



National Alliance of Concurrent Enrollment Partnerships
Survey Report
Spring 2021

Iowa Western Community College
Office of Institutional Effectiveness

Introduction

The Director of High School Outreach at Iowa Western Community College manages the Concurrent Enrollment Program (CEP), and partners with the Dean of Institutional Effectiveness to evaluate the effectiveness of the program in an effort to use data results and information for continuous quality improvements. The Office of Institutional Effectiveness conducts a follow-up study of participants in the CEP who graduated from high school one year and four years prior, as well as with partners such as CEP instructors, CEP high school guidance counselors, and CEP high school principals. The study uses surveys designed to address a variety of program satisfaction metrics that are individualized toward each recipient group, having been modeled after survey templates provided by the National Alliance of Concurrent Enrollment Partnerships (NACEP). This report contains results of the spring 2021 survey data collection. The methodology, summary of results, and discussion follow. The survey instruments have been included as appendices.

Methodology

The Department of Institutional Effectiveness accessed five survey templates provided by NACEP and made edits as necessary to adapt the surveys for Iowa Western's program. The online survey tool, Survey Monkey, was used to administer and collect the survey responses using email messages inviting participants to complete the electronic survey with a provided website link. All surveys were simultaneously launched on April 14, 2021. Auto-reminder emails were sent to those who had not yet completed the surveys on April 26, 2021. The surveys closed on April 30, 2021. A total of 1,269 emails were sent to one-year alumni with 592 of the emails being sent back as undeliverable. Of the remaining 677 recipients, 15 completed the survey for a 2% response rate. A total of 1,073 emails were sent to four-year alumni with 363 of the emails being sent back as undeliverable. Of the remaining 710 recipients, only 2 completed the survey for a response rate less than 1%. A total of 32 emails were sent to CEP high school principals with none of the emails being sent back as undeliverable. Of the recipients, 4 completed the survey for a 13% response rate. A total of 32 emails were sent to CEP high school guidance counselors with none of the emails being sent back as undeliverable. Of the recipients, 13 completed the survey for a 41% response rate. A total of 102 emails were sent to CEP instructors with none of the emails being sent back as undeliverable. Of the recipients, 38 completed the survey for a 37% response rate.

Low alumni response rates could be attributed to one or more factors. Previously, Survey Monkey utilized the send email address of the Dean of Institutional Effectiveness which many in the survey sample may not recognize from Iowa Western and ignore. A new Institutional

Research email address was created for this purpose, though has not yet seen a greater number of alumni respondents.

Most concerning was the number of alumni emails (N= 955, 41%) in the original 1-year alumni and 4-year alumni samples that bounced back as undeliverable. There were two email addresses available for each alumnus/a; however, many times both emails were expired due to being either the high school email address and/or the concurrent enrollment email address. It is imperative going forward that the CEP collect a permanent email address for students in order to be able to contact alumni for future surveys.

As these surveys were sent out during 2021, other time-specific contributing factors to the lowered faculty and staff response rates include the potential impact of the Covid-19 pandemic as many schools were likely burdened with an increased influx of policy updates, procedures, and other factors which may have caused the survey to be overlooked during this turbulent time. It is likely that the next report will see greater return rates from partnered faculty and staff when things have returned back closer to normal standards. To increase response rates in future data collections, the general Institutional Research email address should still be utilized to send the surveys. Permanent email addresses should be collected from CEP students and used for the surveys. Additionally, an incentive such as a gift card giveaway could be offered to potentially increase alumni response rates. This idea had been considered by the program and will likely be included the next time the surveys are administered.

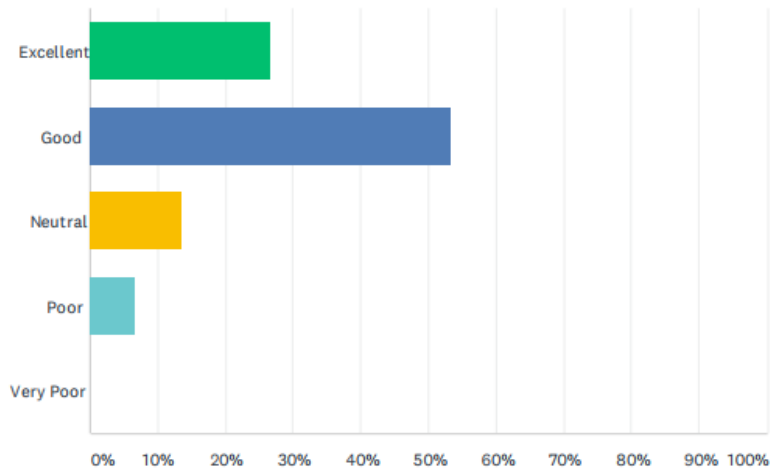
Summary of Results

One-Year Alumni

The alumni (N = 15) responding to the one-year alumni survey provided favorable ratings regarding their overall experience with concurrent enrollment, 80% rated their experience at either *excellent* (26.67%) or *good* (53.33%). While still quite positive, it does mark a decrease when compared with the 2019 results where 95.23% of students rated the experience as either *excellent* or *good*.

Q4 I would rate my overall experience with concurrent enrollment:

Answered: 15 Skipped: 0



ANSWER CHOICES	RESPONSES	
Excellent	26.67%	4
Good	53.33%	8
Neutral	13.33%	2
Poor	6.67%	1
Very Poor	0.00%	0
TOTAL		15

According to the chart below, participants in the program seem to enroll in General Education courses most often, such as English Composition & Literature (53.33%), Mathematics (33.33%), Speech (33.33%), and Biology (33.33%). Although some health and social science courses were not far behind: Psychology (33.33%), and Medical/Health Science (46.67%). This remains roughly consistent with the enrollments from 2019, with a slight increase in English Composition & Literature (5.71%) and a larger increase to Medical/Health Science (22.86%) course enrollments.

**Q5 I took concurrent enrollment courses in the following discipline(s):
(Check all that apply)**

Answered: 15 Skipped: 0

ANSWER CHOICES	RESPONSES	
Agriculture, Food, & Natural Resources	6.67%	1
Architecture	0.00%	0
Automotive	0.00%	0
Biology	33.33%	5
Business	6.67%	1
Chemistry	0.00%	0
College Success Skills	20.00%	3
Communication	13.33%	2
Computer Science/IT	6.67%	1
Construction Trades	0.00%	0
Economics	6.67%	1
Engineering/Engineering Technology	0.00%	0
English-Composition & Literature	53.33%	8
Environmental	0.00%	0
Foreign Languages	6.67%	1
Geology	0.00%	0
Government	6.67%	1
History	13.33%	2
Journalism/Communication Technology	0.00%	0
Manufacturing/Industrial Technology	0.00%	0
Mathematics	33.33%	5
Medical/Health Sciences	46.67%	7
Physics	0.00%	0
Psychology	33.33%	5
Speech	33.33%	5
Teacher Education	6.67%	1
Visual & Performing Arts	0.00%	0
World Language	0.00%	0
Total Respondents: 15		

The majority of alumni, 86.67%, stated that they were continuing their education, and further indicated that 100% were able to successfully transfer some or all of their Iowa Western CEP credits to their current college or university. Additionally, the transferred credits enabled students to enroll in a more advanced course (58.33%), exempted students from a required course (58.33%), and/or counted as credit toward their college degree completion (75%).

This is consistent with results from the 2019 surveys, where 85.71% of students indicated a desire to continue their education into post-secondary schools. However, while the persistence rate increased in the 2021 results for 1-year alumni, they reported lower rates of being able to enroll in more advanced coursework (a decrease of 4.17%), being exempt from required courses (a decrease of 22.92%), and credits being counted toward degree completion (a decrease of 12.5%). While a majority of the students in all categories reported being able to do these, this decrease marks a potential change in overall course rigor that may account for other institutions not accepting these credits. This marks a possible opportunity within the curriculum itself being offered to ensure the best outcome for students going forward.

Q19 If yes, the transferred credits (check all that apply)

Answered: 12 Skipped: 3

ANSWER CHOICES	RESPONSES	
Enabled me to enroll in a more advanced course.	58.33%	7
Exempted me from a required course.	58.33%	7
Counted as credit toward my college degree completion.	75.00%	9
Total Respondents: 12		

A majority of respondents (93.33%) indicated that they would recommend concurrent enrollment courses to current high school students. Furthermore, the majority of alumni, *strongly agree/agree* that by taking CEP courses they: were better prepared academically for college (80%); developed more realistic expectations about college (66.67%); were more confident about their ability to succeed in college (80%).

