



SIGNificant Notes from the President

NACEP Moving Forward

Dianne Siegfried (Sig)

Greetings!

I was one of those fortunate few who participated in the Atlanta session so long ago when those of us who administered concurrent programs were first introduced to one another and began a national dialogue. I met consistently with the others as we slowly formulated plans for a supportive national network and was present when we finally created NACEP during a meeting in Salt Lake City in 1999. I recall all the subsequent gut-wrenching sessions held in windowless rooms over long weekends as we drafted, challenged and finally agreed upon by laws, accreditation standards and general organizational operations. I also recognize that those long and difficult sessions provided the glue that helped to bond so many of us into such a close group of NACEP devotees.

What an honor I experience to be elected President for NACEP. I join an impressive group of previous presidents who have each led NACEP to its next appropriate level of sophistication, professionalism and service. This responsibility is not one I take lightly.

My acceptance comments share the proposed goals and necessary resources for their achievement and hint at a wealth of exciting opportunities for NACEP. The following organizational goals were proposed to forge a successful future for NACEP and its membership:

- Support and promote quality concurrent programs
- Increase public awareness of NACEP
- Establish professional partnerships
- Earn reputation for providing sound concurrent program guidelines and assistance
- Become source for national database on concurrent programs
- Expand definitions and standards of excellence to accommodate newer program deliveries and needs
- Influence educational policies and funding

I offer a special note of appreciation to all the others who readily accepted or continued in their NACEP leadership role. I strongly encourage the rest of the NACEP membership to carve out a niche of personal interest and contribution so that NACEP more accurately reflects you, your program and the breadth of scope within our membership.

If you have NACEP concerns, recommendations, or exciting news to share, please feel free to contact me via phone (801-626-7297) or e-mail (dsiegfreid@weber.edu).

Dianne Siegfried (Sig)
President, NACEP
Weber State University Concurrent Enrollment Program
Ogden, Utah

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Officer Updates

NACEP Elects New Officers **Peggy Sadler, Secretary, NACEP**

Several members of the NACEP Board of Directors changed in October. Five Board members were elected, and three new committee chairpersons were appointed. Welcome to the new board members. Thanks to all outgoing board members for moving the organization forward over the past two years. The Board is currently comprised as follows:

Executive Board Members (elected)

President: Dianne Siegfried
(Weber State University)

Vice President: Ted Ungricht
(Utah Valley State College)

Past President: Gerald Edmonds
(Syracuse University)

Treasurer: Bill Newell
(Syracuse University)

Secretary: Peggy Sadler
(Salt Lake Community College)

Member at Large: Ted Leahey
(Indiana University Bloomington)

Committee Chairpersons (appointed)

Accreditation Committee:
Gerald Edmonds
(Syracuse University)

Communications Committee:
Nate Sawyer
(Univ. of Minnesota- Twin Cities)

Governmental Relations:
John Fiset (Syracuse University)

Membership Committee:
Mary Anna Dimitrakopoulous
(Indiana University, S.Bend)

Research Committee (Co-chairs):
Susan Henderson
(Univ. of Minnesota- Twin Cities)

Gillian Thorne
(University of Connecticut)

Institutional Representatives (elected)

*4-year Private Postsecondary
Institutions:*
Ron Naugle
(Nebraska Wesleyan Univ.)

*4-Year Public Postsecondary
Institutions:*
Lynn Burbank
(Univ. of Minnesota Duluth)

2-Year Postsecondary Institutions:
Elena Samson
(Finger Lakes Comm. Coll.)

*For more information on the
NACEP Board of Directors
reference the NACEP Bylaws at
www.nacep.org.*

Inclusion of the NACEP Kind **Ted Leahey, Member at Large**

Membership in the National Alliance for Concurrent Enrollment Partnerships is growing by leaps and bounds. NACEP was initiated by a group of program directors looking for a way to bring credibility to concurrent/dual enrollment programs. Now the organization encompasses administrators, staff, faculty, partners, and researchers. It is particularly important that as colleges and universities increasingly receive the charge to make college education viable and available to high school students that the organization and its members encourage broader participation in this arena.

At the 2006 October meetings in Washington, DC, the Board recognized that all of us have to think out of the administrative "box." We are now at a juncture where

programming must evolve to accommodate a broader audience. You may recall at the fall meeting in DC that we took several significant steps to do just that by reaching out to legislators and lobbyists. That action furthered the goal of the legislative committee to gain national recognition not only of concurrent enrollment but also recognition of key players and decision makers



in the support, operation, and success of these programs.

