

Appendix III: Full survey summary results

a. K-12 dual enrollment survey

Note: This survey was distributed to the superintendents of each Nebraska public school district via email. The email directed them to the survey via a link to [surveymonkey.com](https://www.surveymonkey.com), a commonly used online survey tool. A follow-up email was sent to every superintendent a week after the initial email.

1. You are asked to take part in this study. The purpose of this survey is to identify the need for uniform policies and practices for dual-enrollment courses in Nebraska. This survey serves to collect information about existing dual-credit courses and course taking. All current Nebraska public school superintendents have been invited to participate in this survey. Your school district will not be affected if you choose not to participate in this study - your participation is completely voluntary. This survey is estimated to take about 15 minutes to complete. You have the right to ask, and have answered, any questions you may have about this study. If you have questions or concerns, you should contact Matt Hastings at matt.hastings@nebraska.gov or 402-471-3104. By beginning this survey, you are acknowledging that you have read this information and agree to participate in this survey, with the knowledge that you are free to withdraw your participation at any time without penalty.

	Response Percent	Response Count
I agree to participate in this survey	98.6%	208
I do not agree to participate in this survey	1.4%	3
Answered question		211
Skipped question		0

3. How many of your school's students completed dual-credit courses during the 2010-11 academic year?

	Response Average	Response Total	Response Count
Number of students	42.42	5,812	137

Answered question	137
Skipped question	74

4. Of these students, how many were:

	Response Average	Response Total	Response Count
Low-income (qualified for free or reduced lunch)	13.24	1,735	131
Minorities (Hispanic, Black non-Hispanic, Native American, Asian/Pacific Islander)	10.79	1,359	126
Answered question			133
Skipped question			78

5. What was your school's total enrollment of sophomores, juniors and seniors during the 2010-11 academic year?

	Response Average	Response Total	Response Count
Number of students	248.19	34,499	139
Answered question			139
Skipped question			72

6. How many of your school's teachers taught dual-credit courses during the 2010-11 academic year?

	Response Average	Response Total	Response Count
Number of teachers	2.50	347	139
Answered question			139
Skipped question			72

7. Criteria for dual-credit instructor qualifications are determined by:

	Response Percent	Response Count
Your high school	7.4%	10
Your partnering postsecondary institution	46.3%	63
Both	46.3%	63
Answered question		136
Skipped question		75

8. Does your school district have criteria for dual-credit instructors above and beyond state certification/endorsement qualifications?

	Response Percent	Response Count
Yes	13.8%	19
No	86.2%	119
Answered question		138
Skipped question		73

9. Please explain your criteria for dual-credit instructors above and beyond state certification/endorsement qualifications.

	Response Count
	17
Answered question	17
Skipped question	194

1. MA
2. They have to have a master's degree in the area or SCC will not let them teach the course. It cannot be an education master's it must be in the area.
3. They have earned a Master's Degree
4. Dual enrollment instructors must meet the requirements of our partnering postsecondary institutions. (Master's Degree in the field or Master's Degree and 18 graduate hours)
5. Masters in Curriculum area
6. College approved with masters in the area of instruction.
7. a
8. State certification
9. Must have Master Degree in content area or 18 graduate hours in the subject area
10. Must be able to teach a class along with other teaching assignments.
11. Proven to possess instructional effectiveness and strong organization, management, and communication effectiveness.
12. Must have a Master's Degree in their subject area.
13. College has requirements and does transcript review
14. These teachers must hold a Masters Degree.
15. requirements as per the cooperating college. at least a masters in the subject taught

16. must have master degree of higher in the subject being taught. Must also have valid NDE teaching certificate in subject area.

17. proper certification by college course work and high school subject area certification

10. How many unique dual-credit courses were available to your students during the 2010-11 academic year? (Only count each course once; for example, you would only count English 101 as one course, even if you offered 4 sections of it throughout the year.)

	Response Average	Response Total	Response Count
Number of dual-credit courses	5.33	661	124
Answered question			124
Skipped question			87

11. During the 2010-11 academic year, your students completed dual-credit courses (check all that apply):

	Response Percent	Response Count
At your school (face-to-face)	80.5%	91
At a partnering postsecondary institution (face-to-face)	15.0%	17
Online (asynchronous)	30.1%	34
Blended format (combination of asynchronous, synchronous, and/or face-to-face)	9.7%	11
Distance Learning System (synchronous)	52.2%	59
Other (please specify)		3

Answered question	113
Skipped question	98

12. Please list the postsecondary institutions you partnered with to offer dual-credit courses during the 2010-11 academic year.

Institution	Number of times listed
Central Community College	30
Northeast Community College	24
Mid-Plains Community College	16
Peru State College	15
Western Nebraska Community College	14
Metropolitan Community College	13
Nebraska Wesleyan University	13
Southeast Community College	13
Nebraska College of Technical Agriculture	6
University of Nebraska at Omaha	5
University of Nebraska-Lincoln	5
Wayne State College	3
Hastings College	2
Chadron State College	2
Oglala Lakota College (S.D.)	1
Little Priest Tribal College	1
University of Nebraska at Kearney	1
Creighton University	1

Answered question	114
Skipped question	97

13. Dual-credit admission criteria for your students are decided by:

	Response Percent	Response Count
Your high school	13.2%	16
Your partnering postsecondary institution	23.1%	28
Both	63.6%	77
Answered question		121
Skipped question		90

14. What criteria does your school district require for a student to take a dual-credit course?

	Response Percent	Response Count
GPA	46.8%	51
Class rank	26.6%	29
Asset/Compass score	40.4%	44
ACT cut score	34.9%	38
Counselor/teacher Recommendation/referral	70.6%	77
Year in school (senior, junior, sophomore, freshman)	83.5%	91
Answered question		109

Skipped question	102
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15. Who pays dual-credit tuition for your students?

	Response Percent	Response Count
The student	60.3%	73
Your high school or school district	7.4%	9
Your partnering postsecondary institution	2.5%	3
Foundation/private organization/business/other	0.0%	0
Some combination of the above	29.8%	36
Answered question		121
Skipped question		90

16. Please explain the combination of funding for dual-credit tuition for your students.

1. Student, district, post-secondary, grant funding
2. Student and district for free/reduced
3. Students pay some but scholarships are widely available, both needs and merit-based.
4. Most dual credit classes are paid for by students. We have one exception. To provide Auto Mechanics/Transportation course work in our District, we had to use CCC staff members. Because this program replaced our existing Auto Mechanics Program, we pay entry-level tuition. Students in the second year of this program pay his or her own tuition.
5. The college offers it at a reduced rate and then the student pays for it
6. Postsecondary institutions reduce tuition, Millard Foundation tuition scholarships for 1/2 reduced rate tuition, ACE scholarships

7. Peru Students pay themselves SCC costs are paid by the district and SCC
8. normally the student does, but we do some scholarships, depending on the college.
9. Most students pay for their own credit. We do have limited funding from private sources for those that can't pay.
10. Most students pay for their own credit. We do have limited funding from private sources for those that can't pay.
11. Student, Columbus Public Schools Foundation, ACE scholarship, Columbus Chamber Workforce scholarship
12. if needed for graduation school pays, if wanted for personal growth student pays
13. Student or ACE Scholarship
14. Students pay the tuition. If they receive an A or B in the class our school refunds half of the tuition.
15. 0
16. some scc, some local, some student
17. Parent Paid Tuition with Possibility for Partial Reimbursement
18. ACE Scholarship
19. Some qualify for ACE scholarship, some pay and others are in Career Academy, which means the college pays half and our high school pay
20. Student along with ACE Scholarships
21. Majority of the tuition is paid for by students. ACE scholarships for students that apply and are accepted.
22. school would pay if no other funding available for the student
23. Student is responsible, scholarships, community grants
24. Student and ACE Scholarships
25. HAL money partially reimburses students upon successful completion
26. Student and/or school based scholarships
27. Students do but free/reduced students can apply for ACE scholarship consideration.
28. ACE Scholarship, Local Foundation Scholarship, or they pay their own tuition

- 29. Some courses paid by district / others paid by student
- 30. ACE scholarships, student full-pay, HAL students get one class free
- 31. Scholarship, Student, Foundation
- 32. Student, the SCC Foundation, and the Weeping Water Public School Foundation split the cost for tuition
- 33. school district, student, post secondary institution
- 34. if the student is considered High Ability Learner, the district pays, otherwise the student pays tuition; school pays tuition for Career Academy dual credit courses
- 35. Student pays for math and english. School pays for CNA.

17. Who pays for dual-credit books and supplies for your students?

	Response Percent	Response Count
The student	32.0%	39
Your high school or school district	47.5%	58
Your partnering postsecondary institution	0.0%	0
Foundation/private organization/business/other	0.0%	0
Some combination of the above	20.5%	25
Answered question		122
Skipped question		89

18. Please explain the combination of funding for dual-credit books and supplies for your students.

- 1. Students purchase some materials but the school acquires entire class sets of books using school budget.
- 2. District pays for UNO an Millard Career Academy Dual Enrollment books and supplies.