Once again, this marks a slight decrease between reports, as 100% of 1-year alumni respondents in 2019 reported that they would recommend the program. This indicates some level of student dissatisfaction in offerings, though with the low response rate to the survey, the 6.67% decrease could be accounted for as one student having a poor opinion of the program itself, and not being an issue with the program. Notably, students felt more prepared academically for college, and more confident in their abilities to succeed (a 3.8% increase in each category over the 2019 results).

Q13 By taking concurrent enrollment courses, I:

Answered: 15 Skipped: 0

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Was better prepared academically for college.	20.00% 3	60.00% 9	20.00% 3	0.00% 0	0.00% 0	15	2.00
Developed more realistic expectations about college.	26.67% 4	40.00% 6	26.67% 4	6.67% 1	0.00% 0	15	2.13
Was more confident about my ability to succeed in college.	33.33% 5	46.67% 7	20.00% 3	0.00% 0	0.00% 0	15	1.87
Considered, for the first time, enrolling in college.	20.00% 3	26.67% 4	26.67% 4	26.67% 4	0.00% 0	15	2.60
Improved my study skills.	13.33% 2	40.00% 6	40.00% 6	6.67% 1	0.00% 0	15	2.40
Improved my time management skills.	26.67% 4	13.33% 2	53.33% 8	6.67% 1	0.00% 0	15	2.40

A majority, 69.23%, of those who responded (N = 13), felt that Iowa Western concurrent enrollment courses were at least as challenging as the courses in college. This is a possible opportunity for the program to improve with CEP faculty and high schools, though has already shown some progress over the 2019 survey where only 56.25% of 1-year alumni felt that courses were at least as challenging as equivalent courses in college.

Q16 The Iowa Western concurrent enrollment course(s) I took were at least as challenging as the courses I am enrolled in at my current college or university.

Answered: 13 Skipped: 2

ANSWER CHOICES	RESPONSES	
Yes	69.23%	9
No	30.77%	4
TOTAL		13

One-Year Alumni Comments:

The concurrent classes through high school and IWCC are amazing and saved me thousands of dollars in tuition at my 4-year school. Please keep the program to help improve the lives of all future students!

I will forever recommend IWCC for all entering into college! It is affordable and gets you prepared to move on to a larger school.

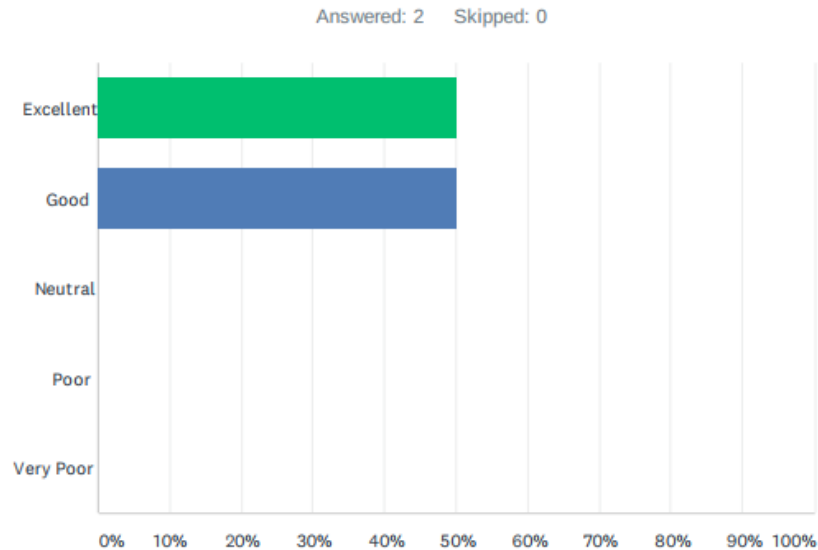
Thanks for all the hard work.

I got some credits when transferring but I was influenced I would have more considered for transfer but now is being claimed the level was too low.

Four-Year Alumni

The entirety (100%) of four-year alumni (N = 2) rated their overall experience with concurrent enrollment at *excellent* (50%) or *good* (50%). Though this does appear to be a more favorable response than the one-year alumni, the low response rate when compared with the 2019 population (N = 22 with a rating of 85.72%) offsets the higher positive response rate of the question.

Q4 I would rate my overall experience with concurrent enrollment:



ANSWER CHOICES	RESPONSES	
Excellent	50.00%	1
Good	50.00%	1
Neutral	0.00%	0
Poor	0.00%	0
Very Poor	0.00%	0
TOTAL		2

Four-year alumni were even more likely to take General Education courses than more focused discipline courses. The three academic disciplines chosen by four-year alumni were courses in English Composition & Literature (50%), Mathematics (50%), and Teacher Education (50%). This initially appears like a decrease for English Composition & Literature for this cohort when the 4-year alumni response in 2019 was that 80.95% of students enrolled in English courses, but the respondent population in 2021 is too low for an accurate assessment of individual course enrollments when compared to the 2019 results.

**Q6 I took concurrent enrollment courses in the following discipline(s):
(Check all that apply)**

Answered: 2 Skipped: 0

ANSWER CHOICES	RESPONSES	
Agriculture, Food, & Natural Resources	0.00%	0
Architecture	0.00%	0
Automotive	0.00%	0
Biology	0.00%	0
Business	0.00%	0
Chemistry	0.00%	0
College Success Skills	0.00%	0
Communication	0.00%	0
Computer Science/Information Technology	0.00%	0
Construction Trades	0.00%	0
Economics	0.00%	0
Engineering/Engineering Technology	0.00%	0
English-Composition & Literature	50.00%	1
Environmental	0.00%	0
Foreign Languages	0.00%	0
Geology	0.00%	0
Government	0.00%	0
History	0.00%	0
Journalism/Communication Technology	0.00%	0
Manufacturing/Industrial Technology	0.00%	0
Mathematics	50.00%	1
Medical/Health Sciences	0.00%	0
Physics	0.00%	0
Psychology	0.00%	0
Speech	0.00%	0
Teacher Education	50.00%	1
Visual & Performing Arts	0.00%	0
World Language	0.00%	0
Total Respondents: 2		

Since completing high school, 1 (50%) four-year alumni has completed their Bachelor's Degrees. With such a low population, again the comparison to 2019 cannot be considered here, but it is important to note that 16 of the 21 (76.2%) respondents in 2019 noted that they had since completed 4-year degrees, with one more anticipating completion at the time of the survey.

The other (50%) four-year alumni respondent pursued enrollment in a 2-year program, but ultimately did not complete their associate's degree. They did respond that they pursued full-time employment instead. This represents a 14.3% decrease in Associates-Degree completions from the 2019 survey.

Credit transferability did not seem to be an issue for four-year alumni as 100% (N = 2) of the college attendants responded that they were able to successfully transfer some or all of the Iowa Western CEP credits to their college or university. In fact, 100% of four-year alumni as compared to only 58.33% of one-year alumni reported that transferred credits exempted them from a required course, and 100% of four-year alumni reported that transferred credits counted as credit toward their college degree completion whereas only 75% of one-year alumni agreed. This is also an increase over the 2019 results, where only 87.5-95% of 4-year alumni responded that they were exempted from requisite courses or that the credits counted toward their degree programs.

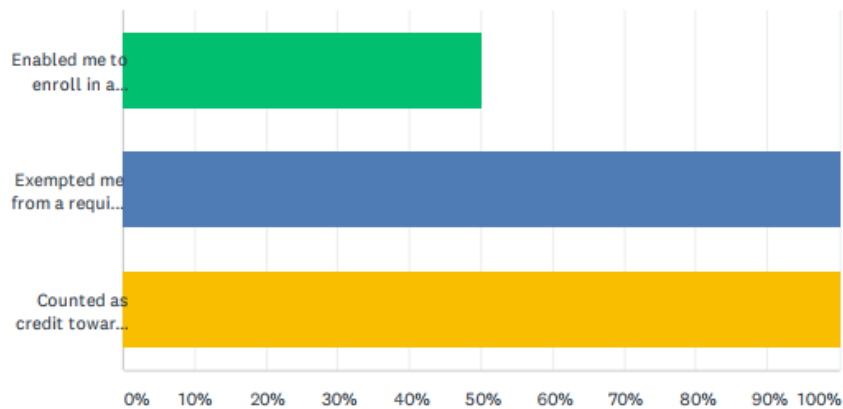
Q22 I was able to successfully transfer some or all of the Iowa Western credits I earned through concurrent enrollment to my current or most recent college or university.