The bridge between high school and college does not need to be invented; it just needs to be publicized. How can we do that? Maybe each of us needs to make it our mission to bring our high school partners officially to NACEP. A simple act like drafting a letter to the principal or local program administrators to ask that they consider supporting the NACEP initiative by becoming partners could encourage more high school personnel to participate, attend, and conduct research of their own regarding their and NACEP's programs.

"The bridge between high school and college does not need to be invented; it just needs to be publicized."

At our colleges and universities, we could let faculty know that we need their input by asking them also to be partner members with the larger university affiliation, and in their case help them see NACEP can be a viable link to other faculty working with concurrent enrollment programs. Faculty can use NACEP to further their own research and/or publication and further our cause at the same time.

And finally, the support staff that make each of our programs work need to be key members of the NACEP family. Each of us can profit by understanding how

another program flows. These are the people that manage finances, paperwork, registrations, and data collection. Their knowledge is invaluable to those of us in the trenches and those who are just beginning programs.

If each of us would find a way to communicate and welcome these key persons to NACEP, then the conferences, publications and research can actually move NACEP further into the public arena. With a broader audience comes a broader view of NACEP. Presentations at conferences, information in newsletters, and focus for research can better serve these populations within the program. In the year 2007, this should be the goal for each and every one of us.

Committee Updates

Communications

Giving Voice to NACEP

Nate Sawyer, Chair

The 2006-07 NACEP Communications Committee consists of an incredibly talented and committed group of volunteers. That's good news for NACEP. If there's one thing concurrent enrollment needs, it's a voice! Here's how we've been working toward that end:

- **E-newsletter.** Thanks to Wendy Anderson at Utah Valley State College for once again serving as the editor for the NACEP e-newsletter. Please continue to send news to Wendy at anderswe@uvsc.edu.
- **Table-throws/runners.** Thanks to Pat Haag of Herkimer County Community College for overseeing the design and production of two NACEP conference table-throws with accompanying runners.
- **Related organizations and conferences of interest.** A subcommittee has been formed to continue researching organizations and conferences of interest to NACEP.
- **Web site.** A talented Web designer has been retained to create a new NACEP Web site. Visit www.nacep.org to view the progress!
- **Reproduce attendee list from WICHE conference:** Thanks to Ginger Ramsden at the University of Southern Indiana for creating an electronic version of the attendee list from last year's WICHE conference, "Shaping Public Policy to Serve Underrepresented Youth."
- **Brochures and two-pocket folders.** The new NACEP logo is being graphically incorporated with the NACEP brochure and two-pocket folders.
- **Announcements in *Chronicle* and *Education Week*.** Thanks to Pat Haag and Peggy Bonesteel for placing accreditation announcements in the November editions of the *Chronicle of Higher Education* and *Education Week*.



Government Relations *NACEP's Accomplishments on the Hill* **Ted Ungricht**

The Government Relations “Day on the Hill” was a complete success. Each session was designed to provide participants with the background knowledge and practical skills to successfully carry the NACEP message to our legislators in Congress.

Guest presenters from the National Education Association and the U.S. Department of Education as well as various lobbyists representing varying interests provided background information and perspective. Lily Eskelsen, Secretary/Treasurer of the NEA showed us how to “follow the money” behind the No Child Left Behind legislation. She also gave helpful pointers in developing influence among other major educational institutions. Mary Kusler, Assistant Director, Government Relations, of the American Association of School Administrators gave us an update on the status of education funding and ideas on how to reverse the downward trends. Ricardo Hernandez, Director of Research and Evaluation at the Office of Vocational and

Adult Education, U.S. Department of Education, presented valuable information on the current state of research conducted by the USDOE relating to Concurrent Enrollment. He even offered a place for NACEP on a policy committee concerning Concurrent Enrollment.

The UVSC Government Relations team consisting of Laurie Wood, Wendy Anderson, Nikki Lovell, and Spencer Childs conducted several ‘hands-on’ workshops for those who visited legislators on the Hill. They assisted each participant in developing and producing a power-packed and eye-pleasing packet for each legislator visited. This activity produced commitments from several senators and members of congress to include Concurrent Enrollment in the re-authorization of the Elementary Secondary Education Act (currently NCLB). Several members of NACEP have received inquiries for more information from their local senators and members of congress.