Students pay for MCC Career Academy Books and Supplies

3. The student pays unless they are on free and reduced lunches in which case they can apply for a waiver
4. each class is different, some the school provides and some the students buy the book.
5. Southern is part of the college access grant funded by Education Quest and some funds are used to rent textbooks.
6. Both the district and the student pay for books.
7. For classes taught by Columbus High staff, the books/supplies are provided. For classes taught by college instructors, students are responsible for paying for books/supplies.
8. if needed for graduation school pays, if wanted student pays
9. For online classes the students pay for textbooks and supplies
10. student and school in combination
11. ACE Scholarship
12. Some have an ACE scholarship, some pay and Career Academy students are funded by our high school and the college
13. school would pay if no other funding available for the student
14. Most of the time the school has purchased the books, but we are trying to get away from that so we are starting to have students purchase their own books.
15. Student is responsible for books, community grants or donations help.
16. Classes taught in our school, the school supplies. Online the student provides
17. Student and/or school bases scholarship
18. We use EducationQuest College Access Grant money to pay for books. When the grant is out, either the school or the students will have to pay for the books.
19. High Ability Learners sometimes get their books and supplies paid for through those funds
20. Students must purchase all textbooks and supplies required for the course.
21. school district
22. same as above, if the student is HAL, the district pays for books and supplies

19. Does your dual-credit program allow a mix of dual-credit and non-dual-credit students in the same classroom?

	Response Percent	Response Count
Yes	78.4%	91
No	21.6%	25
Answered question		116
Skipped question		95

20. Describe the issues surrounding dual-credit courses in your school. Please be specific.

1. Technology problems when the ITV system is not working properly.
2. Dual enrollment tuition can be an obstacle for students. It is difficult for a district to update textbooks to stay current with college requirements
3. None
4. Not enough capable teachers.
5. The "college" level instructors sent by SCC do not necessarily possess the pedagogical skills our teachers do, but SCC claims our teachers do not possess the "content expertise" of their teachers.
6. While there may be a number of logistical issues raised by these courses, the portability of the credits to higher education institutions other than those issuing the dual credit is, for the most part, non-existent. This is unfortunate as I believe the work of secondary students in this setting should have greater portability.
7. Making dual enrollment consistently available in all buildings. This is related to placing qualified teachers.
8. All dual-credit classes are on-line
9. Most students in our school do not need the courses for high school credit because of the variety of class offerings.

10. None that I know of. The only issue I have and this is my own personal opinion with dual-credit is that, are we replacing high schools with college. Why do students need to stay in high school, if most of their classes are college? I want to see kids being kids, they will have enough pressures on them in adult life, let them be high school students.
11. Additional paperwork, additional letters mailed, procedures students and parents need to know, awareness of what colleges will accept credit
12. Scheduling and availability
13. Managing students who are not self disciplined for this type of course. Deciding who the cooperating teacher will be in the school district.
14. The biggest issue surrounding dual-credit courses is with respect to teachers being qualified to teach the courses. Many teachers are more than capable, but are not qualified according to the post-secondary institution.
15. The student does not know if they are receiving college credit until they decided where they are going to college. Colleges treat dual credit differently. Also, the 18 hours in the content area requirement for high school teachers who teach dual credit is problematic. We have multiple sections of pre-calculus, for example, and only one of the teachers meets this requirement. So students have an unfair playing field on whether they can teach dual credit based on which teacher they are randomly enrolled. There needs to be an alternate pathway to allow teachers to teach dual credit beyond 18 hours in the content area.
16. None
17. Time is always an issue. Sending or receiving courses in alignment with other districts is a challenge.
18. scheduling and student interest
19. The most difficult issues are getting instructors that dual endorsed and making sure that the program is of high quality and has rigorous standards worthy of college credit.
20. none
21. Credits being accepted by all colleges.
22. Postsecondary institution requiring ACT or COMPASS test scores for the student to take a dual-credit course taught by high school instructor. For some distance learning courses, meshing two or more schedules.
23. none
24. Teachers with necessary degree is a problem

25. Problems not being able to get college instructors with a Nebraska Teaching Certificate
26. Upper level courses allowing students to earn credits towards high school graduation, while earning college credits
27. There are no issues. Several of the dual-credit courses are through the career-tech era with our industrial tech, ag, and fcs department. The others have been offered in content areas such as math and english through Wesleyan and Central Community college for upper level math and English courses.
28. Scheduling
29. a
30. Having qualified teachers - masters degree in their teaching area
31. Getting students interested
32. Teacher Qualifications-Renewal of Certificate
33. Cost and the instuition being required to have a NE teaching certificate.
34. We have no student issues.
35. It is a good opportunity for students to begin their college careers and at the same time strengthens our overall curriculum.
36. affording tuition, books, before or after school
37. Sometimes we would rather offer college credit only classes, especially in English so that our teachers work with our students to meet their graduation requirements. We offered college credit only classes to our students for English Comp, Intro to Psychology, College Literature, and Principles of Accounting.
38. To make sure that teachers at the sending site are certified as secondary teachers in Nebraska
39. Difficulty finding teachers qualified to teach the courses
40. Finding the instructors and courses matching our schedule.
41. NDE Certification of the College Instructor
42. Class section times. College entrance requirements sometimes higher than the school. Local teachers gaining approval to be adjunct faculty. Cost of taking the classes for college credit. Dropping a class.
43. Getting teachers approved by the college is sometimes an issue.

44. We need to offer more
45. non accredited post secondary teachers, tuition responsibility
46. matching our school's schedule with the college
47. Teacher Certification, scheduling
48. schedule
49. A certified staff member is in the classroom with the college instructor teaching the class because the college professor lacks certification in Nebraska. Waste of man power.
50. We do not have enough staff to cover the students taking separate rooms, they meet in the Library and our Media Specialist supervises them. or the Counselor does.
51. U.S. History can be taken dual credit through NE Wesleyan, Career Academy courses are dual credit, some CCC courses can be dual credit
52. Finding eligible instructors for the courses within our faculty.
53. Organization of the institution, the process for enrollment, communication of qualifications, timeliness of processing
54. Payment by the student to the postsecondary institution can be a challenge.
55. No real issues, however, sometimes the English students have to realize this is a College Level Class
56. Maintaining qualified teachers as Metro requires master level teachers in the content area.
57. We have dual credit courses in 2011-2012 but we did not have them in 2010-2011.
58. MATCHING QUALIFIED STAFF WITH COURSE OFFERINGS. FINANCIAL BURDEN ON STUDENTS FOR CREDIT
59. Funding, qualified teachers, scheduling Colleges send billing statements to students
60. convincing students to take the classes. Fear of failure.
61. No Issues
62. None has worked fine for years
63. Some students that do not qualify for the ACE do not sign up because of the cost of tuition. We do not have any instructors on our campus certified to teach dual credit, so our students have only the option of taking them online or through a distance learning system. Some students do not sign up because they do not want to take a course with that type of format.

64. DL classes must fit our schedule - doesn't always happen smoothly.
65. The low income students are fortunate to have the ACE scholarship opportunity to take the dual credit courses
66. Dual credit classes have been an excellent addition to our curriculum
67. Restricted time schedules, how to treat failing students
68. none
69. None
70. Some only want college credit as to not affect their high school GPA and Rank.
71. None
72. Dual credit class from Rock County has students from other district enrolled through distance learning capabilities. Students from Ainsworth and Keya County High School participated
73. The ecompass test has been an issue for some students attaining an acceptable score
74. We have recognized criteria for making dual credit available to students; gives the members chance for inter -action with college teachers, students and other high school students.
75. None
76. No negative issues. Just some obstacles to overcome, such as distance from the colleges.
77. We don't have enough students that are capable of doing dual credit courses.
78. Not enough teachers are qualified to teach dual-credit courses, For the current year we waited 6 months to get an answer about the classes we could offer, and then were turned down. We looked to another institution who approved teacher and classes.
79. I need more Mastered teachers.
80. There are no issues
81. scheduling is always an issue - offerings may appeal to students, but if they are synchronous, the timing must match
82. no issues
83. They are great, I wish we had more on-staff teachers who were qualified to teach dual credit courses.
84. The cost for some students wanting to take the class keeps them from enrolling.

85. class load limits set by cooperating schools restricting the number of students able to participate
86. Teacher qualifications. Masters is too stringent. Some Bachelor teachers are primo.
87. Cut scores for some classes are way to high by Western Nebraska CC
88. none
89. Some people feel that we are moving away from the mission of high schools
90. They are not allowed to substitute the dual credit for our core subjects. Only for recovery.
91. None. It is a wonderful program.
92. The main issue I hearing counselors discuss across the state deals with the concern that students a missing out on a full year of a college preparatory class. Even though the students satisfactorily complete a dual-credit college composition course, some four year colleges complain that those students are still ill prepared to complete college level work. We are starting to see four year institutions (see UNO and UNL) starting to combat this by requiring "placement" tests for all incoming freshmen - regardless of what college or dual credit classes they have completed.
93. None
94. We do not offer dual-credit options.
95. Monitoring the students -- we have to divert teacher time to monitoring students while they work independently on coursework.
96. The requirements set by the post-secondary school to teach these course is increasing. This will eventually end the program at our school as we will not have instructors on staff to teach these courses.
97. Students who want to take the class but don't meet the criteria.