Answered: 2 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	100.00%	2
No	0.00%	0
TOTAL		2

Q23 If yes, the transferred credits (check all that apply)

Answered: 2 Skipped: 0



ANSWER CHOICES	RESPONSES	
Enabled me to enroll in a more advanced course.	50.00%	1
Exempted me from a required course.	100.00%	2
Counted as credit toward my college degree completion.	100.00%	2
Total Respondents: 2		

Every (100%) four-year alumni who responded (N = 2) would recommend concurrent enrollment courses to current high school students. This is consistent with results from the 2019 report. This was the same recommendation as the one-year alumni, showing that students continue to find value in the program. Additionally, the majority of four-year alumni, 100%, *strongly agree/agree* that by taking CEP courses they: were better prepared academically for college; developed more realistic expectations about college; and were more confident about their ability to succeed in college. Similar results were found with the one-year alumni. This shows marked improvement from 2019, where only 76.2 - 85.71% of respondents felt the same.

Q7 By taking concurrent enrollment courses I:

Answered: 2 Skipped: 0

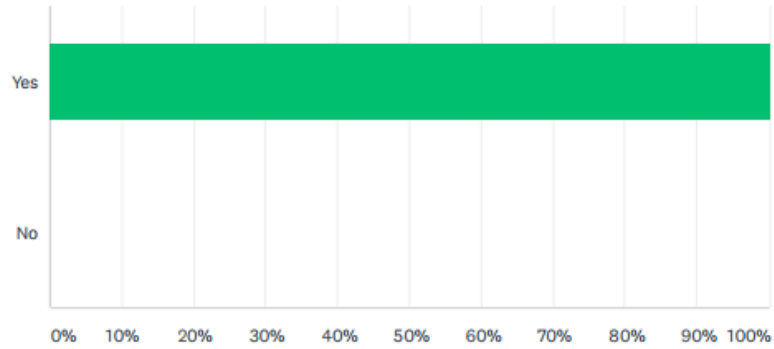
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Was better prepared academically for college.	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.00% 0	2	1.50
Developed more realistic expectations about college.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	0.00% 0	2	2.00
Was more confident about my ability to succeed in college.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	0.00% 0	2	2.00
Considered, for the first time, enrolling in college.	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Improved my study skills.	0.00% 0	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2	2.50
Improved my time management skills.	0.00% 0	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2	2.50

Both respondents (100%) from the four-year alumni survey agreed that their concurrent enrollment courses were as challenging as college or university courses. Though the low response rate for this survey makes this measure difficult to consider a fully accurate increase, it does mark an improvement over the 2019 rating that only 57.89% 4-year alumni in that cohort felt that their concurrent enrollment courses were as challenging as their post-secondary coursework.

These findings for the four-year alumni are also higher than those of one-year alumni, which signals a possible opportunity for improvement within the program to ensure academic rigor is maintained.

Q20 The concurrent enrollment course(s) I took were at least as challenging as the courses I am enrolled in at my current or most recent college or university.

Answered: 2 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	2
No	0.00%	0
TOTAL		2

Four-Year Alumni Comments:

No comments provided from respondents

CEP Instructors

CEP faculty (N = 38) from 21 different community high schools and learning centers responded to the instructor survey. Instructors responding to the survey had very positive feedback regarding the program in nearly all areas of the survey questions, including how concurrent enrollment has impacted the students in the program, the school in which the instructors teach, and the instructors themselves.

Q6 As a result of taking a concurrent enrollment course I teach, students:

Answered: 38 Skipped: 0

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Participate in rigorous learning.	63.16% 24	31.58% 12	5.26% 2	0.00% 0	0.00% 0	38	1.42
Develop realistic expectations of postsecondary education coursework.	68.42% 26	21.05% 8	10.53% 4	0.00% 0	0.00% 0	38	1.42
Increase their likelihood of pursuing postsecondary education.	55.26% 21	34.21% 13	10.53% 4	0.00% 0	0.00% 0	38	1.55
Develop a better understanding of their academic skills.	73.68% 28	21.05% 8	5.26% 2	0.00% 0	0.00% 0	38	1.32
Raise their postsecondary educational aspirations.	43.24% 16	45.95% 17	10.81% 4	0.00% 0	0.00% 0	37	1.68

One of the most favorable responses from faculty throughout the survey was in regard to: *as a result of taking a concurrent enrollment course I teach, students participate in rigorous learning*, in which 63.16% of instructors strongly agreed with the statement and 31.58% of instructors agreed. Faculty also noted that students *developed a better understanding of their academic skills* with nearly the same rate, with 73.68% choosing *strongly agree* and 21.05% *agree*. This could be a disconnect with the one-year student alumni respondents who indicated that concurrent enrollment may not be as challenging as college or university courses. However, this is not to say that the concurrent enrollment courses are not more rigorous than other courses offered at the high school level. It is possible that exposure to concurrent enrollment courses, and developing a better understanding of these expectations of college courses, helped to make the transition into post-secondary education settings easier for the students.

Faculty may appreciate being able to offer more rigorous courses than are typically available within their high school curriculum as noted in the first question variable in the chart below where 68.42% of instructors strongly agreed and 18.42% agreed that offering concurrent enrollment courses at their school offers more rigorous classes. These perceptions, both of student growth and the rigor of courses, remains consistent with results from the 2019 survey. As with that survey, neither statement specifically addresses college-level rigor comparisons with instructors.

Q7 As a result of offering concurrent enrollment courses, my school:

Answered: 38 Skipped: 0

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Offers more rigorous classes.	68.42% 26	18.42% 7	10.53% 4	0.00% 0	2.63% 1	38	1.50
Offers prerequisite courses that prepare students for college courses in upper grades.	68.42% 26	18.42% 7	10.53% 4	0.00% 0	2.63% 1	38	1.50
Demonstrates to parents that students are doing challenging work.	65.79% 25	23.68% 9	7.89% 3	0.00% 0	2.63% 1	38	1.50
Enhances its prestige and academic reputation.	52.63% 20	34.21% 13	10.53% 4	0.00% 0	2.63% 1	38	1.66
Has more students continuing on to postsecondary education.	39.47% 15	42.11% 16	18.42% 7	0.00% 0	0.00% 0	38	1.79
Has more students succeed in postsecondary education.	47.37% 18	36.84% 14	13.16% 5	0.00% 0	2.63% 1	38	1.74

Among some of the most impactful responses instructors had for themselves as a result of teaching a concurrent enrollment course were: 76.32% *strongly agreed/agreed* they learned about new ideas and developments in their academic disciplines; 72.22% *strongly agreed/agreed* they had been energized as a teacher; 78.95% *strongly agreed/agreed* they had a better understanding of the knowledge and skills that college faculty in their discipline expected of students. This represents roughly an 8% decrease in these scores when compared to the previous 2019 results. This decrease may be accounted for when considering that these instructors may have taught in the program for several years and now feel that this has become part of their knowledge base. Even with the slight decrease in overall score, it is important to note that these scores still reflect a very positive impact on the faculty partners.

Another potential community impact is that 76.32% of instructors *strongly agreed/agreed* that they had now established higher standards for student work, and 76.31% *strongly agreed/agreed* that they would also now incorporate the content and/or pedagogy of the concurrent enrollment courses in other classes as well. This demonstrates a beneficial impact on not only the students enrolled in the program, but also the partnered instructors teaching in the concurrent enrollment program and their associated schools, as well.