A job well done! Thank you.

Membership *Key Actions* **Cindy Baldwin**

Membership packets for new and renewing members and information packets for institutional inquiries were sent. Committee members assisted conference hosts in welcoming NACEP attendees to the fall conference in Arlington, Virginia, and presented a new attendee session. Future goals of the committee include encouraging NACEP membership both among non-member higher ed institutions with concurrent/dual enrollment programs, and/or higher ed institutions who accept AP credit. Recruitment of key people at the state and federal level is also an important goal.

Research *NACEP Student Survey* **Karen Sutton**

During the past two years, I’ve had the privilege of serving on the NACEP Research Committee with a group of wonderful professionals under the leadership of our chairman, Dr. Susan Henderson. This group knew how to work hard, was interested in looking at things in a different way, and took upon the task of drafting a one-year survey and a five-year survey for collection of data from the students of our member institutions. We discussed

what information would be of value to NACEP, looked at survey instruments that had been tried and tested by our programs, and discussed how questions should be edited or displayed so that students would respond and do so in a timely manner. I’ll be “testing” the survey developed by the committee when I survey my 2005-06 students in the next few weeks.

Partner Perspectives

Reflections of a Secondary Educator Davis School District, Utah

When I registered for the NACEP National Conference in Arlington, VA, I didn't realize that I would be the lone public educator in attendance. Even so, I must admit that attending the conference was very beneficial.

The national conference really brought into perspective the challenges faced by our higher ed. partners. I appreciated the round table discussions where information flowed freely. I also have a new appreciation for the concurrent enrollment structure that I work under. Being able to compare and contrast the Utah model

with that of other states was of great interest. Attendance benefits included:

- new ideas on how to help streamline the flow of information to our parents,
- how to better help students with their transition from high school to college,
- Ideas on enhancing our tech prep pathways with concurrent enrollment offerings,
- ways to better in-service our high school faculty adjuncts, just to name a few.

I was also impressed with the camaraderie demonstrated within the organization.

Recommendation: consider expanding the national conference to include more representation from the secondary side of things. I think there is great value in working together. It is truly the partnership between secondary and post-secondary that makes concurrent enrollment work.

Holly Handy
Concurrent Enrollment
Davis School District
Farmington, Utah



Program Profiles

Project EXCEL

Karen Sutton

Vincennes University, Indiana

- A residential two-year public institution with baccalaureate degrees in selected areas.
- Approximately 15% of our students become VU students following high school graduation.
- Most of our students choose to attend an Indiana four-year college or university.
- Unduplicated headcount: 1,966
- Teachers: 135
- Courses : 70

Concurrent Enrollment

Peggy Sadler

Salt Lake Community College, Utah

- Institution type: 2 year community college
- Credit Hours: 62,810
- Unduplicated Headcount: 9,991
- Duplicated Headcount: 20,914
- Teachers: 313
- High school: 37
- Concurrent Enrollment staff: 10

UConn Early College Experience, ECE
Gillian Thorne
University of Connecticut, Connecticut

- Numbers up 15 to 20% from last year following 66% tuition raise (now \$25 per credit).
- Unduplicated headcount: 4600 students
- Credit Hours: 33,000
- High Schools: 120
- Departments: 25
- Active Instructors: 500
- Currently 4 Staff members
- Awaiting new position to support research evaluation and technology.

“While we are excited that the program is growing, we feel we have a lot to learn about streamlining our operation. We would love to share business models with other programs. Anyone interested? Contact me.
gillian.thorne@uconn.edu

Concurrent Enrollment Program
Cindy Baldwin
Northwest Nazarene University, Idaho

- NNU is in its 8th year.
- Employees make up a staff of two full-time (Academic Program Director and Coordinator), one part-time (registration data entry), and one student assistant.
- This year’s program has over 1300 unduplicated students enrolled in 31 high schools in Oregon, Idaho and Washington.
- CEP courses are offered through 16 NNU academic departments.
- NNU received its NACEP accreditation status in the fall of 2006.

NACEP Cross-country

Idaho
Cindy Baldwin

The State Board of Education adopted the NACEP standards to define dual enrollment programs in the State of Idaho. At the fall conference, representatives from three Idaho universities met with Idaho lawmakers’ representatives and requested a revision in the terminology of Idaho law to include concurrent/dual enrollment programs in the description of advanced high school courses.

