

NACEP Member Survey February - March 2009

Note about Methodology:

A notice sent to all 255 members of the Partnership Listserv at the end of February 2009, directed people to a survey in SurveyMonkey. Reminders were sent 1 week, 2 weeks, and 3 weeks after the initial e-mail request.

Response rate:

183 of the 255 members responded, for a 72% response rate.

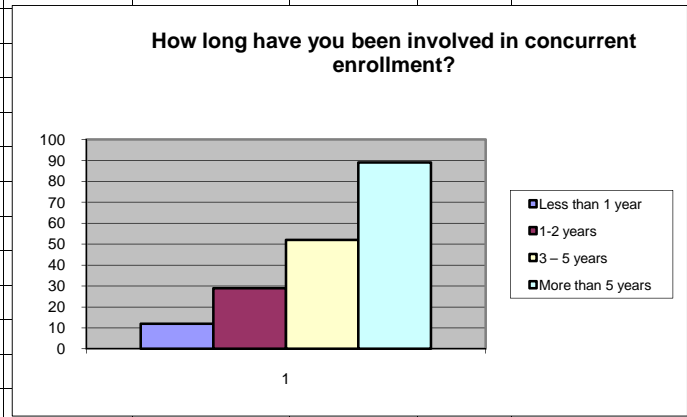
Summary

Q1. What position do you hold?

Answer Options	Count	Percent
High school teacher	0	0.0%
High school principal	1	0.7%
High school counselor	0	0.0%
school	108	72.0%
On the staff of a concurrent enrollment program, but not the director	31	20.7%
College faculty liaison to concurrent enrollment teachers	10	6.7%
Legislator	0	0.0%
answered question		150
skipped question		33

Q2. How long have you (not the organization with which you are affiliated) been involved in concurrent enrollment?

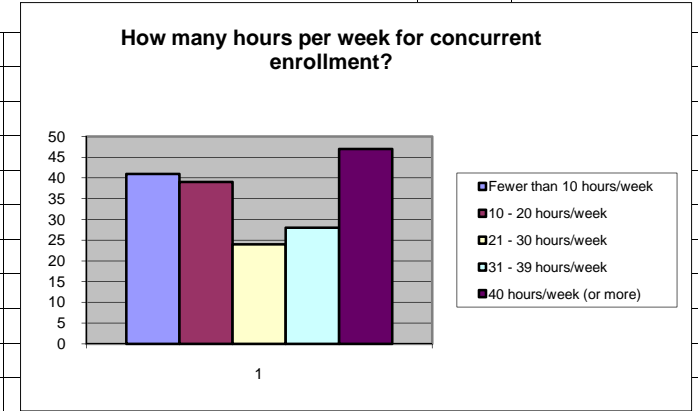
Answer Options	Count	Percent
Less than 1 year	12	6.6%
1-2 years	29	15.9%
3 – 5 years	52	28.6%
More than 5 years	89	48.9%
answered question		182
skipped question		1



Q3. What portion of your job is devoted to concurrent enrollment? On average, how many hours/week do you spend involved in activities related to concurrent enrollment.

Answer Options	Count	Percent
Fewer than 10 hours/week	41	22.9%
10 - 20 hours/week	39	21.8%
21 - 30 hours/week	24	13.4%
31 - 39 hours/week	28	15.6%
40 hours/week (or more)	47	26.3%

answered question	179
skipped question	4

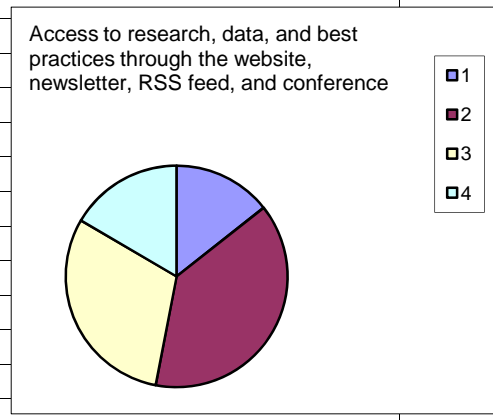
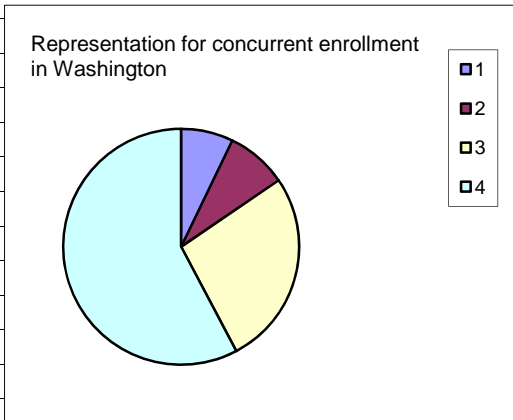
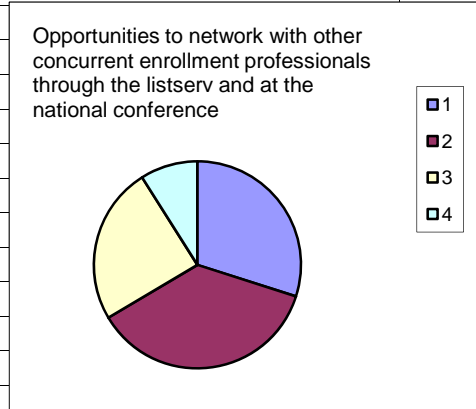
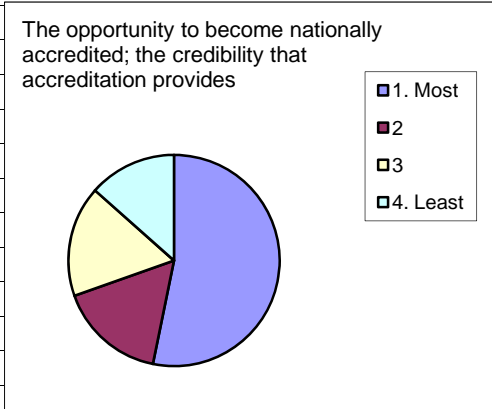


Q4. In which state is your concurrent enrollment program located?

See attached

Q5. If you were forced to choose, which benefit of NACEP would be MOST important to you? Rank the following, with # 1 being the MOST important to you and # 4 being the least important.

