and library and technology resources are generally outsourced to other institutional departments.

<u>Question 24: Further Thoughts</u>
Question 24: What Else We Should Know

Question 24 asked, "Is there anything about your program that you would like to add which this survey has not asked?" 11 respondents indicated that they would like to add further information. These answers range from further elaborating instructor professional development opportunities to epistemological and ontological views on concurrent enrollment as a whole. In general, these answers remained positive about the role of concurrent enrollment and member-specific programs, but a few cited recent financial difficulties in sustaining and growing programs.

Appendix

Question 17: Staffing Structure

Please describe the staffing structure of your office. For instance, does your CEP have a director, an assistant director, or a program leader? Please briefly describe the responsibilities of each position.

Associate Director

Director (10% FTE), Manager (50% FTE), Coordinator (50% FTE)

The off-campus coordinator reports directly to the Vice Provost of Academic Affairs.

Director who is also the Arts and Sciences division chair. Major contribution also comes from the English department chair and faculty secretary. The director is responsible in totality for all aspects of the CEP.

Grant Coordinator, In-Kind Administrative Liaison to Grant

We have one director of High School Outreach who oversees the program by credentialing faculty, course recommendation and approval, etc. We also have a dual enrollment coordinator who conducts adjunct evaluations and end-of-course evaluations in the schools. We also have one administrative assistant.

Director who reports to the vice provost for academic affairs

Director--works with school districts and coordinators monitoring of CEP classes by college faculty

We have one staff member

All concurrent programs are coordinated by the Office of Recruitment

One individual whose sole focus is the CEP reports to an individual who oversees the CEP and cohort programs serving adult students. There is one office associate.

Coordinators on two campuses have part-time instructors

Director Full Time--cultivate high schools, assist Registrar with registration issues, do reporting for program, interface with academics regarding program, interface with high schools regarding hiring of teachers and other issues. Technical Assistant Full Time--does all required reports, keeps track of stats for program. Secretary Half Time--does keyboarding duties mainly

Assistant Dean of Academic Affairs - responsible for planning and administration of program. College Now Specialist - responsible for day to day management of program. Office Assistant - half-time position to help with clerical duties

CEP Director is the DC of Humanities and Social Sciences

Assistant Dean coordinates program, reporting to the VP of instruction office.

We have a director and two program specialists plus 2 1/2 office and support personnel.

1/3 FTE staff--Director: development of courses, work directly with school; registrations process; adjunct approval; advisement. 1/6 FTE support staff--executive assistant: assists director in all activities

Currently, I am the only person in the College Transition department, and I act as director.

Executive Director; Responsible for fiscal management, interacting with both University departments and School Districts, state. Program Leader, advising, faculty oversight,

The Dual Enrollment Coordinator reports to the two Vice Presidents (Enrollment and Academic Affairs). The Coordinator takes care of the internal and external workings with some institutional-wide support from a secretary in Admissions and a paid intern for clerical work (filing).

The Assistant Dean acts as director, and there is a part-time coordinator. There is also a part-time administrative assistant.

The CEP is run by an Associate Dean. There is no other staff.

Director (Part time) Director is assigned this duty among other responsibilities. CTE Coordinator (Part Time) CTE Coordinator is assigned duties in Concurrent credit as well as other duties. Counselor (Part Time) Counselor handles concurrent credit duties as well as other responsibilities.

Director--oversees the program and recruits new high schools. Coordinator--works with scheduling,

high school contacts, students, registration, etc.

A full time professor is director and a part time coordinator

Program Coordinator - Goes out to the schools and works to register the students and takes care of the office duties.

Director - Oversees the program works with university and high school faculty. Admissions counselor works with students, parents and handles marketing and presentations.

Program coordinator

CEP lives under College Outreach and (2) Pathway Coordinators report to the Dean of College Outreach. The Dean has a dual report to the VP of Instruction and the Executive VP of the College.

Program coordinator/some clerical assistance

Director, Associate Directors, Assistant Directors, Business Manager, Business Office Staff

Director with shared duties over all credit programs and two coordinators solely dedicated to the CEP

Currently led by Assistant Director of unit with one program coordinator assisting.

Director: Works with academic departments and high schools in development of courses. Presents information at high schools for on-line registration, create course index numbers, serve as liaison between department and teacher, work with principals and counselors, maintain master list of courses, placement testing, point of contact for students and parents including registration in on-campus dual credit classes. Administrative assistant - assists in all aspects of program including registration, prepares contracts and payroll spreadsheet for both high school adjuncts and faculty liaisons. Handles correspondence and grade reporting forms, assists with placement testing, assists with workshop planning and coordination, handles some of student and parent phone inquiries about program.