21. Describe the benefits of offering dual-credit courses in your school.

1. Students enter college with general education credits.
2. Great opportunity for students and staff. Increases rigor in high school courses. Saves students time and money Helps prepare students for post-graduation
3. Better preparation for post-secondary education
4. Get a head start on college.

5. We're at a point wherein most of our seniors end up with a full college year and some a year and a half of college done and on the books by the time they graduate from HS. It has been a game-changer. Kids used to take lots of electives and "blow off" lots of time their senior years in particular. Not any more. Now it is fast and furious and very rigorous academically and they are walking out with not just an HS diploma but a year of college credit under their belts, and that is true of the vast majority of our seniors.
6. There are two primary benefits. Dual-credit allows high school students to experience a college course before going to college. In addition, students higher education costs and time commitment is reduced through dual-credit course work.
7. Students are able to acquire college credit while attending high school
8. Career exploration and college readiness.
9. Rigor & Relevance, Persist to postsecondary education, earn high school and college credit, increased student engagement
10. It helps the students prepare for college.
11. It allows students to get college credit while in school.
12. If a student is lacking in high school credit, they can receive it as well as college credit and offer choices we do not have available.
13. complete some college credits before leaving high school. May be able to get done with college sooner.
14. Students and parents appreciate earning credits prior to enrolling in college.
15. Students get a cheaper rate for college credit plus they get face to face time with an instructor that knows the students well.
16. Students earn the chance to receive college credit before entering college
17. Students get a chance to earn college credit with the safety of having adults in high school who can assist them when it becomes a challenge. I have had students who were afraid of a computer course until they had this opportunity and now they have a 4.0 in their third year of college.
18. There are MANY benefits. Some of them include: 1) jump start on college, 2) cheaper college tuition, 3) exposure to college level work, 4) college level work at high school pace, 5) college level work with a low teacher to student ratio, 6) challenging courses for upper level students, etc.

19. Gain college credit while in high school and do not have to leave their high school campus.
20. Allows college credit in high school. Allows classes in career field.
21. A positive for us. Greater student course selection, preparation for post-HS education.
22. wider curriculum available to students
23. We have students starting college with Sophomore standings.
24. none
25. Challenge students
26. Students are able to get a head-start on earning college credits.
27. headstart on college credits; college credit earned at a reduced rate;
encouragement to attend college
28. Allows students to attain college credit at minimum cost
29. Students being able to complete college courses without leaving our school
30. college credits earned by students
31. The students and the parents like going off to college with credit in hand. Also, they like the fact that it is fairly economical for the students to take the credit in a safe, structured environment.
32. More opportunities for students.
33. a
34. Give kids a head start on college
35. Helping students to get an early start on their college work
36. Allows students to gain credits at a cheaper rate. Takes a higher schedule load off them at college.
37. Gets our students a jump start on college for general studies.
38. Students are starting their freshman year of college with credits that can be applied to their elective credits.
39. college credit and fulfilling high school graduation requirements

40. Wonderful opportunity for students to earn college credit while still in high school. Nice for students to be able to complete college credits with the help of their high school teacher who is allowed to teach some classes for dual credit.
41. Early start on college courses, prepare students for college
42. Alignment with post-graduate programs, students can get begin to acquire college credit
43. Get students a head start on college.
44. It allows students to hit the ground running in college.
45. Can truly prepare our students for the next level of education. Empowers students.
46. Huge benefit to students. Cost savings as well as potential to get students who might not otherwise pursue a degree started in a program.
47. Students are able to gain hs as well as college credit, and they are taking more advanced level courses. Dual-credit tends to keep students interested in class.
48. broaden curriculum available, career exploratory for undecideds
49. students get a less expensive way of picking up college credit early; serves as an enrichment for accelerated students.
50. College readiness, meeting needs of high performing students
51. college credit for hs students, half-price tuition, exposure to college expectations
52. Students have the opportunity to experience college level courses with a lot of support.
53. It has been a tremendous benefit for our students. It has created a relevant curriculum and given them a head start in their future endeavors.
54. We can offer more classes and more rigorous schedule which looks good on our student's transcripts and scholarship applications. We can prepare our high ability students better for college.
55. Allows student to get college credit at a lower tuition rate through CCC, allows students to graduate from college in 4 or less years
56. Great for students to learn advanced concepts and obtain some college credit.
57. allows students to earn college credit while still in high school
58. Students feel special for taking college classes, get a jumpstart on college career
59. Allows students to earn college credit.

60. Offering college credit hours and a reasonable rate for students.
61. College credit at reduced rates; reduced time on campus for students and overall financial outlay for degree is less.
62. Students will directly benefit from earning college credit.
63. TUITION SAVINGS FOR STUDENTS. STUDENTS GET A HEAD START ON CREDIT ACCUMULATION.
64. Student motivation to learn
65. We believe that students that take college credit classes are more likely to attend college. Offers more rigor to our students
66. prepare them for college. Currently working on offering more dual-credit next semester in an effort to prepare them for college.
67. It is an excellent benefit for students to get college credits in the high school setting.
68. Head start on college
69. We love having these an options for our students. It helps keep them focused on pursuing a college education and I think it makes the transition much easier for them.
70. Students learn to use systems like Moodle or Blackboard, etc. Student can take classes for 1/2 the cost while in HS. Can shorten the length of time needed to complete a degree.
71. Students are able to achieve college credit and have college credit before entering college
72. money savings for students when attending college, cost is less per hour than when they are enrolled full time after graduation. It is also used to enhance our curriculum.
73. Allows students the opportunity to start their college academic careers during high school.
74. Help students complete college sooner.
75. earning college credit, college experience, augments schedule, explore interests
76. Preparing students for college, allows us to offer more classes, prepares students to become better college students
77. Provides students the opportunity to experience college type environment in the high school setting. Also the opportunity to gain college credit at a minimal expense.
78. Greater # of course offerings, Incentive to take rigorous subjects, Incentive to study hard.

79. Allows students head start on college credits. Students paying for classes increases focus on doing well in class.
80. allows students to prepare for college and perhaps accelerate their college career
81. It is both an advantage for the district per curriculum offering or variety and more so for students start to post secondary schools.
82. Cost saving students, college experience, smaller class sizes
83. Students benefit by being able to take courses we may not be able to offer at our school, it prepares them for the demands of college and online learning, and gives them a headstart on college at a less expensive rate.
84. Students are able to get college credit prior to college enrollment.
85. Allows students to earn college credit while in high school, allowing them to finish college sooner.
86. It gives the students a leap forward in their college career.
87. students can graduate from HS with up to 12 college credits
88. Students get a leg up on their post-secondary careers and also get a feel for how college courses will work
89. Able to take classes they wouldn't otherwise have the opportunity and get started on college credits before setting foot on a campus.
90. Our students have the possibility of leaving high school with over twenty hours of college credit. That's quite a savings for the students in time and money.
91. Prepares students for college and increases awareness for what college instructors require of students.
92. It gives our students an idea of the caliber of college courses and challenges them in their regular classes knowing what may be ahead in their post- secondary courses
93. Allows our students to begin post-secondary education ahead of many of their peers.
94. gives students an advantage when enrolling in college
95. Money, time and culture.
96. Main benefit is that students are completing classes that will shorten their coursework in college. This will allow them to finish sooner and save money.
97. earn college credit while in high school and works with our alternating block schedule

98. Allows a much more diverse curriculum, allows students to move ahead with more challenging work, can get a great head-start on college credits
99. One step up on college, can be used for recovery credit.
100. It gives students a purpose for being in high school, therefore increasing the school climate.
101. Allows students to take challenging courses and begin working towards the associate or 4 year college degree
102. Students earn credits for college at a far reduced tuition rate.
103. It gives students a jump start on college. If a kid is on the fence about college and can experience success at HS and have college credit earned prior to going they are more likely to go to college.
104. Students get exposed to college level coursework.

Appendix III: Full survey summary results (continued)

b. Postsecondary dual enrollment survey

Note: This survey was distributed to the chief academic officer of each Nebraska public school district via email. The email directed them to the survey via a link to surveymonkey.com, a commonly used online survey tool. A follow-up email was sent to every chief academic officer a week after the initial email.

1. Under this definition, does your institution offer dual-credit courses?

	Response Percent	Response Count
Yes	53.3%	16
No	46.7%	14
Answered question		30
Skipped question		0

1. dual enrollment but not dual credit

2. Please identify the postsecondary institution you represent.

1. Metropolitan Community College
2. Central Community College
3. Nebraska Wesleyan University
4. Larabee School of Real Estate & Ins. Inc.
5. University of Phoenix
6. University of Nebraska Medical Center
7. Kaplan University
8. Western Nebraska Community College
9. University of Nebraska at Kearney
10. UNL

11. University of Nebraska at Omaha
12. Hastings College (NE)
13. Nebraska Indian Community College
14. Clarkson College
15. Southeast Community College
16. Nebraska Christian College
17. Northeast Community College
18. Nebraska Law Enforcement Training Center
19. NEBRASKA HEALTH CARE LEARNING CENTER
20. Creative Center
21. Gallup University
22. Bellevue University
23. Creighton University
24. Concordia University
25. Xenon International Academy
26. Mid-Plains Community College
27. JTL Truck Driver Training, Inc.
28. ITT
29. Regional West Medical Center School of Radiologic Technology

3. How many credit hours did your institution award through dual credit during the 2010-11 academic year?

1. 7,684 does not include MCC Career Academies and CollegeNOW
2. 11,252
3. 6500
4. 0
5. 583

6. 2565
7. 398
8. 12,274
9. About 350 total
10. 9
11. 3-12
12. 3766
13. 5536
14. 0
15. 0
16. 138
17. 1588
18. 3,246 credit hours

4. What was your institution's student enrollment for dual-credit courses during the 2010-11 academic year (unduplicated headcount)?