Answer Options	1. Most	2	3	4. Least	Rating Average	Count
The opportunity to become nationally accredited; the credibility that accreditation provides	91	28	29	23	3.09	171
Representation for concurrent enrollment in Washington	12	14	45	97	1.65	168
Opportunities to network with other concurrent enrollment professionals through the listserv and at the national conference	50	61	41	15	2.87	167
Access to research, data, and best practices through the website, newsletter, RSS feed, and conference	26	70	55	30	2.51	181
					answered question	183
					skipped question	0

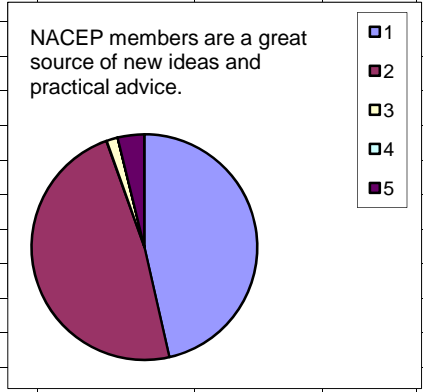
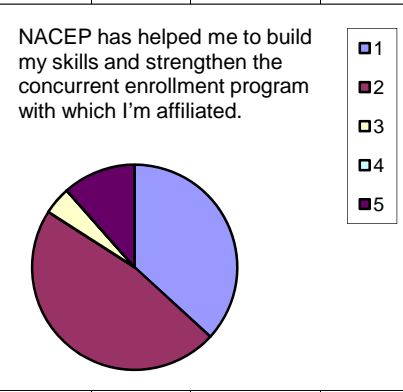
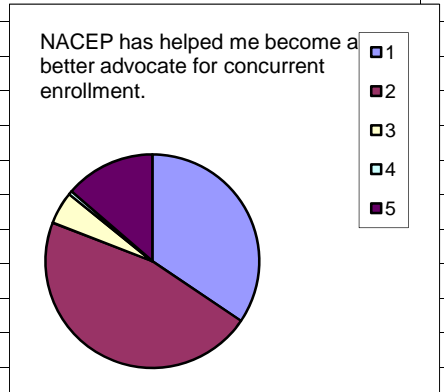
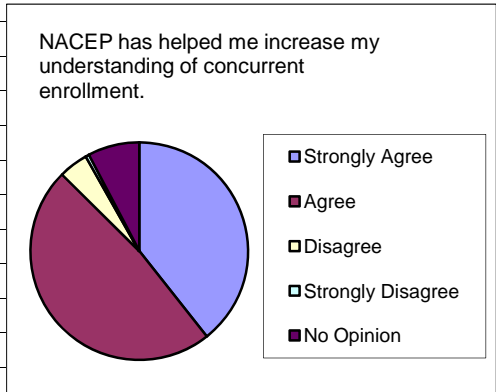


Q6. What additional benefits or resources would increase the value of NACEP for you?

See attached

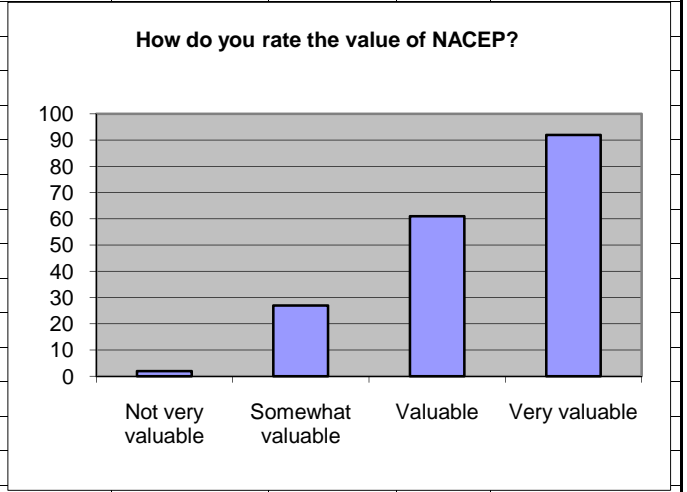
Q7. Rate the degree to which you agree or disagree with the following statements:

Answer Options	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion	Rating Average	Count
NACEP has helped me increase my understanding of concurrent enrollment.	72	88	8	1	14	4.03	183
NACEP has helped me become a better advocate for concurrent enrollment.	63	85	9	1	25	3.74	183
NACEP has helped me to build my skills and strengthen the concurrent enrollment program with which I'm affiliated.	67	86	8	0	21	3.86	182
NACEP members are a great source of new ideas and practical advice.	85	88	3	0	7	4.3	183
					answered question		183
					skipped question		0

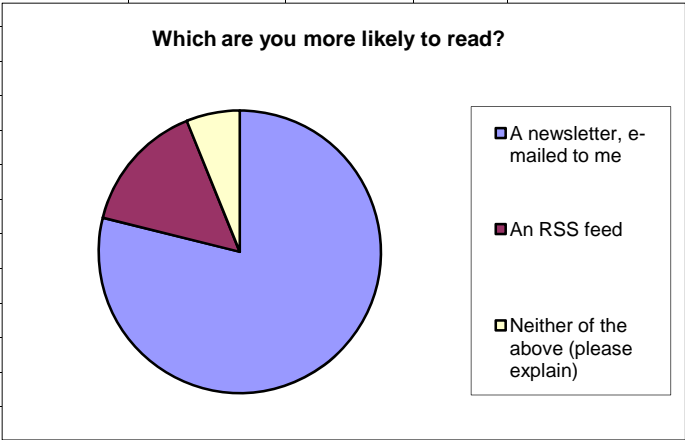


Q8. How do you rate the value of NACEP?