Coordinator of Dual Credit/CEP who reports to the Provost. Set up and guidance is done with VP of Research and Planning and the Dir. of Development

Program Director: 10 month, Ph.D.; Assistant Director: half-time, MS, former adjunct to the program; Office Assistant: half-time; Departmental Liaisons (receive compensation for work)

Currently the director is the Associate Vice President for Academic Affairs

Associate Dean for Academic Affairs - direct responsibility for the program; Assistant to the Assoc. Dean - direct contact with high schools and students on day to day basis

Coordinator responsible for overseeing all areas; Site Coordinators to help with registration at high schools; Two office staff

Director and a part-time assistant

Associate Dean of Academic Affairs: Program oversight, departmental liaison, primary point of contact with area high schools, marketing and evaluation of program. High school liaison: facilitates professional development activities, registration activities, administrative interface with high school faculty.

One administrator - Assistant Director - and one full time clerical.

Coordinator and secretary.

We have a full-time director, who is responsible for the management of all aspects of the program.

There is a Director for Admissions and Dual Credit that reports to the Executive Director of Enrollment Management; The Dual Credit Office staff consists of 3 people: Staff Technician - processes all incoming applications, test scores, etc and answers questions via phone and in person; Dual Credit Recruiter and Dual Credit Coordinator - registers all incoming dual credit students and works with office to help students/parents/counselors etc on entering and maintaining dual credit office functions.

There is one program associate who takes care of the program.

Concurrent Enrollment Coordinator. One 1/2 time position. Coordinates with participating high schools, registration at University and grading. Oversees the application of new high school adjuncts.

One manager, one data assistant, two part-time assistant advisors. (Full-time employees, but advise when needed.)

I'm not sure that we had any students enrolled in CEP this past year. We've only had a couple of students and they are all taken care of through the ERZ (see #1 above)

Director, Program Coordinator, Office assistant and 2 student workers (15 hours per week total)

Program Coordinator; facilitates course offerings, registration process, books, instructors

Our program has a Director, and part-time Secretary, and a Work-Study student [new this year].

Director (50%), program assistant (90%)

DIRECTOR, 2 F-T SECRETARIES, 2 F-T ACADEMIC ADVISORS, 5 F-T LIAISONS SPECIALIZING IN ART, MATH, ENGLISH, FAMILY & HUMAN STUDIES, 30-40 COLLEGE FACULTY ARE PAID TO VISIT CEP CLASSES AND MENTOR TEACHERS

Director, Administrative Associate and Administrative Assistant. (Administrative Associate position open and awaiting lifting of hiring freeze to fill.)

We have three on our leadership team: 1. Student liaison (registration, etc.), 2. School liaison (teacher approval process), 3. University liaison (course approval process, set up courses in the system)

Division Chair for Arts and Humanities is the CEP director.

Dual enrollment coordinator is an additional responsibility that is a part of the assigned duties of high school administrative staff

The program is small enough that curriculum is managed through the Colleges; faculty qualifications are determined by Faculty Services within Academic Affairs and student eligibility and records are managed by the Registrar's Office.

Director - Responsible for program management, facilitation of teacher and course review by academic departments, overall planning of professional development (with academic departments providing the actual sessions); Assistant Director - Regular administrative site visits to all participating high schools; manages stipends and expense re-imbursements for faculty visitors; assists with planning professional development opportunities; Director of Student Services - Manages office that)(1)registers CEP students, (2) handles billing and receipting, (3)creates and mails grade reports to students, (4) manages semester course evaluations

Each class is the responsibility of the chairperson of that particular division.

Director, (2) Coordinators that recruit teachers/students, 2 program secretaries

One person who handles all CEP issues along with other job responsibilities.

director and secretary

We have five full-time staff. Executive Director, Associate Director, Marketing Manager, Business Manager, and Technology Coordinator. Director is concerned mostly with NACEP standards and proper workshop content at annual professional development. Assoc. Director is concerned with program development, sets the new initiatives for the program, and the primary onsite presence at the high schools. Marketing Manager is concerned with publications, organizing workshops, and overseeing instructor certification. Business Manager is concerned with budget and student registration. Tech Coordinator is concerned with database issues and other technology support. All officers report to the Director with the exception of the Tech. Coordinator, who reports to the Associate Director. We are an office that relies upon graduate student support and undergraduate student support.

1. Program Director (program dev.; stakeholder relations; legislative agenda; budget; administration; staff liaison to English language arts); 2. Associate Program Director (New teacher application & orientation; student and faculty issues; staff liaison to classical & world languages); 3. Communications and Evaluation Director (email blasts; web site; print material; designing, administration, and reporting re all surveys; staff liaison to sciences and social sciences); 4. School liaison & special projects (part time; visits school administrators; works with director on legislative matters); 5. Course management and workshop coordinator (Oversees all course set-ups; supports teachers un student registration process; coordinates with our college enrollment services, who actually register CEP students; maintains program database; creates data reports; 6. Events and publication assistant (Works with faculty coordinators to plan and implement on-campus student field days; assists communication director by creating Moodle sites for teacher cohorts, creating online modules for teacher technical training, etc.