1. 1,053 does not include MCC Career Academies and CollegeNOW
2. 1,938
3. 1300
4. 0
5. 108
6. 486 unduplicated; 759 total
7. 133
8. 1966
9. About 25
10. 3
11. 2-4

- 12. 650
- 13. 820
- 14. 0
- 15. 0
- 16. 46
- 17. 250
- 18. 656
- 19. 6

5. How many unique dual-credit courses did you offer during the 2010-11 academic year? (Only count each course once; for example, English 101 would count as one course, even if you offered 4 sections of it throughout the year or at four receive sites for a synchronous course.)

- 1. 54
- 2. 76
- 3. 30
- 4. 0
- 5. 18
- 6. 45
- 7. 5
- 8. 42
- 9. 1
- 10. 1
- 11. one - Medical Terminology
- 12. 19
- 13. 34
- 14. 0
- 15. 0

- 16. 13
- 17. 15
- 18. 68
- 19. 6

6. Please list the high schools that participated in your institution’s dual-credit program during the 2010-11 academic year.

1. Arlington High School, Bellevue East High School, Bellevue West High School, Bennington High School, Blair High School, DC West High School, Dodge High School, Elkhorn High School, Elkhorn South High School, Fort Calhoun High School, Fremont High School, Gretna High School, howells High School, Logan View High School, Millard Horizon High School, Millard North High School, Millard South High School, Millard West High School, North Bend Central High School, OPS Career Center, Benson High School, Bryan High School, Burke High School, Central High School, North High School, Northwest High School, South High School, Papillion-LaVista High School, Papillion-LaVista South High School, Platteview High School, Plattsmouth High School, Ralston High School, Roncalli Catholic High School, Scribner-Snyder High School, Westside Career Center, Westside High School

2. ADAMS CENTRAL JR-SR HIGH SCHOOL ALLEN HIGH SCHOOL ALMA HIGH SCHOOL AMHERST HIGH SCHOOL ANSELMO-MERNA HIGH SCHOOL ARAPAHOE HIGH SCHOOL ARCADIA HIGH SCHOOL ARTHUR COUNTY HIGH SCHOOL AURORA HIGH SCHOOL AXTELL COMMUNITY SCHOOL BERTRAND HIGH SCHOOL BLUE HILL HIGH SCHOOL BOONE CENTRAL SCHOOLS BRADY HIGH SCHOOL BURWELL JR-SR HIGH SCHOOL CAMBRIDGE HIGH SCHOOL CEDAR CATHOLIC HIGH SCHOOL CEDAR RAPIDS JR-SR HIGH SCHOOL CENTRAL CATHOLIC HIGH SCHOOL CENTRAL CITY HIGH SCHOOL CENTURA SECONDARY SCHOOL CLARKSON JR-SR HIGH COLUMBUS HIGH SCHOOL COZAD HIGH SCHOOL CROSS COUNTY HIGH SCHOOL DAVID CITY SECONDARY SCHOOL DONIPHAN-TRUMBULL PUBLIC SCHOOL EAST BUTLER HIGH SCHOOL ELBA SECONDARY SCHOOL ELWOOD HIGH SCHOOL FILLMORE CENTRAL HIGH SCHOOL FRANKLIN SECONDARY SCHOOL FRIEND HIGH SCHOOL FULLERTON HIGH SCHOOL GIBBON HIGH SCHOOL GILTNER HIGH SCHOOL GOTHENBURG HIGH SCHOOL GRAND ISLAND SENIOR HIGH SCHOOL GREELEY-WOLBACH HIGH SCHOOL HAMPTON HIGH SCHOOL HARTINGTON HIGH SCHOOL HARVARD HIGH SCHOOL HASTINGS SENIOR HIGH SCHOOL HEARTLAND LUTHERAN HIGH SCHOOL HIGH PLAINS COMMUNITY HIGH SCHOOL HOLDREGE HIGH SCHOOL HOLY FAMILY HIGH SCHOOL HOWELLS JR-SR HIGH SCHOOL HUMPHREY JR-SR HIGH SCHOOL KEARNEY CATHOLIC HIGH SCHOOL KEARNEY SENIOR HIGH SCHOOL LAKEVIEW HIGH SCHOOL LAWRENCE/NELSON SECONDARY LEIGH HIGH SCHOOL LEXINGTON HIGH SCHOOL

LITCHFIELD HIGH SCHOOL LOOMIS SECONDARY SCHOOL LOUP CITY HIGH SCHOOL LOUP COUNTY HIGH SCHOOL MADISON SENIOR HIGH SCHOOL MERIDIAN HIGH SCHOOL MINDEN HIGH SCHOOL NEBRASKA CHRISTIAN HIGH NORTH LOUP SCOTIA HIGH SCHOOL NORTHWEST HIGH SCHOOL OGALLALA HIGH SCHOOL ORD JR-SR HIGH SCHOOL OSCEOLA HIGH SCHOOL OVERTON HIGH SCHOOL PALMER JR-SR HIGH SCHOOL PLEASANTON HIGH SCHOOL RANDOLPH HIGH SCHOOL RAVENNA SENIOR HIGH SCHOOL RED CLOUD HIGH SCHOOL RISING CITY HIGH SCHOOL SAINT CECILIA HIGH SCHOOL SAINT EDWARD HIGH SCHOOL SAINT FRANCIS HIGH SCHOOL SAINT PAUL HIGH SCHOOL SANDY CREEK JR-SR HIGH SCHOOL SCHUYLER CENTRAL HIGH SCHOOL SCOTUS CENTRAL CATHOLIC SCHOOL SHELBY HIGH SCHOOL SHELTON HIGH SCHOOL SILVER LAKE HIGH SCHOOL SOUTHERN VALLEY JR-SR HIGH SCHOOL SPALDING ACADEMY HIGH SCHOOL SPALDING SECONDARY SCHOOL SUMNER-EDDYVILLE-MILLER HIGH SCHOOL SUPERIOR JR/SR HIGH SCHOOL SUTTON SECONDARY SCHOOL TRUMBULL HIGH SCHOOL TWIN RIVER SENIOR HIGH SCHOOL WAHOO HIGH SCHOOL WALLACE HIGH SCHOOL WEEPING WATER HIGH SCHOOL WEST POINT-BEEMER JR/SR HIGH WHEELER CENTRAL HIGH WILCOX HILDRETH HIGH SCHOOL WILCOX-HILDRETH PUBLIC SCHOOLS WOOD RIVER RURAL HIGH SCHOOL

3. Albion - Boone Central High School Alma High School Aurora High School Axtell High School Bennington High School Columbus High School Elkhorn High School Elkhorn High School and ESHS Elkhorn Mt. Michael High School Elkhorn Valley High School Elm Creek High School Elwood High School Franklin High School Grand Island Northwest Hampton High School Hastings Adams Central High School Hastings High School Hastings St. Cecilia High School Holdrege High School Kearney High School Lexington High School Lincoln Arts & Humanities Focus School Lincoln Christian High School Lincoln East High School Lincoln High School Lincoln North Star High School Lincoln Northeast High School Lincoln Science Focus School Lincoln Southeast High School Lincoln Southwest High School Loomis High School Minden High School Norfolk High School Norris High School Omaha Brownell-Talbot Omaha Creighton Prep Omaha Duchesne Academy Omaha Marian High School Omaha Mercy High School Omaha Roncalli Catholic High School Omaha Skutt High School Omaha Westside High School Ord High School Papillion LaVista High School Papillion- LaVista High School Papillion-LaVista South High School Scottsbluff High School Seward High School Sidney High School Sutton High School Thayer Central High School Utica Centennial High School Waverly High School Wayne High School
4. NA
5. St Patricks, Ainsworth, Ansley, Chadron, Coleridge, Conestaga, Crawford, Elba, Fillmore, Franklin, Garden Co., Gordon/Rushville, Heartland, Hershey, High Plains, Laurel Conrad, Loomis, Loup Co., Maywood, McPherson Co., Perkins Co., Ogallala, Pawnee City, Paxton, Pleasanton, Medicine Valley High School, Rock Co., Sidney, Sutherland, Sulton, Wheeler Central, Wauneta/Palisades, Wheeler Central, Sunner/Eddieville/Miller, Lourdes Central,

Humbolt/Tablerock/Stienauer, Wood River, Valentine, Chase Co., Johnson Co., Mead, Stuart and Winside