Answer Options	Count	Percent
Not very valuable	2	1.1%
Somewhat valuable	27	14.8%
Valuable	61	33.5%
Very valuable	92	50.5%
	answered question	182
	skipped question	1



Q9. Please describe any experiences that have influenced your rating.								
See attached								
Q10. Which of the following are you more likely to read? (choose								
Answer Options			Count	Percent				
A newsletter, e-mailed to me			142	78.9%				
An RSS feed			27	15.0%				
Neither of the above (please explain)			11	6.1%				
			answered question	180				
			skipped question	3				



Q11. What topics would you like to see addressed through resources on the NACEP website, through the newsletter, or at the annual conference? Rate each of the following:						
Answer Options	Very	Somewhat important	Not	Rating Average	Count	
The process of becoming accredited—what to expect	97	56	26	2.4	179	
How to conduct a student survey; how to raise the response rate to surveys	101	57	23	2.43	181	
Current research on accelerated learning	87	83	10	2.43	180	
How concurrent enrollment compares to other accelerated learning options such as AP	128	46	7	2.67	181	
Marketing concurrent enrollment	91	67	21	2.39	179	
Making the case for concurrent enrollment with legislators	85	79	18	2.37	182	
Understanding different models for funding concurrent enrollment across the country	87	73	21	2.36	181	
Starting a statewide association for concurrent enrollment providers	61	92	29	2.18	182	
Developing strong school partnerships	135	43	4	2.72	182	
Different models for legislation governing concurrent enrollment	50	104	27	2.13	181	
Finding the resources needed to build a strong program	105	61	14	2.51	180	
				answered question	182	
				skipped question	1	

Q12. What other issues are important to you? Think about both short-term concerns as well as long-term concerns.						
See attached						

Q13. If you could choose one organization or individual in your state (or nationally) and magically make them more aware of NACEP and concurrent enrollment, which group or person would you choose? Briefly explain why it is important for this person or organization to know about concurrent enrollment.

See attached

Q14. What level of membership do you or your organization currently hold?

Answer Options

	Count	Percent
Accredited (\$550 annual membership fee)	54	30.2%
Provisional (\$450 annual membership fee)	44	24.6%
Partner Institution (\$125 annual membership fee)	14	7.8%
Individual (\$35 annual membership fee)	21	11.7%
Circulation (\$25 annual membership fee)	1	0.6%
Emeritus (Annual fee waived)	0	0.0%
Student (Annual fee waived)	0	0.0%
I do not currently have a membership, nor am I affiliated with a member organization	21	11.7%
Don't know	24	13.4%

answered question 179

skipped question 4

Q15. Will you or your organization renew your membership next year?

Answer Options

	Percent	Count
Yes	70.9%	127
No	0.0%	0
Don't know	17.9%	32
Not applicable	11.2%	20
	answered question	179
	skipped question	4

Q16. Do you have additional comments about NACEP?

See attached

Q4. What state are you from:

New Brunswick, Canada 1

AL	1
AR	14
AZ	4
CA	1
CT	3
GA	1
IA	2
ID	7
IL	7
IN	17
KS	5
KY	2
MD	1
ME	1
MI	3
MN	14
MO	11
MT	1
NC	2
NE	5
NH	2
NJ	1
NM	2
NY	27
OH	6
OR	3
PA	8
RI	3
TN	1
TX	4
UT	6
VA	1
WA	6
WI	1
WY	1

Q6. What additional benefits or resources would increase the value of NACEP for you?	
Accreditation	A mentoring program for schools wishing to seeking accreditation
Accreditation	A revised accreditation application process.
Accreditation	accreditation
Accreditation	Assistance with the accreditation process is more valuable than the "opportunity to become nationally accredited". The NACEP is hugely helpful in guiding the process and providing resources. It would add tremendously if the survey instruments available th
Accreditation	Having accreditation questions resolved and promoted.
Accreditation	If NACEP was less "prescriptive" of what we need to do. There are many paths to excellence, and the four year, large college approach to it is very different (but not necessarily better!), than a small two year's approach to excellence.
Accreditation	Standard Forms for Accreditation
Accreditation	Talk more about the accreditation process. Perhaps a separate meeting for that alone.
Accreditation	Training for Accredation
Accreditation	Having accreditation be more than just a paper process. Although my program was accredited when I became director of it, I don't feel that an accreditation that does not involve actual site visits and meeting with those involved is not fully credible. Also, concurrent enrollment is now included in our Middle States evaluation, and accreditation has done little to gain acceptance of concurrent enrollment credits at many colleges. Just how valuable is NACEP accreditation?
Accreditation	national standards
Communications	A more interactive Web presence, much like that of other professional organizations (www.NAFSA.org, for international educators, for example) that provides access to a wide range of research, conferences and other events, trainings, policy, job opportunit
Communications	more research on the web site
Communications	Networking
Communications	Networking with other concurrent enrollment/dual credit program staff.
Communications	Sharing of ideas and resources.
Communications	A more effective way to communicate than through the listserv. When I need information, it relates to a particular topic or issue, and I want to research what others have to say independently when I am able to find time. I manage two different programs at my college and do not have time to read the emails that come in from the listserv during my day - sometimes it's just too much and the information is repetitive.
Communications	Create more methods of participation at a distance
Communications	the opportunity to networks with other professionals in the field
Credit Transfer	Better working relationships with four year institutions on accepting credits for transfer
Credit Transfer	Increased transferability of credits
Credit Transfer	Most valuable would be a policy statement guaranteeing the transfer of courses between NACEP accredited institutions.
Credit Transfer	Recognition and agreement nationally by university admissions offices that credit earned through a NACEP-accredited concurrent enrollment program should be transferable.
Credit Transfer	reliability of credit transfer among NACEP institutions
Credit Transfer	Representative schools and schools who approve CE program transcripts.
Credit Transfer	Tapping into national policies that promote CE programs that might include funding and transfer/articulation agreements.
Government relations	Arkansas is having a hard time with the Arkansas Legislature and we need NACEP's help with this.
Government relations	Information on how to lobby our representatives in our respective states.