Q8 As a result of teaching a concurrent enrollment course, I have:

Answered: 38 Skipped: 0

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Learned about new ideas and developments in my academic discipline(s).	26.32% 10	50.00% 19	21.05% 8	2.63% 1	0.00% 0	38	2.00
Taken leadership positions within my department, school, district or professional association.	28.95% 11	28.95% 11	31.58% 12	7.89% 3	2.63% 1	38	2.26
Been energized as a teacher.	44.44% 16	27.78% 10	22.22% 8	5.56% 2	0.00% 0	36	1.89
Benefited from the support of and contact with concurrent enrollment colleagues in other high schools.	15.79% 6	31.58% 12	28.95% 11	18.42% 7	5.26% 2	38	2.66
A better understanding of the knowledge and skills that college faculty in my discipline expect of students.	28.95% 11	50.00% 19	10.53% 4	7.89% 3	2.63% 1	38	2.05
Incorporated the content and/or pedagogy of the concurrent enrollment course in other classes.	39.47% 15	36.84% 14	21.05% 8	2.63% 1	0.00% 0	38	1.87
Established higher standards for student work.	50.00% 19	26.32% 10	23.68% 9	0.00% 0	0.00% 0	38	1.74
Felt supported by the Iowa Western faculty liaison.	26.32% 10	36.84% 14	26.32% 10	10.53% 4	0.00% 0	38	2.21
Been hired to teach a college course on a college campus or online.	2.63% 1	7.89% 3	39.47% 15	26.32% 10	23.68% 9	38	3.61

There were some areas where some instructors in the program showed dissatisfaction: 23.68% of instructors *disagreed/strongly disagreed* that they benefited from the support of and contact with the concurrent enrollment colleagues in other high schools; 10.53% of instructors *disagreed/strongly disagreed* that they felt supported by the Iowa Western faculty liaison. Both of these scores in disagreement have increased since the 2019 report, and indicates that Iowa Western should likely work to help develop a more supportive community network for these faculty, and ensure that the liaison and IWCC staff are regularly showing support on a more frequent basis.

Instructor Comments:

- *The single greatest impact concurrent enrollment has had on my student is:*

A better understanding of the higher standards of academic excellence and the attention to working within time limits.

Their confidence in their individual writing abilities has improved significantly.

Providing them the skills they will need to succeed in a college course while still within the "safety net" of the high school setting where we know them and support them.

They believe they can succeed in college coursework and learn to manage a heavier workload, so they are more prepared for the challenges of college.

Given student college credits, so they have less general education classes to take and are able to take higher level classes earlier in their college life

- *The single greatest impact concurrent enrollment has had on my school is:*

Positive relations with our local community college. Students staying on campus to take college coursework instead of leaving campus.

I believe it adds credibility to the department and helps the department vary our curriculum.

Helping bridge the gap between quality high school work and quality college work.

Offering students more rigorous course options.

- *The single greatest impact concurrent enrollment has had on me as an instructor is:*

That I am allowed to teach upper-level courses with upper-level students who are willing to push themselves at new levels. As a result, I am required to more closely monitor the curricular choices to challenge my students, modify the instructional choices I make to accelerate student learning, design new engaging activities that align with the more challenging curriculum. These are my favorite classes to teach each day and each term.

Working to bridge gaps for students with weak skills or work habits to ensure that all succeed while reducing the amount of teacher support they expect in creating final products.

I believe it requires more research and I love to research historical events. This provides myself with the opportunity to be a learner again.

Teaching CE courses has given me a better understanding of the skills required for students to be successful at the college level.

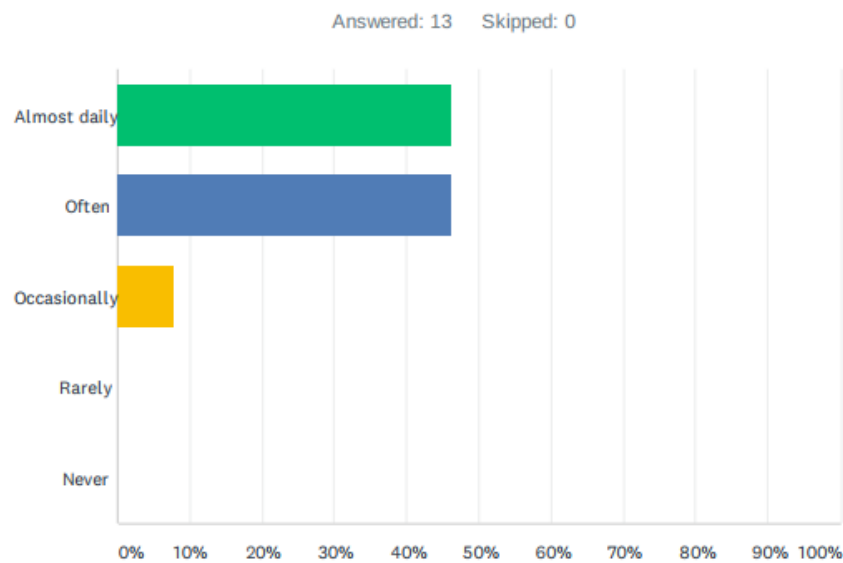
Inspiring me to clarify my teaching strategies at a high level of rigor and engagement while at the same time providing me with the joy of working with motivated students who have a strong desire to succeed.

I love small classes that engage in higher level thinking and discussing skills. Most of my other classes are large rehearsal-based classes and we don't delve into content as deeply as I get to in IWCC classes.

CEP Guidance Counselors

Guidance Counselors (N = 13) from 13 different area high schools and learning centers responded to the survey, and indicated that 46.15% of them interact with students taking Iowa Western courses through concurrent enrollment almost daily. For the most part, Guidance Counselors had positive ratings, and also provided some insightful feedback for the program within their comments. While this represents a slight difference in rate of daily interactions, the overall interaction between counselors and concurrent enrollment students was roughly the same as in the 2019 results.

Q3 I interact with students taking Iowa Western courses through concurrent enrollment:



ANSWER CHOICES	RESPONSES	
Almost daily	46.15%	6
Often	46.15%	6
Occasionally	7.69%	1
Rarely	0.00%	0
Never	0.00%	0
TOTAL		13

Q5 As a result of taking a concurrent enrollment course, students:

Answered: 13 Skipped: 0

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Participate in rigorous learning	7.69% 1	69.23% 9	15.38% 2	7.69% 1	0.00% 0	13	2.23
Develop realistic expectations of postsecondary education coursework	7.69% 1	61.54% 8	23.08% 3	7.69% 1	0.00% 0	13	2.31
Increase their likelihood of pursuing postsecondary education	46.15% 6	30.77% 4	15.38% 2	7.69% 1	0.00% 0	13	1.85
Develop a better understanding of their academic skills	15.38% 2	76.92% 10	7.69% 1	0.00% 0	0.00% 0	13	1.92
Raise their postsecondary educational aspirations	16.67% 2	58.33% 7	16.67% 2	8.33% 1	0.00% 0	12	2.17

Q6 As a result of concurrent enrollment's presence in my school, I:

Answered: 13 Skipped: 0

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Changed the way I present college options to students	30.77% 4	46.15% 6	15.38% 2	7.69% 1	0.00% 0	13	2.00
Have a better understanding of the skills and knowledge students need to succeed in postsecondary education	30.77% 4	53.85% 7	15.38% 2	0.00% 0	0.00% 0	13	1.85
Perceive more students as capable of higher levels of postsecondary educational achievement	7.69% 1	61.54% 8	15.38% 2	15.38% 2	0.00% 0	13	2.38

Q7 As a result of offering concurrent enrollment courses, my school:

Answered: 13 Skipped: 0

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Offers more rigorous classes	30.77% 4	46.15% 6	7.69% 1	15.38% 2	0.00% 0	13	2.08
Offers prerequisite courses that prepare students for college courses in upper grades	30.77% 4	46.15% 6	15.38% 2	7.69% 1	0.00% 0	13	2.00
Demonstrates to parents that students are doing challenging work	15.38% 2	69.23% 9	7.69% 1	7.69% 1	0.00% 0	13	2.08
Enhances its prestige and academic reputation	7.69% 1	61.54% 8	23.08% 3	7.69% 1	0.00% 0	13	2.31
Has more students continuing on to postsecondary education	30.77% 4	30.77% 4	23.08% 3	15.38% 2	0.00% 0	13	2.23
Has more students succeed in postsecondary education	15.38% 2	38.46% 5	30.77% 4	15.38% 2	0.00% 0	13	2.46

Guidance Counselor Comments:

- *The single greatest impact concurrent enrollment has had on my students is:*

Students who are taking classes out on IWCC campus, feel more comfortable with returning to campus post high school graduation.

Students are able to enter college with a semester or more of college credits already completed, sometimes a whole year of credits. This saves them time and money.

After taking a CE class, the student builds confidence that they can succeed in a post-secondary setting.

Allowing students to take college credit courses at no expense- saving their own money.

Increased knowledge of meeting deadlines and working for more success in college classes. The ability to earn free college credit in high school is valuable.