Minnesota
Nate Sawyer

In order to aid researchers and policy makers seeking to better understand concurrent enrollment, College in the Schools at the University of Minnesota-Twin Cities has developed a new online resource. Visit <http://www.cce.umn.edu/cis/research/concurrent.html> for an impressive list of URLs and citations leading to major reports, published articles, and dissertations that explore the value and strengths of concurrent enrollment as well as the local and national challenges it

Utah
Dianne Siegfried

Building Bridges

The 5th annual statewide conference sponsored by the Utah Alliance of Concurrent Enrollment Partnerships (UACEP) took place in November. Presenters representing the Governor’s office, the Utah Board of Regents (USHE) and the Utah State Office of Education (USOE) provided updates on legislative policy and recommendations for continued legis-

lative program support. Best practices for counselors, program administrators and teachers were provided to round out the day long event. This event is critical to the success of the Concurrent Enrollment community in Utah. The UACEP is a professional organization that is comprised of concurrent program administrators representing both post-secondary and secondary partners as well as USOE and USHE.

Funding Proposal Collaboration Last year, due to unfortunate misunderstandings, the final concurrent funding proposal to the legislature mirrored a schism of philosophy between the two leading educational partners, USOE and USHE. Fortunately substantial funding prevailed for 06-07 after a Governor's veto and his allocation of special appropriations. This year the USHE and USOE have collaborated on a legislative proposal for program funding that would provide for fluctuations in enrollment patterns over time so that a standard amount is available to fund the program. Close partnering and collaboration has enabled both sides to feel appropriately represented in this current proposal.

The USHE and USOE Concurrent Enrollment Task Force This task force was recently revitalized to provide another level of support for the Utah concurrent programs by bringing together representatives for college CAOs, Continuing Education Deans, Superintendents, Principals, USOE, USHE, Governor's office, and UACEP. This group agrees to take on the really complex policy program issues and work to find resolution for concurrent program partners.

Best Practices: Sharing what works!

Master Education Workshop: Reacquaint, Renew, Reflect

Loralee Stevens and Clara George
Johnson County Community College, Kansas

The College Now program at Johnson County Community College (Overland Park, Kansas) conducts traditional professional development meetings during the academic year. The meetings include program updates and time for faculty liaisons to meet with their high school counterparts.

In addition to those meetings, JCCC offers another event for our College Now partners in the summer that is less focused on direct course content, delivery, and policy, and more focused on rejuvenating as an educator. High school instructors, counselors, college faculty, the program directors and an emeritus director of the program comprise the participants of the Master Educator Workshop.

The MEW is an overnight event in which all lodging and meals are provided for participants. The College Now Professional Development committee is comprised of College Now instructors and counselors from our partner high schools. This group plans and implements all of the events including the annual MEW. Each workshop has a different content and focus so returning participants are welcome as well as those new to the College Now program.

Last year's MEW theme was "Everyday Hero" with an evening activity and discussion of our personal heroes in

education. Those in attendance shared stories of elementary school teachers, college professors, and parents who chose education as a career. It was a great opportunity to remember those who inspired us, and the opportunity we as educators have to inspire students everyday.

Each workshop includes a directed "hot topics" discussion. The participants develop the content for what often proves to be a time of lively and informative dialogue. In the past, topics have included the familiar CEP vs. AP discussion, grade inflation, and the woes of NCLB.

We end each workshop with a relaxation or meditation for educators. At last summer's workshop we invited a former high school teacher who is now a yoga instructor to lead us in some relaxation time. We learned ways to recognize tension and stretch while in the classroom.

With a theme on renewal, MEW participants often respond they feel refreshed and ready to return to the classroom the following year. In addition to becoming better acquainted with the individuals who attend this workshop, JCCC staff members and PD committee members always receive honest and personal feedback that help us move the College Now program forward.

A great amount of effort goes into the Master Educator Workshop. However, this effort is insignificant when compared to the appreciation of the participants. Our chance to renew, reconnect, and reflect each summer promotes the continued successful partnership we have created with our high school partners.

Successful Practice: Summer Institute

Cindy Baldwin

Northwest Nazarene University, Idaho

Each summer concurrent credit instructors travel to the NNU campus and participate in a two-day Concurrent Credit Summer Institute. The time is spent in general sessions with key-note speakers, training sessions on the steps required to offer a concurrent credit course and how to use the online grading system, with a block of time dedicated to workshops in each discipline led by NNU faculty members. Breakfast, lunch, and snacks are provided. Continuing education credit is offered to participating teachers, which counts toward recertification and salary advancement in the State of Idaho.