Government relations	Lobbyists to state level politicians
Government relations	Representation in Washington
Marketing	summaries of how students view the value once they enter college is of prime importance.
Marketing	Greater membership among all states. A larger membership means more credibility and influence.
Marketing	Higher visibility of NACEP as the national accrediting organization
Marketing	I'd like to see more resources put toward making NACEP visible. We have a great group, but not many know about it.
Marketing	More exposure nationwide addressing the value of standards in creating a viable CEP.
Marketing	NACEP should just continue what it does so well: Promote its Standards and concurrent enrollment in general at institutions of a high academic caliber.
Marketing	National Recognition for NACEP so that other state competitors who are not members would want to be part of the partnership
Marketing	Promotion of accredited programs
Marketing	Greater visibility in the higher education world would help to boost credibility and acceptance of CE as a more legitimate pathway to
Other	Affordable membership & accreditation.
Other	Consistency in programs
Other	sponser scholarship on CEP
Other	Facilitate regional partnerships among regional colleges and universities who offer concurrent enrollment programs.
Other	formal partnerships with related organizations
Other	List of possible funding sources.
Other	more secondary involvement and k-16 discussion
Other	Technical Assistance
Other	Training exchange- to educate students and parents.
Other	Objectivity about concurrent enrollment. It's not perfect, but that seems to be the emphasis. We don't seem willing to look at what's not right about concurrent enrollment, the real objective of concurrent enrollment in many colleges, the lack of "equal" credentials for high school teachers in many concurrent enrollment programs, etc. I don't feel that NACEP is an objective organization.
Regional or State meetings/issues	A "local" or regional affiliation with frequent meetings would be great. I can't always travel to the national conference.
Regional or State meetings/issues	At the NACEP meeting in Utah, I suggested we have state chapters of the NACEP organization. I am past president of the Arkansas Distance Learning Association (ARDLA), a state chapter of the United States Distance Learning Association. ARDLA allows DL fo
Regional or State meetings/issues	How about regional conferences in addition to the annual national conference? More research, data on CE.
Regional or State meetings/issues	Indiana CEP meetings,
Regional or State meetings/issues	local mini-conferences in different areas of the country; restricted travel funds make it difficult to get to the national conference
Regional or State meetings/issues	Possibly regional meetings
Regional or State meetings/issues	Regional associations or meetings
Regional or State meetings/issues	Regional meetings - organizations
Regional or State meetings/issues	regional NACEP conferences

Regional or State meetings/issues	Through my association with NACEP, I have met people who can provide assistance to our state as we deal with state-level issues.
Regional or State meetings/issues	Smaller regional meetings rather than on large conference. Budgets are being/have been cut in many colleges, and attending NACEP conferences is expensive, particularly for those of us who have to travel a distance. Regional conferences or chapters would be far more productive.
Research	Additional research on benefits, concerns of CE
Research	Easy access to statistics on the value of CE
Research	Greater knowledge of concurrent enrollment based positions throughout the nation.
Research	More detailed and specific compilation of best practices in order to provide more ideas on ways to identify or analyze student achievement and competencies across many disciplines (beyond a common final test,) and also a best practices process for address
Research	Produce national data on concurrent. Fund research.
Research	NACEP has asked members to contribute our survey results so they can compile them. If NACEP wants to obtain information from surveys, the organization should take on the burden of that expense. It seems that NACEP is structured to have its members expend the effort and money for surveys as part of accreditation, so the organization can get what information it wants at the expense of its members.
Staffing	Increased national profile that a person in a position like an executive director, or professional communications director could bring. With an executive director, we in the trenches could focus on doing our jobs AND not need to worry so much about attempt
Staffing	A paid executive, even part time would be good for consistency.
Staffing	More resources-- full time employee to keep up with the demand.
Staffing	Permanent paid staff that could be contacted for quicker responses to questions. Everyone has been very helpful, the NACEP is not their first responsibility and at busy times of the year, it must be a secondary (or lower) responsibility.

Q9. Please describe any experiences that have influenced your rating.
Accreditation improved our credibility with school administrators, provided us with standards that could be used for the entire state, and now serves as the benchmark for which all concurrent enrollment programs in our state.
Accreditation was the impetus for our college to align the academic and administrative sides of the house in support of our Concurrent Enrollment program.
All of my NACEP experiences have been valuable ones.
Annual meetings
As a director of a NACEP accredited program, I have had no contact from the organization, no invitation to join a list serve (that I know of) ... basically nothing except being mailed a certificate. This seems strange.
As a field rep. my focus tends to be the 'pitch' to high schools that we have National Accreditation
Attendance at a national conference ((Salt Lake City or Reno) was very helpful.
Attendance at conferences Idea sharing among other NACEP members in the state Increased awareness of NACEP in state agencies
Attendance at NACEP conference; use of Jan Erickson as a resource person
attending conference, use of materials on the official website
Attending conferences
Attending conferences and communicating with NACEP members
Attending the conference to network with other 4-year public institutions.
Attending the NACEP conference in Oct 2008 really gave me my "baptism by fire." This conference really helped me understand many of the various aspects of concurrent enrollment. I learned best practices from other programs and appreciated the participants insights.
Attending the National conference was a positive.
Best practices and other information related to concurrent enrollment posted on the website.
Concurrent enrollment started years ago in AZ basically as credit selling or laundering. NACEP has helped to provide models that give the program real value.
Conferences, Accreditation
Getting to know others at the conferences has helped to build my knowledge of what a quality program has. This in turn has worked to strengthen our dual enrollment program.
Hearing about accredited programs that are not doing what they must have said they do to become accredited is disappointing.
I always learn from my conversations and meetings, but I also know that the evaluators have a very different world view from some of those colleges whose states are forcing the accreditation. I see value in it, but I also believe that small organizations aren't the only ones who need a paradigm shift!
I am new to NACEP but have enjoyed reading the comments via the listserv. It's beneficial to see many programs experience similar issues.
I am not a member--only belong to the list serv.
I appreciate learning about other practices and programs through the listserv. I am working with our Director on certification and believe it will be positive for us.
I attended the most recent conference in Kansas City and found the conference events to be very informative and useful information to bring back to my state.
I have attended three conferences, serve on a committee, and regularly consult NACEP colleagues.
I have been able to pose questions to the list serve and receive multiple, immediate responses. I have implemented many ideas shared by NACEP members
I have been following the discussion regarding supporting teachers of concurrent enrollment.
I have found the NACEP standards to be both a good support and back-up argument for why we need to improve our own program, as well as being a good motivator for getting things done. Also, NACEP is a bigger group to "blame" when partners or university personnel don't won't to exert the energy to make changes that "NACEP says we must make."
I learn new ideas each time that I attend the conference. I also discover that many of my colleagues are stretched thin in their duties as well making implementation of new ideas a challenge!
I need to learn more about the organization to best learn where the benefits to my institution would align.
I think I've only benefitted from reading listserv postings.
ideas/solutions to issues presented at conferences