Giving them confidence that they can handle the rigor of college.

Dual enrollment provides options for career certification while in high school.

they have learned what college coursework is like and how to manage their time between the coursework, extracurriculars, social events, and their jobs.

It opens their eyes to college and what it may be like while showing them all of the different career options.

- *The single greatest impact concurrent enrollment has had on my school is:*

Developing pathways for skilled trades and high need areas.

Students are able to "test out" post-secondary pathways of study and make informed choices about their post-secondary plans. This has helped us streamline our in-person curriculum in order to build and support academic pathways leading to positive post-secondary outcomes.

It actually has probably hurt some of our CTE programs here.

Helps with more rigorous coursework.

Offering post-secondary opportunities for college credit.

Increased the number of college and AP courses we offer.

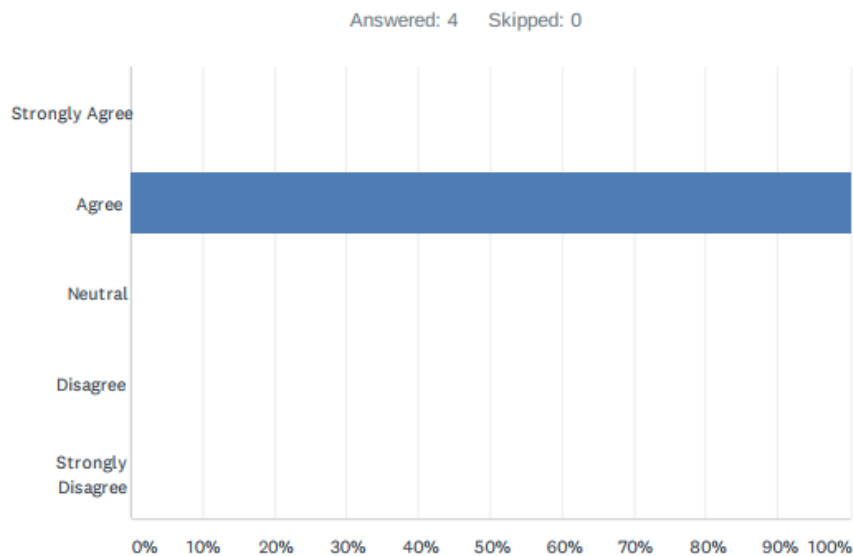
teachers are interested in what they could teach and offer to students.

It challenges students to take higher-level classes. It also teaches them the importance of time management.

CEP Principals

Principals from 4 area high schools responded to the survey (N = 4); with 100% of the respondents *agreeing* that they have a collegial partnership with Iowa Western concurrent enrollment. Additionally, at least 75% of principals are in contact with CEP staff on an *occasional* basis, with 25% in contact with CEP staff *frequently*. While this shows growth when compared to the 2019 results where only 45.45% reported *occasional* contact and 18.18% reported *frequent* or *constant* contact, the survey population is significantly lower. As such, like in the previous survey, this presents a possible opportunity for program staff to reopen communications with high school principals in some areas. This increased communication may also help with future engagement with surveys and program reviews.

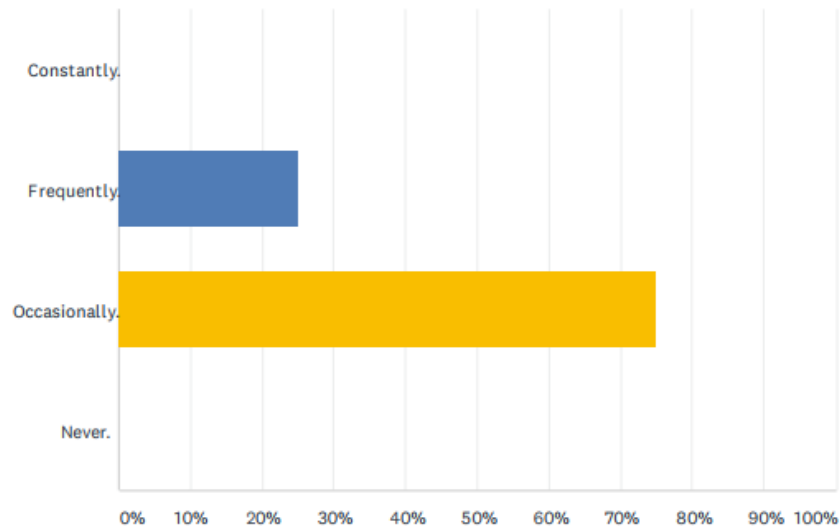
Q2 I have a collegial partnership with Iowa Western concurrent enrollment.



ANSWER CHOICES	RESPONSES	
Strongly Agree	0.00%	0
Agree	100.00%	4
Neutral	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
TOTAL		4

Q3 I am in contact with Iowa Western's concurrent enrollment staff:

Answered: 4 Skipped: 0

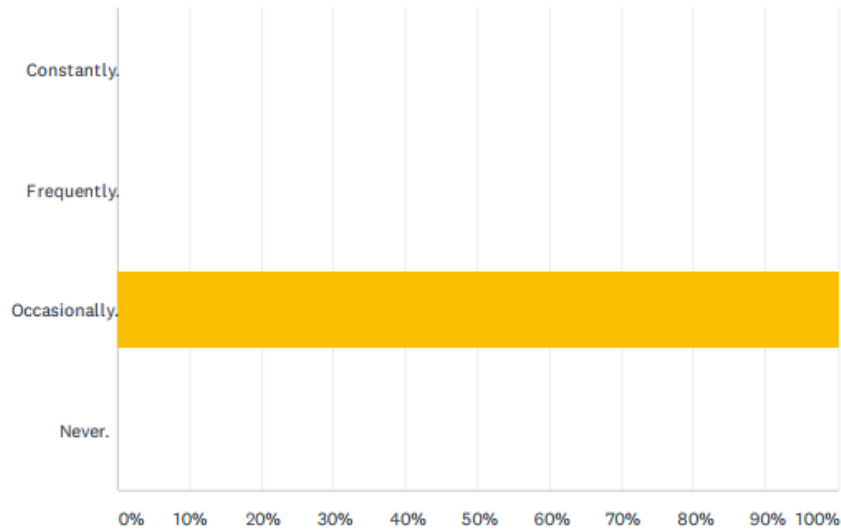


ANSWER CHOICES	RESPONSES	
Constantly.	0.00%	0
Frequently.	25.00%	1
Occasionally.	75.00%	3
Never.	0.00%	0
TOTAL		4

All of the high school principals responding to the survey (100%) indicated that Iowa Western provides professional development opportunities to instructors in their high school *occasionally*. In the 2019 survey results for this same question, 27.27% of the respondents also indicated that professional development opportunities were *never* provided to instructors in their high school, and so this change indicates some level of growth in the communication between IWCC CEP support staff and partner institutions already, though still marks a potential room for further improvement as the 2021 result indicates that only occasional opportunities have been offered to partnered instructors.

Q4 Iowa Western provides professional development opportunities to instructors in my high school.

Answered: 4 Skipped: 0



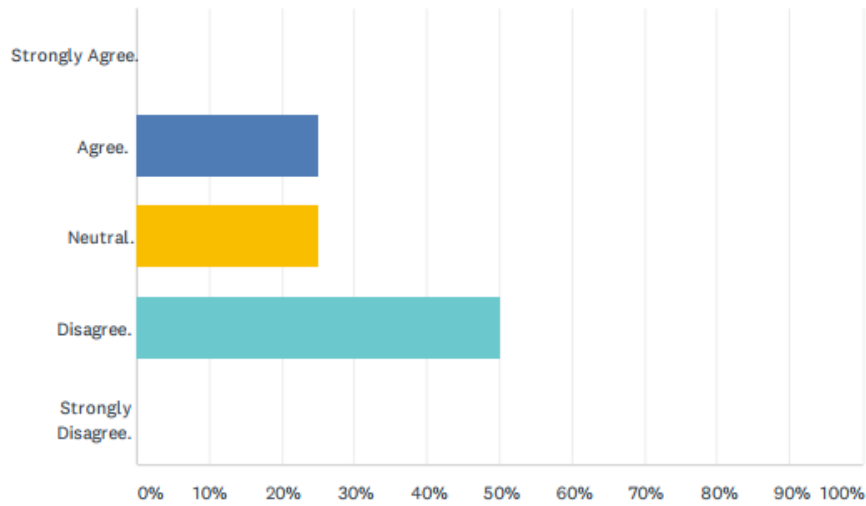
ANSWER CHOICES	RESPONSES	
Constantly.	0.00%	0
Frequently.	0.00%	0
Occasionally.	100.00%	4
Never.	0.00%	0
TOTAL		4

Regarding academic rigor, a minority (25%) of responding high school principals *agree* that concurrent enrollment courses improve academic rigor in their school, 25% remained *neutral*, and 50% *disagreed*. Again, the specific questioning of academic rigor to high school principals did not include language comparing college-level coursework as did the questions to the one-year and four-year alumni.