6. Alliance, Banner County, Bayard, Bridgeport, Chadron, Chappell, Crawford, Leyton, Gering, Gordon-Rushville, Hay springs, Hemingford, Kimball, Mithcell, Morrill, Oshkosh, Potter-Dix, Scottsbluff, Sidney
7. Kearney High School
8. Blair High School Papillion-LaVista High School Papillion-LaVista South High School Westside High School Millard North High School Millard South High School Millard West High School Marian High School Concordia High School Ralston High School Creighton Prep High School Bellevue East High School Bellevue West High School Skutt Catholic High School Elkhorn High School Elkhorn South High School Brownell-Talbott High School Roncalli Catholic High School St. Pius X Catholic High School, Atlanta GA McCook High School Plattsmouth High School Omaha Benson High School Omaha Bryan High School Omaha Burke High School Omaha Central High School Omaha North High School Omaha Northwest High School Omaha South High School Omaha Career Center Mercy High School
9. Hastings Senior High School (Hastings, NE)
10. Santee Public
11. Benson High School
12. Ashland, Beatrice, Crete, Deshler, Fairbury, Falls City, Friend, Heartland, Lincoln Christian, LPS -East, LPS-Northeast, LPS-North Star, LPS-Southeast, LPS-Southwest, LPS-Lincoln High, Louisville, Mead, Milford, Norris, Plattsmouth, Raymond Central, Wahoo, Weeping Water, Yutan, Thayer Central, Seward, Freeman, Nebraska City, Bruning, Waverly, Meridian, Wilber, Auburn, Lewiston, Johnson Co. Central, Malcolm, Exeter, Palmyra, Shickley, Southern, Diller-Odell, Tri-County
13. Ainsworth Atkinson-West Holt Bancroft-Rosalie Bassett - Rock County Battle Creek Burwell Chambers Clearwater Cody-Kilgore Creighton Crofton Dodge Elgin Public Elgin Pope John Giltner Hartington Public Hartington Cedar Catholic Homer Hooper - Logan View Laurel-Concord Lynch Lyons-Decatur Madison Neligh Newcastle Newman Grove Norfolk Public Norfolk Catholic O'Neill Public O'Neill St. Marys Oakland-Craig Pender Pierce Plainview Randolph South Sioux City Spencer Springview Keya Paha Stanton Stuart Superior Tekamah- Herman Tilden - Elkhorn Valley Veridgre Wakefield Wayne West Point Public West Point Central Catholic Wisner-Pilger Wynot
14. Creighton Prep, Mount Michael, Duchesne Academy, Saint Albert's

15. Lincoln Lutheran HS, Lincoln, NE Concordia HS, Omaha, NE Seward HS (NE) Baltimore (MD) Lutheran HS Faith Lutheran HS, Las Vegas, NV Lake Country Lutheran HS, Hartland, WI Martin Luther HS, Greendale, WI St. Paul Lutheran HS, Concordia, MO Vail Christian HS, Edwards, CO Valley Lutheran HS, Phoenix, AZ

16. Ainsworth High School Anselmo-Merna High School Ansley High School Arapahoe High School Arcadia High School Arnold High School Arthur High School Brady High School Broken Bow High School Burwell High School Callaway High School Cambridge High School Chase County High School Cody- Kilgore High School Dunty County/Stratton High School Elwood High School Eustis-Farnam High School Hastings Adam Central High School Hayes Center High School Hershey High School Hitchcock County High School Hyannis High School Keya Paha High School Loup County High School Maxwell High School Maywood High School McCook High School McPherson County High School Medicine Valley High School Mullen High School North Platte High School North Platte St. Patrick's High School Ogallala High School Oshkosh High School Paxton High School Perkins County High School Rock County High School Sandhills High School Sargent High School South Platte High School Southwest High School St. Edward High School Stapleton High School Sumner High School Sutherland High School Sutton High School Thedford High School Valentine High School Wallace High School Wauneta-Pallisade High School

17. Thomas Jefferson High School, Council Bluffs Fremont high School Platteview High School Northwest High School

7. Dual-credit admission criteria for your students are decided by:

	Response Percent	Response Count
Your partnering high school/s	18.8%	3
Your postsecondary institution	31.3%	5
Both	50.0%	8
Answered question		16
Skipped question		14

8. What criteria does your institution require for a student to take a dual-credit course?

	Response Percent	Response Count
GPA	53.3%	8
Class rank	26.7%	4
Asset/Compass	40.0%	6
ACT cut score	40.0%	6
Counselor/teacher recommendation/referral	66.7%	10
Year in School	66.7%	10
Other	33.3%	5
Answered question		15
Skipped question		15

GPA (fill in the blank)

- 3. 3.0
- 4. Minimum H/S GPA
- 5. 3.00 or better
- 6. 3.00 cumulative
- 9. 2.5
- 11. Recommended GPA of 3.0 or better
- 13. 3.0 or higher
- 14. no

Class rank (fill in the blank)

- 4. Recommended by school officials
- 11. Recommend rank in top 1/2 of high school class

13. N/A

14. no

Asset/Compass (fill in the blank)

2. Asset/Compass

4. Writing > 65; Reading > 76; Algebra > 66

10. Appropriate score

11. REQUIRED -- Asset of 45 or better for Math & 79 or better for English ACT score of 21 or better & ACT score of 18 or better for English --no minimum score for courses other than English & math --consistent with regular on campus programs.

13. N/A

14. Yes

ACT cut score (fill in the blank)

4. Writing > 18; Reading > 18; Algebra > 22

5. Earned a score of 20 or higher

10. Appropriate score

11. Recommended ACT of 20 or better

13. N/A

14. Yes

Counselor/teacher recommendation/referral (fill in the blank)

1. Counselor and high school administrators refer

3. Yes, if not a Jr or Sr

4. Counselor/Principal/Parent signatures

5. Must be identified as high ability by the high school

7. Consultation among the high school counselor and teacher and our Chemistry Department

8. YES

9. Counselor chooses appropriate students

11. Required signature of school official

13. Counselor or Principal

14. Yes

Year in school (fill in the blank)

2. junior/senior

3. Juniors/Seniors

4. Junior or Senior

5. Juniors or seniors

9. Jr. and Senior

10. Junior/Senior level

11. Junior or Senior

13. Junior or Senior

14. Yes

15. Seniors

Other (fill in the blank)

5. Must meet prerequisites of the course

10. Recommendation of Principal

11. Northeast has a policy regarding early entry.

12. Must attend designated high school.

13. N/A

9. How many instructors (unduplicated) taught in your institution's dual-credit program during the 2010-11 academic year?

	Response Average	Response Total	Response Count
High school instructors	42.57	596	14

Postsecondary instructors	10.33	124	12
Answered question			16
Skipped question			14

10. The criteria for dual-credit instructor qualifications are established by:

	Response Percent	Response Count
The high school	6.3%	1
Your postsecondary institution	68.8%	11
Both	25.0%	4
Answered question		16
Skipped question		14

11. Instructors in your institution's dual-credit program must have (check all that apply):

	Response Percent	Response Count
A master's degree in any discipline	13.3%	2
A master's degree in the content area they'll be teaching	60.0%	9
At least 18 hours of graduate study in content area	40.0%	6
At least 18 hours taught in content area	13.3%	2
Postsecondary Dual Credit	20.0%	3

Endorsement (NDE)		
Other	33.3%	5
Answered question		15
Skipped question		15

1. A Masters degree with at least 18 hours of graduate work in the content area -this may be part of the MS and/or outside of it.
2. We prefer all faculty have a Masters within the discipline but we do have some educators that have been with NCTA for a number of years that only have their Bachelors.
3. Usually such an instructor would have a degree in the discipline which they are teaching.
4. CTE Instructors would require the same credential as a on campus instructor and 2 years of experience. If instructors do not have the teaching certificate we work with them to obtain the certificate from NDE.
5. Faculty teaching courses intended for transfer to four-year institutions will hold a minimum of a master's degree which includes substantial study appropriate to the academic field in which they are teaching (typically a minimum of 18 semester hours of graduate credit. (Same as all NECC faculty)
6. Faculty teaching in trades areas need
7. General Education courses require master's degree in the subject being taught, Technical courses, instructor must have a bachelor degree and 3 years experience in their field

12. Is the tuition cost of dual-credit courses at your institution:

	Response Percent	Response Count
Less than regular tuition	73.3%	11
The same as regular tuition	26.7%	4
More than regular tuition	0.0%	0
Answered question		15

1. High School Nebraska residents pay half price tuition for MCC courses.
2. Dual credit tuition is substantially less than regular tuition.
3. \$43.75 per credit
4. Area enrolled high school students pay 1/2 tuition and 1/2 fees
5. \$75 per credit hour
6. Dual enrollment at UNO is a fee-based program, not tuition based.
7. High school students enrolled in our dual-credit Chemistry course pay \$50 per credit hour--far less than our tuition charge for undergraduates.
8. The college does not charge the dual credit students a fee due to limited size and limited funding.
9. Lower amount was charged the students who requested dual credit for Clarkson
10. \$110 fee per course.
11. Students are charged \$80/credit hour.
12. We do not charge

13. Who pays dual-credit tuition for your students?

	Response Percent	Response Count
The student	40.0%	6
Your partnering high school or school district	0.0%	0
Your institution	13.3%	2
Foundation/private organization/business/other	0.0%	0
Some combination of the above	46.7%	7

Answered question	15
Skipped question	15

1. Varies by district/school. Bellevue Public Schools pay for their students. Some districts have student totally responsible for tuition. Some districts seek foundation help. Many students apply for the ACE scholarship funds.
2. Also partner high schools and foundations; some schools choose to; students use the ACE scholarship
3. Mostly students unless then qualify for the ACE scholarship or a school-based foundation.
4. Students/parents, some high schools pay, ACE Scholarships
5. Some courses are sponsored by high schools, but in other cases the students pay individually.
6. Some students receive the ACE scholarship, others receive a scholarship through their school, while others will pay themselves.
7. In most cases it is the student, but some schools may assist or have a foundation or outside resource that is available.
8. The majority of students pay their own tuition. At least one community has a foundation that provides \$10,000 to refund a portion of the student's tuition after successful completion. ACE scholarships are very important to the students.
9. In most schools, the student pays the tuition. In some, the school pays some or all of the tuition.
10. We offer a variety of tuition payment options depending upon the high school. It could be student, high school, or scholarship.