In my opinion, the accreditation standards have raised the bar on the quality of CE programs.
It 'forced' us to raise our program to meet standards. It was painful, and I didn't agree with everything that was required. As a whole, however, our program improved drastically.
It has been helpful to be able to contact NACEP members for advice and information.
It is helpful to see and understand the challenges faced by other programs.
It is imperative that NACEP move to the next step, establishing a professional accrediting agency to support and serve those who uphold standards and set the bar for those who strive to do so.
I've emailed folks at NACEP and always have a very timely response. Thank you!
Jan Erickson has been proactively accesible as we have proceeded thru accreditation
just in general, being a part of an effort that makes sense for students and for the education system
just recently became acquainted with NACEP. would like to be more involved with the group and attend conferences. Believe this could be a great resource.
Knowing that there is a national organization that helps colleges and high schools
Last national annual mtg.
learn about research and information available and listserv responses from members
learning about other programs at NACEP conferences
Limited resources to build the program means some good ideas can not be implemented. Additionally, there is only the option to attend conferences sporadically.
list serve
Listservs are very informative and individual contacts made to NACEP schools have been helpful.
Meeting new folks and leaning about their programs gives me a fresh prespective on what I am doing.
Meeting other NACEP members and sharing ideas has of value to me.
NACEP has helped us improve the integrity of our program.
NACEP has legitimized my position in the eyes of secondary and postsecondary. As our program continues to grow, I hope to utilize NACEP resources more.
NACEP validates our concurrent enrollment program through the affiliation itself and the integrity of the curriculum delivered through the accreditation process as it is similar to North Central Association (Higher Learning Commission).
National Conference Accreditation Application
National NACEP conference was valuable networking experience (Unfortunately, budget cuts will prevent me from attending in future)
Need more active Listserv
Networking through emails
not enough time to devote to the concurrent enrollment program. I would like to be accredited but my unit doesn't have the resources to devote more time to the program. Therefore, I have not used most of the resouces available through NACEP.
Our program was an early NACEP member which influenced our structure and policies in a very beneficial manner.
Our relationship with our teachers has been strengthened through the required in-service meetings and onsite visits.
Past meetings and associations with others doing CE.
Peer NACEP members networking to assist each other with meeting accreditation standards has causwed much discussion about concurrent enrollment and has disclosed better ways of doing things.
Received great tips on solving practical problems and used handouts from national meetings to develop advocacy material for our own program
Since I am a member of a SUNY cep group, I have support through those members as well.
standards help to get our program accepted on this campus.
Still am not clear on everything involved with membership and application process, even though I attended the conference this fall.
I appreciate the listserve and the discussions that occur or the suggestions freely offered by those members.
The 2009 NACEP Conference in Kansas City. The NACEP website.
The ability to network with others at the NACEP convention.
The accreditation process itself.

The certification process was very useful to bring us up a notch, to a national standard which serves as leverage with all partners when necessary.
The conferences and the listserv have been very important for sharing the varied practices for CEP.
The conferences provide me an opportunity to meet with state educational reps as well as at the collegiate level. When I first joined NACEP-I worked in higher ed, then when the Tex. Leg passed HB1-I was lured to back to public schools to create special programs (Academic and CATE); therefore, NACEP keeps me very informed...even though Texas is a bit different in the way it funds things.
The listserv discussions
The more I participate in NACEP, the more I get out of it. Serving on committees and presenting at conferences have increased the value I place on NACEP.
The NACEP Conference is so valuable as well as being a part of the ListServe.
The national conference is a great opportunity for networking and best-practice sharing. Arkansas colleges are also now required to join NACEP and apply the NACEP guidelines to our programs.
The national conference is a great opportunity to train new folks about concurrent enrollment. Conference is a key to building credibility for program
The national conferences provide good resources and networking opportunities. The Web site is okay but needs work. Also, there should be some type of "help desk" kind of structure for getting quick answers and guidance on accreditation issues.
The opportunity to exchange ideas through attendance at the conference and via the listserv has been invaluable.
The organization is fairly limited in scope to programs that follow a single model. The model is "old fashioned."
The recent (and more restrictive) changes in guidelines have dimmed our expectations for accreditation.
There are valuable resources available through our members & conferences.
There has been a delay in receiving my materials from NACEP. We applied for membership in December but have still not received anything.
Using the accreditation standards as guidelines in developing our program.
We are just getting started, and are just defining our relationship with NACEP.
WE have all worked hard to make this organization work.
When I first started with the Concurrent Enrollment Program here at Arkansas State University-Beebe in 2000, I found NACEP and based our program after the NACEP standards. This has helped to make our program, what I think is, one of the best in the state. When it was approved for me to attend my first NACEP conference in 2007 it was wonderful and I came home with a lot of practical advice and wonderful ideas. NACEP is the only voice in Washington that the Concurrent Enrollment Programs have.

Q12. What other issues are important to you? Think about both short-term concerns as well as long-term concerns.	
Accreditation	Providing models of good accrediting applications
Accreditation	How to ensure a constant quality program
Accreditation	Holding accredited institutions to the standards of accreditation even after they are granted that seal of approval.
Accreditation	Moving through the accreditation process.
Accreditation	Looking at accreditation as a tool to make sure that programs are really delivering what they claim as opposed to a credential to be acquired with minimum effort.
Credit transfer	Transferability of credits from one college to another
Credit transfer	Stronger influence nationally. Being able to transfer credit between accredited institutions.
Credit transfer	Transferability of credits.
Credit transfer	Transferability with 4 year schools.
Credit transfer	Credit transfer and the ongoing perception that AP is better.
Credit transfer	Understanding what credits transfer from the different programs and the articulation agreements between which schools.
Credit transfer	Transferability issues. Educating four year schools
Credit transfer	Transferability
Credit transfer	Credit transfer issues
Funding	Funding of CE thru block grants at the federal level
Funding	much needed state funding
Funding	How to balance requirements from all entities with the current budget cuts prosed both for secondary and post secondary schools in our state
Funding	Will budget cuts kill concurrent enrollment? Will my high schools be able to continue the parterships with us?
Funding	How high school budgets can affect our program's enrollment
Funding	funding at the state level.
Funding	funding of state supported programs
Increasing access	Getting back to basics when it comes to that other objective of concurrent enrollment - increasing access. Too often, the emphasis is placed on providing classes to high achievers; setting minimum grade standards for enrollment that exclude the B/C cohort who may one day be enrolled in the very community colleges that are excluding them because they don't have the right GPA.
Increasing access	Working within other programs. Seeing it as an answer to ACCESSIBILITY not just rigor.
Increasing access	access for rural students and barriers for low-income students
Marketing	40% of our student population is concurrently enrolled, and the recruitment we get from those numbers is almost nill. I'd be interested in hearing how other successful colleges recruit from this cohort.
Marketing	Showcasing great projects and achievements of other programs.
Marketing	Convincing certain members of the national media of the virtues of concurrent enrollment over AP.