An improvement to academic rigor in high school would likely indicate an improvement over typical high school level curriculum comparison. As the slight majority of respondents indicate that they do not generally feel academic rigor in their school improved, this represents an opportunity for Iowa Western to work with partners to help strengthen the coursework and processes provided to CE faculty partners, or to help make more visible to administration the academic improvements made by faculty partners.

Q7 Concurrent enrollment courses improve academic rigor in my school.

Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree.	0.00%	0
Agree.	25.00%	1
Neutral.	25.00%	1
Disagree.	50.00%	2
Strongly Disagree.	0.00%	0
TOTAL		4

Although nearly half indicate that they generally disagree that rigor improved overall, all respondents did indicate that academic rigor was improved in some way, such as *expectation of college work* (25%), *implementing college course standards* (25%), and *requiring a higher level of student accountability* (50%). That the two respondents who generally disagree did not skip this question indicates at least some recognition of the benefits of the program.

Q8 Concurrent enrollment courses improve academic rigor in my school by: (Check all that apply)

Answered: 4 Skipped: 0

ANSWER CHOICES	RESPONSES	
Expecting college work.	25.00%	1
Implementing college course standards.	25.00%	1
Requiring a higher level of student accountability.	50.00%	2
Total Respondents: 4		

Q10 As a result of offering concurrent enrollment courses, my school:

Answered: 4 Skipped: 0

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Offers a greater number of rigorous classes.	0.00% 0	50.00% 2	0.00% 0	50.00% 2	0.00% 0	4	3.00
Offers prerequisite courses that prepare students for college courses in upper grades.	0.00% 0	50.00% 2	50.00% 2	0.00% 0	0.00% 0	4	2.50
Demonstrates to parents that students are doing challenging work.	0.00% 0	0.00% 0	50.00% 2	50.00% 2	0.00% 0	4	3.50
Enhances its prestige and academic reputation.	0.00% 0	25.00% 1	50.00% 2	25.00% 1	0.00% 0	4	3.00
Has more students continuing on to postsecondary education.	0.00% 0	0.00% 0	75.00% 3	25.00% 1	0.00% 0	4	3.25
Has more students succeed in postsecondary education.	0.00% 0	25.00% 1	25.00% 1	50.00% 2	0.00% 0	4	3.25

Overall, when comparing the results of the impact of the concurrent enrollment courses on the school, the overall perception has largely diminished overall. While there was roughly a 5% increase in the agreement that schools now *offered a greater number of rigorous classes*, most categories in fact saw an average of 30% decrease in agreement, with 0% strongly agreeing in any category, and only 25-50% in most others. This marks a pointed shift toward *neutral* or *disagreement* with the benefits of the program to the schools in the eyes of principals when compared to the 2019 results. This represents one of the biggest opportunities for growth in the program in future years to help ensure its continuation, and improving upon the previously noted lack of communication would likely help increase these scores and overall engagement by partners.

Principal Comments:

- *One way I would like to see our relationship with concurrent enrollment grow and develop is by:*

I am not sure all of our kids are ready for this level so I am not sure you can change much.

Many of our students do online classes through SWCC but our in-person classes are with IWCC.

Having more collegial conversations with IWCC and content area teachers.

Keep proactive communications with school counselors.

A partnership with the local CC would need to include great guidelines and prerequisites for courses. Additionally, the professors of online courses all need to have more rigorous expectations.

Discussion

The NACEP 2021 survey results for the Iowa Western Community College Concurrent Enrollment Program have consistently shown that students previously enrolled in the program find it to be worthwhile as it allows them to complete college credits while still in high school, at little or no cost, and to be able to complete a two-year or four-year college degree either early or on time with ease of transferring their CEP credits. Most alumni of the CEP completed general education courses such as English Composition and Mathematics. Nearly all responding alumni of the program at both one-year (93.33%) and four-years (100%) out would recommend concurrent enrollment to current high school students. A majority of one-year alumni (69.23%) and all four-year alumni (100%) responding to the survey felt that CEP courses were at least as challenging as their college or university courses. This indicates a potential decrease in difficulty over the past four years, which presents an opportunity for the program, its faculty, and administrators as quality improvement decisions are made for the future. Course rigor was addressed in all surveys; however, it was asked slightly differently in the instructor, guidance counselor, and principal surveys.

There was a very low return rate for both one-year (2%) and four-year (less than 1%) alumni. Institutional Research did create a department email address from which these surveys were sent out to alumni which did not help to increase response rates, and so for future survey collections, it is now also suggested to offer one or more gift card giveaways as an incentive to bolster alumni survey return rates. Additionally, when enrolling students into the concurrent enrollment program, Iowa Western and its partners need to confirm that students provide a permanent email address to ensure that survey requests can be delivered, as 41% of all alumni surveys, or a total of 592 1-year alumni and 363 4-year alumni surveys were returned undeliverable.

Instructors for the Concurrent Enrollment Program had the second-highest return rate of all the surveys at 37. This shows that partner faculty are generally engaged and invested in the program, though this response is still lower than previous years. One potential reason for the lower response rate when compared to previous reports is the recent impact of Covid-19. As nearly all school districts moved into remote learning and telecommunication, this could potentially cause an influx of emails and other district-level communications that caused this survey request to become lost in their inbox, or to be considered a lower priority than the more immediate concerns of daily logistics for their schools and districts. It is the hope of Institutional Effectiveness that future surveys will see a higher response rate more consistent with previous years' participation.

Their responses showed that the instructors, as the alumni did, found the program to be a true benefit for students. However, the instructors also revealed some areas of opportunity for the program as some respondents showed dissatisfaction with the support of and contact with the concurrent enrollment colleagues in other high schools, and did not feel supported by the Iowa

Western faculty liaison. This remains the same as feedback in previous reports, and as such these are areas for potential continued improvement in the program. Offering more ways for CEP faculty partners to connect with one another would be a helpful start. Iowa Western has already started planning and implementing more involvement with faculty liaisons to assist and train concurrent enrollment instructors.

Guidance Counselors (41%) and Principals (13%) responding to the survey had some of the widest range of responses received. Ratings were mostly positive, but the feedback in comments was rather mixed. Guidance Counselors believed the program provided expanded course offerings and opportunities to students and their families, but both Guidance Counselors and Principals made comments that they would like to see more limitations or guidelines put in place on who can take concurrent enrollment courses as some students are not ready. Additionally, several Principals commented regarding a lack of communication, as well as concerns that the overall academic rigor of the partnered school offerings as part of this partnership had not improved, although in specific terms there were notes that expectations of students, their level of work, and student accountability had improved as part of the program.

Conclusion

Overall, the Iowa Western Concurrent Enrollment Program appears to be meeting the needs of its students, and has remained roughly consistent overall in performance according to responses from alumni, faculty, counselors, and principals. While overall the program seems to be consistent with previous survey results, there are some opportunities that do exist in providing better communication to, and between, stakeholders. The program ensures that its courses meet academic standards of quality and rigor by comparing on-campus Iowa Western course syllabi, objectives, and a common assessment that is used with concurrent enrollment courses. So, although some students may not have found concurrent enrollment courses as challenging as other college coursework, Iowa Western and its faculty liaisons are diligently confirming that this is indeed the case.

Iowa Western is successful at getting high school students the early start at college that they need, allowing them to explore career options before they must decide a major of study in post-secondary education when they have to pay the high cost of tuition at a four-year institution. And this goal is reflected particularly well by instructors and counselors who have reported that students appear to have more confidence in their own academic abilities, and feel more prepared to embrace the challenges of post-secondary education after graduation. Many students are able to complete and transfer most or all of their General Education credits upon graduation from high school, reducing the loan cost and student debt they would normally incur had these credits been taken in college. While the benefits are certainly there, perhaps the biggest opportunity facing the concurrent enrollment program is one of

communication and awareness/engagement. In both Instructor and Principal surveys, the indication is largely that the network of faculty partners, as well as the relationship between partner schools and the Iowa Western Liaisons could be stronger. By focusing on building and further improving a more conclusive support network between not only Iowa Western but also the partner schools, the concurrent enrollment program can help to ensure that all members of this partnership grow and feel valued while helping students achieve the greatest possible academic success.