14. Who pays for dual-credit books and supplies for your students?

	Response Percent	Response Count
The student	26.7%	4
Your partnering high school or school district	20.0%	3

Your institution	26.7%	4
Foundation/private organization/business/other	0.0%	0
Some combination of the above	26.7%	4
Answered question		15
Skipped question		15

1. Same as answer to # 13. The payment for books and materials varies by school/district.
2. Also partner high schools and foundations; some schools choose to; students use the ACE scholarship
3. Some schools furnish books, but in other cases students purchase books themselves.
4. Books are furnished by the high school - UNK provides \$\$ for supplies
5. We offer only one dual-credit course, using a high-quality model. We use a current chemistry textbook (the same text that our undergraduates use), and the college purchases these books for the high-school students' use during the course.
6. Same as above, usually the student, in many cases the school pay for the textbook and they will provide some of the supplies. Or there might be a outside resource that also assists with funds.
7. Most schools supply books and materials as part of the class. Some have a per hour charge (ranging from \$5/hr to \$20/hr) that they add to cover local expenses related to the class.

15. What types of courses can your students complete for dual credit? (Check all that apply)

	Response Percent	Response Count
100/1000-level	100.0%	16
200/2000-level	81.3%	13
Other	6.3%	1

Answered question	16
Skipped question	14

16. Does your institution allow a mix of dual credit and non-dual credit students in the same class?

	Response Percent	Response Count
Yes	75.0%	12
No	25.0%	4
Answered question		16
Skipped question		14

17. Are students taking the class for dual credit required to complete more rigorous coursework than non-dual-credit earning students?

	Response Percent	Response Count
Yes	43.8%	7
No	56.3%	9
N/A	0.0%	0
Answered question		16
Skipped question		14

18. During the 2010-11 academic year, students completed dual-credit courses (check all that apply):

	Response Percent	Response Count
At your institution	33.3%	6

At a partnering high school (face-to-face)	72.2%	13
Online (asynchronous)	33.3%	6
Blended format	33.3%	6
Distance Learning System (synchronous)	27.8%	5
Other	11.1%	2
Answered question		18
Skipped question		12

1. Do not offer
2. None of the above - we offer NO dual credit courses (4 yr inst - Q 2, 18, 22)

19. Four-year institutions: Does your institution accept the transfer of general education, 100/1000- and 200/2000-level dual-credit courses as (check all that apply):

	Response Percent	Response Count
General Education credit (100/100- and 200/2000-level courses)	58.8%	10
Elective credit	52.9%	9
None of the above	35.3%	6
Answered question		17
Skipped question		13

1. I think you meant Q19 for 4 yr inst
2. If C or above, depending on programs either Gen Ed or Elective

3. Each course is evaluated separately, but we are willing to look at dual credit courses.
4. If a student received credit for the course in high school, we do not accept it again for credit at our college.
5. It depends on whether course shows up on the college transcript. We do not accept courses from a high school transcript.

20. Two-year institutions: Does your institution accept the transfer of general education,100/1000- and 200/2000-level dual-credit courses as (check all that apply):

	Response Percent	Response Count
General Education credit (100/100- and 200/2000-level courses)	90.9%	10
Elective credit	63.6%	7
None of the above	9.1%	1
Answered question		11
Skipped question		19

1. Accept career and technical program credits

21. Describe the issues surrounding dual-credit courses at your institution. Please be specific.

1. Training MCC staff to work with high school students and finding high school staff qualified to be MCC adjunct; Funding for books/materials is often a challenge--college changes more frequently than most high schools/districts
2. All institutions do not require the 18 graduate credits of the teachers; general cost to students who may not be able to afford college costs - do low income students participate at the same rate?
3. Lack of qualified high school instructors is the limiting factor in our program. This causes inequity across the state in giving students access to our program and many others. This is the number one factor that should be brought to the forefront with policy-makers in my opinion. Teachers need access to quality, discipline-based graduate work with a schedule and costs that work for them.

4. N/A
5. Delivery mediums Communication from Institution to high school to HS faculty to students Technology Connection to and with high school learners
6. Community college are required by audit committee guidelines to ensure that the same syllabus, learning objectives, course rigor, and textbook apply to all courses, including those offered to high school students. Also, all community colleges use the master's in the specific area or a master's degree in a related field with at least 18 hours of graduate coursework in the specific teaching area as qualification criteria for adjunct instructors. All students are placed into courses on the basis of nationally standardized placement testing, with local testing methods to cross-check for placement accuracy in place at individual colleges. Certain universities and private schools use lower standards for instructors, especially high school teachers, and at least one private university allows the high school curriculum to be taught and high school level books to be used, besides allowing the students to take a course with no placement testing. The same institution provides an extremely deep discount to high school students. Consequently, in our service area, the vast preponderance of dual credit instruction is delivered by institutions with no physical presence here that grant credit under less specific guidelines than those in place for community colleges. We offer credit opportunities, but only to limited numbers of students, while the larger schools with lower standards are able to offer large sections of more traditional courses, such as general education composition, etc.
7. Many of the high school teachers have master's degrees, but not always in the area of content Departments at the university are not interested in working with the high school There is the issue of building in the assessment so that it fits within the university assessment procedures
8. The issues of dual enrollment is the transferability of the courses to post-secondary institutions outside of Nebraska, the cost of dual enrollment is an issue for some and also getting students to take the AP exam seriously.
9. We offer only a high-quality model (our chemistry faculty partner with local high-school faculty whom they know well) to offer a course identical to the introductory college chemistry course that Hastings College students take. At HC, we have wanted to offer something better than the dual-courses that some NE institutions offer--essentially college credit for high school work. Under the later model, the students may receive credit for essentially a high-school course but do NOT know the things that they need to know in order to succeed in next courses in a college course sequence.
10. The largest issues are finding funding for the courses and finding high school instructors who are qualified and willing to instruct at the college level.

11. Because we have very few students at the high school wanting dual credit, the cost to send a faculty there is prohibitive, thus we will be ending the agreement.
12. Instructor availability and credentials in rural areas is becoming more difficult. Textbooks - a college course will change textbooks more frequent than HS, which is difficult for them to understand. Ongoing interactions between college faculty and HS teachers to make sure there is communication flowing both ways for the students. Compensation to the HS when using a qualified HS instructor rather than it going directly to the HS teacher, which they don't see the personal or departmental benefit in teaching a dual-credit course. Student expectations - getting the students to understand that this is a college level course the rigor will be there and it isn't another HS course and that the college is ok with a student failing if they do not do the work.
13. 1) We would like to apply to become NACEP accredited but are having difficulty developing a method to mentor the adjunct (high school) instructors because of distance from campus and numbers of these instructors. 2) There are some students that are not eligible for the ACE scholarship that find it hard to pay for the tuition/fees (the College's payment plan does help). 3) It is sometimes difficult to transfer credits to South Dakota schools if everyone in the dual credit class is not enrolled for college credit (becoming NACEP accredited will help that) 4) It's more difficult to find high school teachers with the credentials necessary for instructors. Many teacher education institutions are offering masters degree in Curriculum & Instruction without 18 hours in a specific teaching discipline. 5) There is more demand for dual credit classes than Northeast can fill. 6) Not all schools are able to offer dual credit classes or the number, or types of classes because they do not have high school instructors that meet the credential requirements of Northeast Community College. 7) Northeast compensates schools for providing instruction (same pay as overload paid to full time faculty or compensation paid to adjunct faculty) but high schools make their own decision regarding the use of these funds (they could be used to provide compensation to the instructor or to pay for textbooks since the College updates textbooks on a shorter rotation than high schools).
14. See my response in 23.
15. A new, incoming freshman may actually arrive at Creighton with enough earned credit hours that they are a new, incoming junior. Essentially, two years of the college experience is lost.
16. We want to have our high school dual credit students included in our assessment data. We have been successful in getting work samples from all of our partner schools but it is sometimes challenging to get the information we seek. We would like to develop richer sources of data. As our program evolves we expect this to happen. Because we have chosen to work with outlying schools in different states, we have to be very conscious

about maintaining high- quality contact with the teachers in the program. We have at least one site visit per year by university personnel to each high school and seek to bring teachers to campus when possible. Technology is also helping to make this easier. We hosted a "collaboration" conferences this summer for the English and psychology disciplines to plan for increased interaction between the main campus and out Dual Credit adjuncts. As the program develops, we would like to see the College of Arts and Sciences take even more "ownership" of the program and to generate even more ideas about ways to collaborate and cooperate. We are seeking to build a culture among the Dual Credit teachers