Marketing	Differentiate between, and value add, why NACEP is better than the myriad of local community colleges and universities who offer CE programs who are not NACEP--Distinguish between the state funded schools and the private, tuition enrollment drive programs
Marketing	Recognition and prestige in higher education and within governmental policies. This is the value-added proposition.
Marketing	Communicating the benefits of teaching dual credit to high school instructors.
Marketing	Gaining buy in from college instructors, especially those in Liberal Arts, for increased participation.
Marketing	How to mass communicate with teachers/students/parents about concurrent information.
Other	Concurrent's ongoing need to comparing itself to AP and trying to prove that concurrent enrollment is better. Both are doing a fine job at excluding students from access to college-level courses.
Other	Fresh ideas, innovations
Other	Having common language to describe the programs state and nationwide. IA recently decided to use the term "joint enrollment" to encompass our concurrent enrollment, PSEO and AP legislation, much to the disappointment of others in my position in the state.
Other	Student involvement in the national conference--scholarships available to attend and tell their stories or co-present with faculty (on- and off- campus)
Other	Will small, rural schools be squeezed out of concurrent enrollment programs and opportunities?
Other	the function of NACEP as a forum for early college credit programs--our preference should be clear, but we should also be able to discuss similar issues with other programs
Other	Focus on secondary schools to look at working with their colleges and universities
Other	Building collaborative relationships
Other	Maintaining quality when local, state, and national trends are pushing concurrent enrollment for everyone
Other	Disjointed system in our state - lack of understanding about benefits of this program to students. Strong union presence discouraging implementation
Program operations	Preparing for future growth, both within the program office and within the on-campus faculty who provide oversight.
Program operations	On-line registration for concurrent enrollment students.
Program operations	Best practices
Program operations	Overcoming barriers, such as teacher credentialing and student costs.
Program operations	The mechanics/logistics of making the programs work.
Program operations	Maintaining positive rapport with school partners. "Managing" volunteers
Program operations	networking and troubleshooting
Program operations	Processing the applications, registration, etc.
Program operations	Finding ways to administer this program with limited staff and budget. We have great relationships with our instructors but can't get on HS administrators' calendars. We have a serious shortage of HS instructors who meet our eligibility requirements (masters in the discipline)

Program operations	How to get better responses to one-year and 5-year surveys. Does NACEP monitor programs that have earned accreditation to ensure that once accredited, the same standards are continuing to be met.
Program operations	site visit models professional development workshop models tracking information
Program operations	Creating "buy-in" from campus departments; how best to solve issues that prevent courses from being offered, like sub-standard labs in the high schools
Program operations	Finding resources to maintain an accredited NACEP program.
Program operations	Tips on parting company with a non-compliant school/instructor Dealing with teachers' unions
Program operations	Different approaches to credentialling teachers.
Research/data	conducting and publishing research emerging from concurrent enrollment practice and administration. Establishing CE as a respected academic area.
Research/data	Nationally summarized data on the benefits of CE to college students.
Research/data	statewide K-20 data systems; compilation and distribution of survey data from NACEP-accredited programs
Research/data	National trends.
Research/data	Sustaining funding and support through evidence obtained from research and student surveys by providing avenues of communication to both policy makers as well as to taxpayers, parents and students.
Research/data	Data on transferability of courses.
Research/data	pooling and publishing data for all accredited programs
Research/data	Tracking the impact of concurrent enrollment.
Research/data	funding for studies of concurrent enrollment as a transition vehicle for success in post-secondary ed by underrepresented populations.
Other	Articulation between high school and college curricula so that more students are prepared for CE.
Other	How to keep colleges/universities on tract with the standards so they do not hurt the NACEP reputation or other colleges/universities that are following the standards. Making the college/university's understand the amount of work that goes into having a high standard concurrent enrollment program. That there is more than 2 months a year that you work hard.
Teacher professional development	Focusing on how to train & educate the teachers who are involved in concurrent enrollment - not just through a once-a-year NACEP required professional development, but through real college or university courses that provides strong content knowledge and what is involved in bridging the gap between teaching a college level course and a high school class - perhaps a certification program in concurrent enrollment.
Teacher professional development	Professional Development ideas for the high school faculty.
Teacher professional development	How to motivate high school teachers to promote the program and how we can provide better service to them.
Teacher professional development	Providing high quality in-service for high school faculty that is not discipline specific. Assisting college faculty liaisons to form stronger collegial relationships with the high school instrcutors.
Teacher professional development	Professional development ideas/incentives

Q13. If you could choose one organization or individual in your state (or nationally) and magically make them more aware of NACEP and concurrent enrollment, which group or person would you choose? Briefly explain why it is important for this person or organization to know about concurrent enrollment.

American Association of Collegiate Registrars and Admissions Officers

President of state community college system and Chancellor of state university system--because they would be most effective advocating for state postsecondary funding using enrollment formula

College and University leaders

SUNY Central

Program administrators at colleges not following NACEP standards.

The president of the University of Tennessee system (who is over 4 campuses).

University department heads

Campus faculty-stronger support

The faculty on campus that currently work with us are amazing and very supportive of concurrent enrollment, but it's those faculty on campus who are convinced the high school is not a place for college level courses that I would like to reach out to more.

community college faculty

faculty on college campuses

University faculty - -so they would understand the importance and value of concurrent enrollment

Congress members--so they could develop policies that encourage CE and build a more knowledge-based workforce.

High school counselors in general need to know more about concurrent enrollment opportunities and how to support participating students.

High School Counselors

High school counselors;

NACEP itself - so that the organization becomes more self-aware and objective about what I sometimes refer to as "the good, the bad, and the ugly" of concurrent enrollment - also its structure and the reality of its accreditation process.

NACAC-Help build the case for CE as a viable alternative to AP and build the case for easier transferability of credits.

Tech Prep and the National Association of Tech Prep Leadership (NATPL)

local chapter of NEA, which opposes concurrent enrollment and has blocked college teachers being certified to teach in high schools

National Governor's Association--the support of Governors is key.

Our governor and commissioner for higher ed

For Ohio it would be Governor Strickland. He is committed to increasing access and affordability of a higher education, and I think the more he becomes aware of dual enrollment programs the stronger an advocate he will be. My second choice would be the

Governor

Governor Bob Riley so that he might encourage the legislature to fund concurrent enrollment.