APPENDIX A

One-Year Alumni Survey Instrument

*** 1. I graduated from**

High School

City/State

2. If different, I took concurrent enrollment (college credit while enrolled in high school) courses at the following location:

High School or Career
Center

City/State

*** 3. The number of Iowa Western college credits I earned by taking concurrent enrollment courses is**

*** 4. I would rate my overall experience with concurrent enrollment:**

- Excellent
- Good
- Neutral
- Poor
- Very Poor

*** 5. I took concurrent enrollment courses in the following discipline(s): (Check all that apply)**

- Agriculture, Food, & Natural Resources
- Architecture
- Automotive
- Biology
- Business
- Chemistry
- College Success Skills
- Communication
- Computer Science/IT
- Construction Trades
- Economics
- Engineering/Engineering Technology
- English-Composition & Literature
- Environmental
- Foreign Languages
- Geology
- Government
- History
- Journalism/Communication Technology
- Manufacturing/Industrial Technology
- Mathematics
- Medical/Health Sciences
- Physics
- Psychology
- Speech
- Teacher Education
- Visual & Performing Arts
- World Language

Other (please specify)

Please describe what you are currently doing.

*** 6. I am continuing my education. (Answer #7 or #10, but not both.)**

- Yes
- No

7. If Yes, I am continuing my education in a

- Career School or College, or an Apprenticeship Program.
- Public 2-Year Community or Technical College.
- Private 2-Year Community or Technical College.
- Public 4-Year College or University.
- Private 4-Year College or University.

8. I am continuing at Iowa Western.

- Yes
- No

9. I am not continuing my education at Iowa Western; I chose not to continue there because (choose all that apply)

- I had already completed my IWCC program/degree while in high school.
- I was ready to transfer to a four-year college/university.
- IWCC did not have the courses/program I wanted/needed.
- IWCC did not have the student support services I wanted/needed.
- Other (please specify)

10. If No, I am not continuing my education, I am

- Serving in the Military or other National Service.
- Employed.
- Caring for Family.
- Unemployed.

*** 11. The highest degree or certificate I eventually plan to obtain is a(n):**

- High School or Equivalent
- Technical Certificate or Diploma.
- Associate's Degree.
- Bachelor's Degree.
- Graduate Degree.

*** 12. I would recommend concurrent enrollment courses to current high school students.**

- Yes
- No

*** 13. By taking concurrent enrollment courses, I:**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Was better prepared academically for college.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed more realistic expectations about college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was more confident about my ability to succeed in college.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considered, for the first time, enrolling in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my study skills.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my time management skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are not currently continuing your education please skip to Question 18.

14. I am currently enrolled in postsecondary coursework at

Name of College or University

City/State

15. I qualified for a Pell Grant for college.

- Yes
 No

16. The Iowa Western concurrent enrollment course(s) I took were at least as challenging as the courses I am enrolled in at my current college or university.

- Yes
 No

17. I attempted to transfer some or all of the Iowa Western credits I earned through concurrent enrollment to my current college or university.

- Yes
 No

18. I was able to successfully transfer some or all of the Iowa Western credits I earned through concurrent enrollment to my current college or university.

- Yes
 No

19. If yes, the transferred credits (check all that apply)

- Enabled me to enroll in a more advanced course.
 Exempted me from a required course.
 Counted as credit toward my college degree completion.

Other (please specify)

The next few questions may seem personal. We ask these questions because governmental and education-related agencies often want to know who is served by concurrent enrollment. Please know that the data we collect cannot be used to identify you individually as responses are anonymous. All data exportation will remain grouped together as an aggregate to further eliminate any possible identification for those familiar with our student population.

*** 20. I am**

- Female.
 Male.

*** 21. Do you consider yourself Hispanic or Latinx?**

- Yes
- No

*** 22. Which category best describes your race? (Check all that apply)**

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Prefer not to answer

*** 23. To the best of my knowledge, the highest education level achieved by at least one of my parents is**

- High School not completed
- High School Diploma or equivalent
- Some College-level Work Completed
- Technical Certificate or Diploma
- Associate's Degree
- Bachelor's Degree
- Graduate Degree
- Do not know

*** 24. While in high school I was eligible for the Free/Reduced School Lunch Program.**

- Yes
- No

*** 25. Comments**

APPENDIX B

Four-Year Alumni Survey Instrument

*** 1. I graduated from**

High School

City/State

*** 2. If different, I took concurrent enrollment (college credit while enrolled in high school) courses at the following location:**

High School or Career
Center

City/State

*** 3. The number of Iowa Western college credits I earned by taking concurrent enrollment courses is**

*** 4. I would rate my overall experience with concurrent enrollment:**

- Excellent
- Good
- Neutral
- Poor
- Very Poor

*** 5. I would recommend concurrent enrollment courses to current high school students.**

- Yes
- No

*** 6. I took concurrent enrollment courses in the following discipline(s): (Check all that apply)**

- Agriculture, Food, & Natural Resources
- Architecture
- Automotive
- Biology
- Business
- Chemistry
- College Success Skills
- Communication
- Computer Science/Information Technology
- Construction Trades
- Economics
- Engineering/Engineering Technology
- English-Composition & Literature
- Environmental
- Foreign Languages
- Geology
- Government
- History
- Journalism/Communication Technology
- Manufacturing/Industrial Technology
- Mathematics
- Medical/Health Sciences
- Physics
- Psychology
- Speech
- Teacher Education
- Visual & Performing Arts
- World Language

Other (please specify)

*** 7. By taking concurrent enrollment courses I:**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Was better prepared academically for college.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed more realistic expectations about college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was more confident about my ability to succeed in college.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considered, for the first time, enrolling in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my study skills.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my time management skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe what you did immediately after high school. (Answer #8 or #9, but not both.)

8. I continued my education within a year of graduating, in a...

- Career School or College, or an Apprenticeship Program.
- Public 2-Year Community or Technical College.
- Private 2-Year Community or Technical College.
- Public 4-Year College or University.
- Private 4-Year College or University.

9. I did not continue my education within a year of graduating, I initially was...

- Serving in the Military or other National Service.
- Employed.
- Caring for Family.
- Unemployed.

Other (please specify)

Please describe what you are doing now. (Answer #10 or #11, but not both.)

10. I am continuing my education in a...

- Career School or College, or an Apprenticeship Program.
- Public 2-Year Community or Technical College.
- Private 2-Year Community or Technical College.
- Public 4-Year College or University.
- Private 4-Year College or University.

11. I am currently not continuing my education, I am...

- Serving in the Military or other National Service.
- Employed.
- Caring for Family.
- Unemployed.

Other (please specify)

*** 12. The highest degree or certificate I have obtained or am currently pursuing is a(n):**

- High School Diploma or Equivalent.
- Technical Certificate or Diploma.
- Associate's Degree.
- Bachelor's Degree.
- Graduate Degree.

*** 13. The highest degree or certificate I eventually plan to obtain is a(n):**

- High School Diploma or Equivalent.
- Technical Certificate or Diploma.
- Associate's Degree.
- Bachelor's Degree.
- Graduate Degree.

If you did not continue your education please skip to Question 26.

14. Since High School...

- I have completed...
- I anticipate completing...

15. My...

- Associate's Degree
- Bachelor's Degree

16. When did you receive/when do you plan to receive your Degree?

17. My current cumulative or final undergraduate GPA on a 4-point scale is ____.

18. I am currently or most recently enrolled in postsecondary coursework at

Name of College or
University

City/State

19. I qualified for a Pell Grant for college.

- Yes
- No

20. The concurrent enrollment course(s) I took were at least as challenging as the courses I am enrolled in at my current or most recent college or university.

- Yes
- No

21. I attempted to transfer some or all of the Iowa Western credits I earned through concurrent enrollment to my current or most recent college or university.

- Yes
- No

22. I was able to successfully transfer some or all of the Iowa Western credits I earned through concurrent enrollment to my current or most recent college or university.