17. Finding qualified teachers to meet the demand. Offering courses in two different time zones. Distance. Competing with four-year institutions that don't require their instructors to have the same educational background (masters with 18) as the community colleges, yet won't accept transfer credit from the community colleges if the faculty don't have the masters with 18 hours. Out of state transferability.
18. Some high schools will not accept the credits

22. Describe the benefits of offering dual-credit courses through your institution.

1. Increases student achievement with more rigorous course work Some students might consider college as a stronger possibility upon high school graduation General awareness regarding opportunities at MCC
2. opportunity for students; reduces costs for those going to a four-year institution; students have a head start on college studies
3. For us, we gain a relationship with the high schools involved which is beneficial and the students end up with credit from our institution which may inspire them to consider attending. For students, they receive a quality college-level experience at an affordable price and they receive access to many of our campus resources. For teachers, we provide a fund for them to use as they wish to enhance their ability to teach their classes. We also offer annual, paid professional development for our teachers in the program. For schools, we offer a fund for curricular enhancement, and our program - as with every dual credit program - enhances the schools' reputation in academic opportunities.
4. N/A
5. We don't offer them
6. Recruitment of students Building relationships with area high schools Giving students a college experience Reduced fees for college level courses Transferability of classes Gives students a head start on post-secondary education

7. High-performing high school students get a head start on a college education and are challenged by more demanding college curricula, helping to raise the college-going rate for Nebraska. High schools in our area can offer a broader range of courses in cases where they don't have full-time teachers qualified in instructional areas, and they can also offer college credit to smaller pools of students at one time, increasing access and opportunity for higher education. Supplementing traditionally low enrollment courses by allowing qualified high school students to enter the course increases the institution's efficiency as well, especially by using the distance delivery system through the ESU system (real-time audio/visual TV projection).
8. Provides student headcount and credit hour production - particularly helpful in areas where this is lower
9. The benefits of dual enrollment is that students are allowed to receive college credit through UNO, a four-year institution, while in their AP classes in high school, regardless of the score that they receive on the AP exam in May. The cost is 1/4 of the cost of tuition at UNO. We offer enhancements with the courses. It can vary from course to course.
10. The high-school students who take our dual-credit chemistry course are introduced to the top-quality instruction, facilities, etc. available at HC. They tell their friends. Their parents are impressed. Great word-of-mouth advertising results. This is only our second year of this program, but we hope that it will attract some top students (probably not huge numbers) to apply here who would otherwise not look so close to home.
11. It helps the student know that they can undertake college coursework and to have a few courses under their belt. It also helps the partnerships between the college and the high school, as well as introducing our institution to the learner early in the process. Further, dual credit offers a chance for the college to stand out in the community.
12. For those students who are gifted or motivated it is a great way to get a head start on earning college credits. It is a cost savings to the students and parents if they are going to college and have a sense of what they want to do to make sure the courses will benefit them. Exposes the students to college level work maybe one course at a time rather than a full load so they get to experience the difference. In some cases it is a way of taking a college course rather than taking a HS course and then having to pass an AP Exam and pay for it. For the college, it is a means of getting to HS students where if they get a course transcribed it might help them decide to attend that college. It also helps some students decide if college is for them or not and if they decide not to attend it then frees up a spot for a student who does want to attend, this is especially true for programs that have waiting lists.
13. 1) Students can understand the rigor of a post-secondary class(es). 2) Students that are successful taking a college class in high school are more confident of their ability to

attend college, increase "college going rate" (this is especially true for 1st generation students).3) Dual credit classes give high school seniors a purpose to work hard during their senior year. 4) Have a better opportunity of graduating with an Associates Degree in two years or a Bachelors Degree in four years. 5) Provides more opportunities for students to earn a dual major. 6) Provides an opportunity for students to take a lighter class load as a freshman student, allowing adjustment to college and being away from home (may be especially true for those from a smaller community) or 7) provide a lighter class load so that they can work to help pay for their college degree.

14.
 1. We are able to get our institution's name out to a population of high schools and students that have traditionally been a strong part of our recruiting base but who are becoming harder to reach because of the financial challenges of recruiting on a nationwide basis. 2. We routinely assign student teachers to the schools where we have Dual Credit programs. It is very helpful in continuing to build a partnership with these schools that is now broader than just student teaching. 3. Funds from Dual Credit have allowed us to share some of the money with our high school partner schools through direct course support payments to the school and by bringing high school teachers to campus to meet and work with our on-campus professors. 4. Bringing teachers to campus is helpful in a competitive recruiting environment where students gain (through Dual Credit) a teacher who is connected to and understanding of the school's mission and ministry. 4. The program pays for itself and the surplus is an appreciated addition to the bottom line of the university.
15. College exposure to high school students who may not have known about the college before. Opportunity to gain college credit while in high school. Cost savings for parents. Enrollment. Greater public relations opportunities for smaller communities.
16. Students get to learn about college and how college courses are delivered, they also can get a head start on the college career

23. If you are not offering dual-credit courses through your institution, please explain the issues or rationale leading to this decision.

1. We have only professional and graduate degree programs. We have NO First Year (or Second Year) students.
2. We would be interested in the opportunity to offer dual credit courses.
3. When our Advanced Scholars courses for high school students were created several years ago, it was decided that we could move more quickly if these courses were only offered for University credit. We will likely re-consider that decision in the next year.
4. Funding - Funding - Funding

5. This is just not something we do now. We have considered doing this for home school high school students.
6. The Nebraska Law Enforcement Training Center has admission standards that are not limited to academic issues. Admission requirements include a thorough background investigation including a criminal history of the applicant. Additionally there is an age entrance requirement of 21 years old.
7. Due to the structure of our classes (8:30-3:30 for one class), it is impossible to offer dual credit to high school students.
8. We have not completed the process of regional accreditation, and have not started offering classes for credit to students. The approved programs are at the graduate level so we would not likely be participating in dual credit opportunities in the foreseeable future. I greatly appreciate and support future expansion of dual credit and believe it is an efficient and effective way to help students and to assist in the achievement of the state's P-16 goals.
9. I have resisted offering dual credit. We have taught our college courses at high schools and found that with our professors who are certified for hs teaching. We have found that the students weren't able to keep the pace and that we had to extend the courses for them to achieve the same outcomes we expected at Bellevue University. I am willing to offer these courses but only when our faculty are directly involved and we are assured that the students are working at the same level as our matriculated students. I am concerned that many of the dual credit courses are simply high school courses taught by high school instructors with no or little oversight from the college and no or little involvement of college faculty. I have seen numerous examples of a college sending their syllabus to the high school instructor and then receiving grades at the end of the course. How they know or determine that any of the college content has been taught is not evident. Mary Hawkins
10. In order to obtain a Commercial Drivers License to drive in the State of Nebraska, the individual must be 18 years old. In order to obtain a Commercial Drivers License to drive in Interstate commerce and individual must be 21 years old. We would be more than willing to cooperate in this program if it were to the students advantage. Our program is 160 clock hours, and it is to the students advantage to complete the course all at once. Employers prefer to have the individual right out of the training program. It is difficult to place anyone under 21 in this field because of the proximity to the State line with Iowa. Many employers require a minimum age of 21-25.
11. Applicants must have completed at least 33-35 hours of college credit before the applicant can be select to interview for a position in the program.

Appendix III: Full survey summary results (continued)

c. K-12 career academy survey

Note: This survey was distributed to the superintendents of each Nebraska public school district via email. The email directed them to the survey via a link to surveymonkey.com, a commonly used online survey tool. A follow-up email was sent to every superintendent a week after the initial email.

1. You are asked to take part in this study. The purpose of this survey is to identify the need for uniform policies and practices for career academies in Nebraska. This survey serves to collect information about existing career academies. All current Nebraska public school superintendents have been invited to participate in this survey. Your school district will not be affected if you choose not to participate in this study - your participation is completely voluntary. This survey is estimated to take about 15 minutes to complete. You have the right to ask, and have answered, any questions you may have about this study. If you have questions or concerns, you should contact Matt Hastings at matt.hastings@nebraska.gov or 402-471-3104. By beginning this survey, you are acknowledging that you have read this information and agree to participate in this survey, with the knowledge that you are free to withdraw your participation at any time without penalty.