Governor. She talks about college opportunities, but because what we are doing with concurrent is fairly unique in our State, it is not included in current legislation.

Governor's staff people

Department of Higher Education and the Governor- we need more exposure at a state level but the state doesn't seem to care right now about these items due to the current economic climate.

Governor. Because of his influence on funding issues and educational policy at the state department of education
governor

Minnesota Governor Tim Pawlenty. Funding for concurrent enrollment beyond 2010 is very important for our state and public school districts.

Our state governor. There seems to more emphasis and funding for AP programs and students earning credits at college campuses (known as running start in our state) than concurrent enrollment (college in HS) programs. If she had greater awareness of the

National Superintendents Association. School still operate in top-down sequence. The folks in the top leadership roles in schools simply DO NOT KNOW how concurrent enrollment benefits their students differently fro
school district superintendents.
superintendents and principals
National School Boards Association
Minnesota Rural Educators Association - cep majorly benefits the rural communities.
The AP watchmen. They are so totally sold on their own programs (despite poor test results) and on their bubble-dot outcomes that they have blinders on regarding the benefits of Concurrent.
All our local private universities who don't accept our credit. We are already working the the State Board of Higher Education to bring all programs up to NACEP standards.
Most of the relevant people in AZ know about it, but it is a kind of abstraction too much focused on accumulation of credit and not enough on learning.
Lynn Lupold of CELL, Early College HS fellow
Kansas Board of Regents-if they were aware that there could be national standards, they might move toward requiring more standardization, and make it easier for individual colleges to convince administration to require the same things, and to fund them.
Missouri's Committee on Transfer and Articulation, which operates within the Coordinating Board for Higher Education under the Missouri Department of Higher Education: COTA created the current guidelines for dual credit (concurrent enrollment) and overse
Head of teacher's union
Albuquerque Public Schools -- They do not see the value of CE in high school (during the school day). They fear it will eliminate thier AP classes
I am concerned that we are "not ready for prime time."
Ohio Board of Regents. They will be instrumental in setting direction and rules for our state, and I suspect that they are not currently very aware of what is happening in this area nationally.
New OSPI Superintendent, Randy Dorn (It's very important to raise this guy's awareness, else we step back in time 50 years.)
Teachers Unions - so that they are aware there is alternative to AP courses
The state and national tech prep groups as many of those involved with tech prep have concurrent enrollment under or intricately related to their programming.
Parents!
Parents, because they are so supportive of their students and so powerful in the community, but lack so much understanding. CE is a service and the most powerful marketing for CE comes when one parent endorses the program to another.
The parents. Many of them still aren't aware of the benefits of CEP
Parents - when parents get the information they do all the pushing for us. Politicians, school boards, principals, etc. listen to parents ten times more than administrators.
Parents -- if they were more informed they would likely be more supportive of CEP over AP.
Parents who don't understand the value of a Community College for earning a jump start or early start into a 2 or 4 year College path. Legislators who don't understand that high school sophomores should be eligible for Dual Credit, they meet the College
PTA: as young kids get into high school, their parents would already be aware of our program and its benefits.
parents
Parents and high school administrators
parents of high school students
While simplistic, I'd choose parents. Schools are not consistent in communicating the benefits of concurrent enrollment to parents. Students that attend schools that communicate this info well reap great benefits. Conversely, students where the program
I wish more parents were aware of our college's concurrent enrollment program. Promoting our CEP to parents is a big challenge, especially since most high schools don't have PTA's or if they do, the membership is small.
Parents of students eligible for concurrent enrollment.
President Obama and his cabinet -- there is a great deal of talk about AP but not aboaut CE

I would like to see this become a national issue so let's go to the top. My pick would be the President, Barack Obama.
Secondary Faculty The need for equal partnerships
School district superintendents. To gain a better appreciation of the value-added for NACEP affiliation/accreditation.
High school principals. If they were more aware of the work at the national level for concurrent enrollment, they might be more inclined to support the things necessary to offer concurrent enrolment courses, rather than AP.
School superintendents. I believe they would put pressure on principals to raise the bar of high school teachers and students.
Commissioner of Education (Elementary and Secondary Education) and the Commissioner of Higher Education...there is misinformation about concurrent enrollment versus AP in the state of RI and these two educational leaders could BEGIN to clarify the plethor
Utah's commissioner of education
Utah State Commissioner of Higher Education. Because I think he has an obsolete view of what a concurrent enrollment program is, and we are unable to show him the real program as it exists today.
State Commissioners of Higher education
Robert Stein, Commissioner of Higher Education in Mo. Gary Foresee, President of the UM System
State-State Board of Education-additional support and marketing--Nationally-address the issue of state-to-state programs from a central source.
The Indiana Commission for Higher Education and the Indiana Department of Education. Both groups are aware of the concept of concurrent enrollment and somewhat of NACEP, but a lot of misconceptions are still out there affecting proposed legislation and re
Department of Education/Govenor (to become inclusive) School Board members (influencial) Parents (student support)
The Indiana Department of Education drives a great deal of the legislative engine in Indiana when it comes to education.
Ohio Department of Education. There is still alot of resistance to changing the present system to include concurrent enrollment.
Our departments of education
Dept. of Education in Indiana and our Governor
Iowa Department of Education
State department of education -- they need to better recognize the value of CEP compared to AP and IB.
New York State Education Dept & State university of new york SUNY
PA Dept of Education and the Bureau of Career and Technical Education. In this workforce environment, stonger alliances can be made with career and technical education centers for CEP programs. PA focuses dual enrollment on academic college prep courses
Pennsylvania Department of Education
Arkansas nine member Lottery Commission or Arkansas Legislature - Our state just voted for a higher education scholarship lottery and it has been discussed about using some of this for the concurrent enrollment programs tuition, which we are required to c
Legislators - It seems that each year the AZ Legislators put concurrent enrollment (dual enrollment in AZ terminalogy) on the chopping block.
State legislators; funding by the state has been written to benefit AP and to exclude CEPs.
the legislature because more and more programs are coming to the front and those drafting legislation seem to still be clueless!
State Legislators- With term limits, the legislators must be reeducated constantly. I do not believe that they truly see the advantage of concurrent enrollment.
Our state legislature, which seems to be overly influenced by the nationally normed exams that AP provides.
Legislators - so that they understand and support the NACEP standards and the importance of making sure that programs that meet the standards are referred to high schools wanting t
The legislatures of any states without formal recognition of concurrent enrollment as an academic and economic opportunity that is a win-win-win
State legislators
state representatives