- Yes
- No

23. If yes, the transferred credits (check all that apply)

- Enabled me to enroll in a more advanced course.
- Exempted me from a required course.
- Counted as credit toward my college degree completion.

Other (please specify)

24. Iowa Western credits I earned in high school reduced the amount of my student loans and/or my tuition:

- Yes.
- No.

25. The following describes my undergraduate educational experience: (Check all that apply)

- I completed or anticipate completing an internship.
- I participated in or anticipate participating in Study Abroad.
- I completed in or anticipate completing a double major.
- I completed in or anticipate completing a minor(s).

The next few questions may seem personal. We ask these questions because governmental and education-related agencies often want to know who is served by concurrent enrollment. Please know that the data we collect cannot be used to identify you individually as responses are anonymous. All data exportation will remain grouped together as an aggregate to further eliminate any possible identification for those familiar with our student population.

*** 26. I am**

- Female.
- Male.

*** 27. While in high school I was eligible for the Free/Reduced School Lunch Program.**

- Yes
- No

*** 28. Do you consider yourself Hispanic or Latinx?**

- Yes
- No

*** 29. Which category best describes your race? (Check all that apply)**

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Prefer not to answer

*** 30. To the best of my knowledge, the highest education level achieved by at least one of my parents is**

- High School not completed
- High School Diploma or equivalent
- Some College-level Work Completed
- Technical Certificate or Diploma
- Associate's Degree
- Bachelor's Degree
- Graduate Degree
- Do not know

31. If interested in continuing your education, what type of resources would be needed or made available in order for you to return to Iowa Western?

*** 32. Comments**

APPENDIX C

CEP Instructor Survey Instrument

IWCC Spring 2021 NACEP Instructor Survey

*** 1. I teach concurrent enrollment courses at:**

High School/Career
Center

City

State

*** 2. I have taught concurrent enrollment courses through Iowa Western for _____ years.**

*** 3. The number of concurrent enrollment students I taught last year was**

*** 4. The number of concurrent enrollment course sections I taught last year was**

*** 5. I teach concurrent enrollment courses in the following discipline(s): (Check all that apply)**

- Agriculture, Food, & Natural Resources
- Architecture
- Automotive
- Biology
- Business
- Chemistry
- College Success Skills
- Communication
- Computer Science/Information Technology
- Construction Trades
- Economics
- Engineering/Engineering Technology
- English-Composition & Literature
- Environmental
- Foreign Languages
- Geology
- Government
- History
- Journalism/Communication Technology
- Manufacturing/Industrial Technology
- Mathematics
- Medical/Health Sciences
- Physics
- Psychology
- Speech
- Teacher Education
- Visual & Performing Arts
- World Language

Other (please specify)

*** 6. As a result of taking a concurrent enrollment course I teach, students:**

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Participate in rigorous learning.

Develop realistic expectations of postsecondary education coursework.

Increase their likelihood of pursuing postsecondary education.

Develop a better understanding of their academic skills.

Raise their postsecondary educational aspirations.

*** 7. As a result of offering concurrent enrollment courses, my school:**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Offers more rigorous classes.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers prerequisite courses that prepare students for college courses in upper grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates to parents that students are doing challenging work.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhances its prestige and academic reputation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has more students continuing on to postsecondary education.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has more students succeed in postsecondary education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 8. As a result of teaching a concurrent enrollment course, I have:**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learned about new ideas and developments in my academic discipline(s).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taken leadership positions within my department, school, district or professional association.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been energized as a teacher.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Benefited from the support of and contact with concurrent enrollment colleagues in other high schools.

A better understanding of the knowledge and skills that college faculty in my discipline expect of students.

Incorporated the content and/or pedagogy of the concurrent enrollment course in other classes.

Established higher standards for student work.

Felt supported by the Iowa Western faculty liaison.

Been hired to teach a college course on a college campus or online.

*** 9. The single greatest impact concurrent enrollment has had on my students is:**

*** 10. The single greatest impact concurrent enrollment has had on my school is:**

*** 11. The single greatest impact concurrent enrollment has had on me as an instructor is:**

*** 12. Number of students in the high school/career center where I teach concurrent enrollment courses:**

*** 13. My school is located in a:**

- City.
- Suburb.
- Town.
- Rural locale.

*** 14. My school is a:**

- Public School.
- Public Charter School.
- Public Magnet School.
- Private School.
- Area Career/Technical Center.

*** 15. Comments**

APPENDIX D

CEP High School Guidance Counselor Survey Instrument

IWCC Spring 2021 NACEP Guidance Counselor Survey

*** 1. I am a counselor at:**

High School/Career
Center

City

State

*** 2. I have worked with students taking Iowa Western courses through concurrent enrollment for _____ years.**

*** 3. I interact with students taking Iowa Western courses through concurrent enrollment:**

- Almost daily
- Often
- Occasionally
- Rarely
- Never

*** 4. The number of students I advise who are taking concurrent enrollment courses is _____.**

*** 5. As a result of taking a concurrent enrollment course, students:**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Participate in rigorous learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop realistic expectations of postsecondary education coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase their likelihood of pursuing postsecondary education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a better understanding of their academic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raise their postsecondary educational aspirations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 6. As a result of concurrent enrollment's presence in my school, I:**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Changed the way I present college options to students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a better understanding of the skills and knowledge students need to succeed in postsecondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perceive more students as capable of higher levels of postsecondary educational achievement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 7. As a result of offering concurrent enrollment courses, my school:**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Offers more rigorous classes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers prerequisite courses that prepare students for college courses in upper grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates to parents that students are doing challenging work	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhances its prestige and academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has more students continuing on to postsecondary education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has more students succeed in postsecondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 8. The single greatest impact concurrent enrollment has had on my students is:**

*** 9. The single greatest impact concurrent enrollment has had on my school is:**

*** 10. Number of students in my high school/career center:**

*** 11. My school is located in a:**

- City
- Suburb
- Town
- Rural locale

*** 12. My school is a:**

- Public School
- Public Charter School
- Public Magnet School
- Private School
- Area Career/Technical Center

*** 13. Comments**

APPENDIX E

CEP High School Principal Survey Instrument

*** 1. I am a Principal at:**

High School

Name/Career Center

City

State

*** 2. I have a collegial partnership with Iowa Western concurrent enrollment.**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

*** 3. I am in contact with Iowa Western's concurrent enrollment staff:**

- Constantly.
- Frequently.
- Occasionally.
- Never.

*** 4. Iowa Western provides professional development opportunities to instructors in my high school.**

- Constantly.
- Frequently.
- Occasionally.
- Never.

*** 5. The partnership I have with concurrent enrollment is supported by: (Check all that apply)**

- Professional Development.
- Conferences.
- Library Access.
- Technology Resources.
- Academic advising.
- Financial Aid Counseling.
- Tutoring.
- Teacher Scholarships for Graduate Courses.
- College Campus Visits or Events.

Other (please specify)

*** 6. Partnering with concurrent enrollment helps my instructors:**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Align secondary curriculum with college curriculum.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve college readiness of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops subject-area expertise in their disciplines.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 7. Concurrent enrollment courses improve academic rigor in my school.**

- Strongly Agree.
- Agree.
- Neutral.
- Disagree.
- Strongly Disagree.

*** 8. Concurrent enrollment courses improve academic rigor in my school by: (Check all that apply)**

- Expecting college work.
- Implementing college course standards.
- Requiring a higher level of student accountability.

Other (please specify)

*** 9. Parents at my school have a greater understanding of college expectations because of concurrent enrollment.**

- Strongly Agree.
- Agree.
- Neutral.
- Disagree.
- Strongly Disagree.

*** 10. As a result of offering concurrent enrollment courses, my school:**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Offers a greater number of rigorous classes.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers prerequisite courses that prepare students for college courses in upper grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates to parents that students are doing challenging work.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhances its prestige and academic reputation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has more students continuing on to postsecondary education.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has more students succeed in postsecondary education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 11. One way I would like to see our relationship with concurrent enrollment grow and develop is by:**

*** 12. Number of years my high school/career center has offered Iowa Western courses through concurrent enrollment:**

*** 13. Number of students in my high school/career center:**

*** 14. My school is located in a:**

- City.
- Suburb.
- Town.
- Rural locale.

*** 15. My school is a:**

- Public School.
- Public Charter School.
- Public Magnet School.
- Private School.
- Area Career/Technical Center.

*** 16. Comments**