Student Field Days: Bringing the campus experience to CEP students

Cynthia Tidball and Jennifer Shofner

University of Minnesota-Twin Cities

College in the Schools (CIS) at the University of Minnesota-Twin Cities believes in student field days. Designed to complement the CIS curriculum, on-campus field days give students the opportunity to meet CIS peers from other high schools, interact with University students and faculty, and explore the resources of the Twin Cities' campus.

Hosting a dozen discipline-specific field days every semester certainly has its challenges. Campus space is in short supply; speakers, food, and audio visual equipment strain the budget; high school teaching schedules vary; and the complex logistics often take months to manage. Despite these challenges, CIS thinks student field days are well worth the cost and effort.

CIS students leave field days with first-hand knowledge of what a university setting is like. They walk the campus mall, discuss challenging subjects with faculty and eager peers, and eat lunch at student hang-outs. In short, students gain a heightened appreciation for the hard work they

are doing now. For many students, the CIS field day turns out to be their first and last prospective college visit.

Since field days are developed separately by the teachers and faculty coordinators in each discipline, one size *definitely* does not fit all:

- Political science students participate in citizen juries, debate current political issues, and make direct policy recommendations to an attending state or federal elected official.
- German students face-off in a video competition, pitting each school's student-produced German video against the others;
- American history students engage in mock presidential cabinets, going back in time to debate foreign policy issues;
- French students chat over coffee and croissants in a mock French café and visit on campus sections of the very class they are taking;
- Basic writing students, many of whom are first-generation college

"For many students, the CIS field day turns out to be their first and last prospective college visit."



students, visit a freshman class followed by a group discussion of college life with an academic counselor, faculty member, and first-generation graduate student;

Student comments like the following suggest that student field days are, indeed, worth the time and effort: "CIS gave me the chance to visit the University campus and to see what college is *really* like. Mixing with students from other schools exposes you to new viewpoints. That's what college is all about!"

A New Institutional Research Method

Karen Sutton

Vincennes University, Indiana

Vincennes University is challenged to locate the students who participated in our program to determine their satisfaction with their Project EXCEL experience as well as the role our program played in their educational pursuits. During the first week of December, we sent a postcard addressed "To the Parents of" our students asking them to encourage their son or daughter to take the few minutes to complete a short online survey so that we can maintain a quality concurrent enrollment program for future students. We utilized a survey software program available to our Institutional Research Department and asked the students to complete the recently drafted NACEP one-year survey on-line during the Christmas holiday break when students tend to spend time with family. We're hoping to gain valuable information using an easy-to-read format, drop down boxes for quick selection, and ample space for open-ended responses.

In the News

Chronicle of Higher Education and Education Week Announcements

Congratulations to the newly accredited NACEP programs:

Herkimer County Community College, New York

Johnson County Community College, Kansas

Northwest Nazarene University, Idaho

Onondaga Community College, New York

Schenectady County Community College, New York

University of Southern Indiana, Indiana

Weber State University, Utah

National Alliance of Concurrent
Enrollment Partnerships

Winter Newsletter

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Co-editors: Wendy Anderson, Utah
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Jennifer Shofner, U of M- TC
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Thank you to everyone who submitted an
article for this newsletter.

Please submit future articles or
announcements to Wendy Anderson.

Website: www.nacep.org

Upcoming NACEP Conferences

2007 NACEP Conference October 27-29; Salt Lake City, Utah "Solving the Concurrent Enrollment Puzzle"

We will be sending a call for presenters soon and appreciate your enthusiastic replies!

We strongly encourage secondary and post-secondary partners to attend this conference.

See website for more details or contact:
Peggy Sadler, Director of Concurrent Enrollment
Salt Lake Community College
Phone: (801) 957-4668
E-mail: peggy.sadler@slcc.edu

2008 NACEP Conference Johnson County Community College, Kansas Loralee Stevens

"Kansas City is a happening spot in the heartland of the nation. Make plans now to join your colleagues as Johnson County Community College hosts the 2008 NACEP conference in Kansas City in October 2008. More details will come your way during the 2007 NACEP conference in Salt Lake City!"



Minnesota NACEP members preparing for the Day on the Hill at the 2006 NACEP Conference held in Washington DC.