State legislators who support AP over Concurrent. Some in Arkansas believe both should not exist and are fighting to end Concurrent in favor of AP.
Legislators
State legislators.
Legislators. As concurrent enrollment becomes more popular with students and families, funding is critical to maintain.
Legislators--unless they are well-informed state-by-state, the risk is run of laws being enacted that bind schools in ways that run counter to what NACEP is, can do or strives to achieve.
Sen. LeRoy Stumpf, Minnesota He is chair of the e-12 education committee He is aware of concurrent enrollment as is Rep. Bernie Lieder Minnesota. Both are big proponents of CIHS, PSEO and other concurrent enrollment opportunities in NW Minnesota.
Minnesota Legislature
State and Federal legislatures to gain funding for concurrent enrollment
The state association of school boards -- if every school board knew this was available and what it took to have approved instructors, the administration would pay attention. Also, all parents of high school students ... if they could understand the va
State Boards to learn more about trends Principals and high school board members need to learn more about CE high school students
The Federal Department of Education! With all the money being budgeted by President Obama (Pell Grant, Perkins, etc.) if concurrent enrollment was funded by the Federal government, we could provide the "first year of college" that the president speaks of.
Federal Dept. of Education. They can provide funding and do research.
Department of Education. Some of their policies shows that they clearly do not fully understand concurrent enrollment.
Department of Ed.
the US Department of Education is the organization I would like to inform about NACEP and concurrent enrollment because that organization can promote NACEP and CE nationally, sponsor relevant research, and influence other federal and state government offi

Q16. Do you have additional comments about NACEP?

A great way of marketing NACEP would be through Google <http://www.google.com/intl/en/about.html>

Although we are not members yet we plan to begin the process in the near future.

Budget concerns may preclude our continued membership and my attendance at conferences in the next year or two.

Excited about being a member!

Get summaries of CE data available for all directors.

Great Kansas City Conference

Great support and ideas run by a dedicated group of individuals.

Hi Julie, I'm not sure my responses are worth much because I'm currently retired; however, I do want to say that when I directed the program with Rhode Island College, we worked with Syracuse (our mentors in starting Concurrent Enrollment at RIC in 1980) to organize the first national meeting. Several meetings later we met in Pittsburgh and thus NACEP was born. I miss my active involvement in the organization, and would love to be doing it again. Charles Lawton

I actually think my membership has expired, but would like to continue on.

I am delighted I found you!

I am indifferent about being NACEP accredited, but will have to continue to do so because it is positioning itself as setting "the gold standard" in concurrent enrollment programs so that it can grow. I'm being very honest when I say that beyond that, I'm not sure how valuable NACEP accreditation really is.

I am interested in discovering the various models of concurrent enrollment in the nation.

I attended the conference in November of 2007. Since that time our program has been growing and it has left me little time to stay involved in NACEP. I am hoping that the structure is now in place and I can dedicated the resources to become more involved in NACEP.

I became a strong advocate when I went to Syracuse, and I am thrilled to be a part of the organization.

I only recently joined this listserv as a way to learn more about NACEP and how NACEP might benefit our concurrent enrollment program.

I signed up on-line and do not if I am really a memmer- I find the info I receive online to be very valuable.

I want to see more information about programs thriving on compliance with the standards and less on "how to get around" the standard to gain accreditation.

It has been a tremendous resource for me, and I am extremely grateful for all the knowledgeable colleauges who are always willing to share information.

I've found the NACEP conferences worthwhile, but there are significant differences in state policies regarding CE, and sometimes the examples from states like Utah aren't so helpful for states like NY. Not only is state policy so different, but the cultures of the states mean that practices aren't always transferable. I'd like some way to connect more with folks in my area of the country, since there may be more similarity in issues.

Keep up the good work!

Keep up the good work!

Keep up the stellar work!

Looking forward to going through the accreditation process. Would like more infomraiton on what makes a successful application for accreditation.

Looking forward to working as part of the Gov. Relations committee again this year.

NACEP definitions need changing. Right now, my program (a founding member of NACEP) is defined "out" of the organization.

NACEP has held firm on the standards for their concurrent enrollment program partnerships and I hope Arkansas State University-Beebe can be an accredited member of this organization in the coming year. We would like to take an active part in NACEP in the near future. Keep up the good work!

NACEP is an important organization that has moved concurrent enrollment from a few courses in high schools to national recognition. I am pleased to have had a little part in helping to move the organization forward.
NACEP membership levels are a bit confusing, particularly partner vs. individual vs. circulation vs. emeritus.
Need clear steps to joining and what the process entails.
Next year our organization will become a member.
No
No.
None.
None. Thanks for providing an important service to concurrent enrollment programs.
Not at this time.
Onward and upward. Try to elicit corporate and foundation support from Gates, Lumina and others...
Regional or state NACEP meetings--in addition to the annual national meeting--would be helpful
Review of the accreditation standards is critical to bridging the gulf between secondary and postsecondary institutional structures and cultures.
Some of the standards related to faculty are or can be seen as belittling the high school instructor's abilities. I would like to see the need for "yearly" professional development expanded to included PD through their high schools.
Thank you for doing this survey Julie!! These kinds of efforts are greatly needed to solidify our organization.
Thank you for taking the time and making the effort to improve our scope and breadth.
The conferences are a great resource to learn and network.
The organization will survive as long as it serves as an advocate for these programs and a resource for its members. If, on the other hand, the association chooses to become too prescriptive in terms of how programs must be managed (e.g number of staff required), institutions will be less inclined to continue their affiliation and/or seek accreditation.
There are small CEPs in the state that are not provided funding to attend the conference. Is it possible to offer a one-time "free" in order to be able to see the benefits of becoming a member?
We are anxious about how the new standards will affect our final application for accreditation
We are in process.
We have never joined NACEP because we didn't hold classes in the HS, during the school day . . . or if we did they were CTE classes and Liberal Arts. Even so, the experiences of attending the conferences, networking and samples provided by NACEP has helped me greatly. I have been attending NACEP conferences since 2002
Wish I would have known about it sooner!!!