	Response Percent	Response Count
I agree to participate in this survey	95.8%	205
I do not wish to participate in this survey	4.2%	9
Answered question		214
Skipped question		0

3. Does your school district participate in a career academy as identified in the paragraph above?

	Response Percent	Response Count
Yes	58.7%	108
No	41.3%	76

Answered question	184
Skipped question	30

4. In which of the following Career Academies does your school district participate? (check all that apply)

	Response Percent	Response Count
ESU 4	2.1%	2
Central Community College	20.8%	20
Metropolitan Community College	6.3%	6
Mid-Plains Community College	9.4%	9
Northeast Community College	25.0%	24
Southeast Community College	29.2%	28
Western Nebraska Community College	6.3%	6
Papillion LaVista Public Schools	1.0%	1
Millard Public Schools	0.0%	0
Omaha Public Schools	4.2%	4
Answered question		96
Skipped question		118

1. High School of Business
2. UNMC

- 3. Central Nebraska Career Academy Project
- 4. Peru State College

5. How many students in your school district were enrolled in career academy courses during the 2010-11 academic year?

	Response Average	Response Total	Response Count
Number of students	68.63	5,971	87
Answered question			87
Skipped question			127

6. Of these students, how many were:

	Response Average	Response Total	Response Count
Low-income (qualified for free or reduced lunch)	32.48	2,696	83
Minorities (Hispanic, Black non-Hispanic, Native American, Asian/Pacific Islander)	38.69	3,018	78
Answered question			84
Skipped question			130

7. Does the Career Academy have a well-defined mission and goals?

	Response Percent	Response Count
Yes	90.6%	77
No	9.4%	8

Answered question	85
Skipped question	129

8. The mission and goals of the Career Academy are made available to which of the following? (check all that apply)

	Response Percent	Response Count
Administrators	92.8%	77
Teachers	79.5%	66
Students	83.1%	69
Parents	69.9%	58
Advisory Boards	26.5%	22
Others	9.6%	8
Answered question		83
Skipped question		131

9. Does the Career Academy focus on a specific career or Career Cluster?

	Response Percent	Response Count
Yes	96.4%	81
No	3.6%	3
Answered question		84
Skipped question		130

10. The Career Academy focuses on which of the following Career Clusters? (check all that apply)

	Response Percent	Response Count
Agriculture, food and natural resources	34.9%	29
Architecture and Construction	4.8%	4
Arts, A/V Technology and Communications	6.0%	5
Business management and administration	42.2%	35
Education and Training	41.0%	34
Finance	6.0%	5
Government and Public Administration	1.2%	1
Health Sciences	89.2%	74
Hospitality and Tourism	3.6%	3
Human Services	6.0%	5
Information Technology	18.1%	15
Law, Public Safety, Corrections and Security	8.4%	7
Manufacturing	14.5%	12
Marketing	7.2%	6
Science, Technology, Engineering and Math	9.6%	8
Transportation, Distribution and Logistics	6.0%	5
Answered question		83

Skipped question	131
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11. On which of the following outcomes does the Career Academy focus? (check all that apply)

	Response Percent	Response Count
Raising Student Aspirations	53.0%	44
Increasing Student Achievement	42.2%	35
Career Exploration	79.5%	66
Career Preparation	89.2%	74
Early College Access	67.5%	56
None of the above	1.2%	1
Answered question		83
Skipped question		131

12. Does the Career Academy have a defined leadership structure?

	Response Percent	Response Count
Yes	88.1%	74
No	11.9%	10
Answered question		84
Skipped question		130

13. The Career Academy leadership structure incorporates the views of which of the following stakeholders?

	Response Percent	Response Count
Parents	0.0%	0
Students	8.6%	6
Business/Industry	24.3%	17
School Counselors	22.9%	16
School Administration	40.0%	28
Boards of Education	4.3%	3
Answered question		70
Skipped question		144

14. Does the Career Academy have an advisory board?

	Response Percent	Response Count
Yes	74.1%	60
No	25.9%	21
Answered question		81
Skipped question		133

15. Who is included on the Career Academy advisory board? (check all that apply)

	Faculty	Admin.	Counselors	Advisors	Parents	Students	Others
Secondary	43.9%	78.8%	78.8%	18.2%	19.7%	19.7%	16.7%

	(29)	(52)	(52)	(12)	(13)	(13)	(11)
Postsecondary	61.0% (25)	75.6% (31)	12.2% (5)	39.0% (16)	7.3% (3)	12.2% (5)	14.6% (6)

16. Are there at least annual meetings of the Career Academy advisory board?

	Response Percent	Response Count
Yes	83.3%	60
No	16.7%	12
Answered question		72
Skipped question		142

17. Does the Career Academy have a well-defined operating structure?

	Response Percent	Response Count
Yes	86.6%	71
No	13.4%	11
Answered question		82
Skipped question		132

18. Is there a defined recruitment process for Career Academy students?

	Response Percent	Response Count
Yes	56.6%	47
No	43.4%	36

Answered question	83
Skipped question	131

19. Are there defined exit procedures for students from the Career Academy?

	Response Percent	Response Count
Yes	55.7%	44
No	44.3%	35
Answered question		79
Skipped question		135

20. Which type of educational entity administers the Career Academy?

	Response Percent	Response Count
High School District(s)	22.0%	18
Postsecondary Institution	61.0%	50
Educational Service Unit	17.1%	14
Answered question		82
Skipped question		132

1. High School of Business
2. Career Academies administered by MPS and Career Academies administered by MCC
3. CCC personnel
4. It is actually a joint venture with the ESU.& Post secondary.

21. The Career Academy has visible support from which of the following? (check all that apply)

	Response Percent	Response Count
Business/Industry Leadership	53.1%	43
Partnering Postsecondary Institutions	80.2%	65
Partnering Secondary Institutions	60.5%	49
Partnering Educational Service Units	43.2%	35
None of the above	3.7%	3
Answered question		81
Skipped question		133

22. The Career Academy has contractual/financial support from which of the following? (check all that apply)

	Response Percent	Response Count
Business/Industry Leadership	19.2%	15
Partnering Postsecondary Institutions	67.9%	53
Partnering Secondary Institutions	56.4%	44
Partnering Educational Service Units	32.1%	25
None of the above	10.3%	8

Answered question	78
Skipped question	136

23. Currently, the Career Academy is funded by which of the following? (check all that apply)

	Response Percent	Response Count
Local School District Funds	64.6%	53
Postsecondary Funds	54.9%	45
Perkins Basic Grant Funds	54.9%	45
Perkins Innovation Grant Funds	29.3%	24
Student Tuition	34.1%	28
Answered question		82
Skipped question		132

1. Small Learning Communities Grant (5-yr)
2. Scholarship funding from cooperating foundations
3. Not sure

24. Are there school counselors and/or non-Career Academy teachers involved with the day-to-day operations of the Career Academy?

	Response Percent	Response Count
Yes	64.2%	52
No	35.8%	29
Answered question		81

Skipped question	133
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25. Is there common planning time for Career Academy staff?

	Response Percent	Response Count
Yes	27.5%	19
No	72.5%	50
Answered question		69
Skipped question		145

26. Unique professional development opportunities are provided for which of the following? (check all that apply)

	Response Percent	Response Count
Secondary Career Academy Teachers	61.6%	45
Postsecondary Career Academy Teachers	34.2%	25
None of the above	27.4%	20
Answered question		73
Skipped question		141

27. The Career Academy provides an orientation for which of the following? (check all that apply)

	Response Percent	Response Count
Parents	45.0%	36

Students	78.8%	63
Other Employees	16.3%	13
None of the above	18.8%	15
Answered question		80
Skipped question		134

28. Does the Career Academy offer a sequenced student curriculum?

	Response Percent	Response Count
Yes	92.7%	76
No	7.3%	6
Answered question		82
Skipped question		132

29. Does the Career Academy offer curriculum framed around state or national standards?

	Response Percent	Response Count
Yes	84.0%	63
No	16.0%	12
Answered question		75
Skipped question		139

30. Both core academic and career education are incorporated into the Career Academy by which of the following means?

	Response Percent	Response Count
Core academic concepts are infused into career education courses	36.4%	28
Career education concepts are infused into core academic courses	28.6%	22
Classes are team-taught by both career education and core academic faculty	16.9%	13
None of the above	18.2%	14
Answered question		77
Skipped question		137

1. Career Ed infused in Academic Core and Academic Core infused in Career Education
2. NOT SURE

31. Does the Career Academy provide "real-world" work experiences using problem- or project-based teaching strategies?

	Response Percent	Response Count
Yes	95.0%	76
No	5.0%	4
Answered question		80
Skipped question		134

32. Does the course content of the Career Academy meet college-level rigor?

	Response Percent	Response Count
Yes	96.3%	77
No	3.8%	3
Answered question		80
Skipped question		134

33. Are personal learning plans highlighting educational entry and exit points utilized with Career Academy students?

	Response Percent	Response Count
Yes	56.3%	40
No	43.7%	31
Answered question		71
Skipped question		143

34. The Career Academy deliberately addresses the needs of which of the following? (check all that apply)

	Response Percent	Response Count
Local Economy	54.7%	41
Regional Economy	74.7%	56
None of the above	16.0%	12
Answered question		75

Skipped question 139

35. Does the Career Academy provide a work-based learning component such as internships, job shadowing, or entrepreneurship?

	Response Percent	Response Count
Yes	87.3%	69
No	12.7%	10
Answered question		79
Skipped question		135

36. Does the Career Academy offer postsecondary college courses that could be approved by the high school district as dual credit courses for high school credit?

	Response Percent	Response Count
Yes	89.9%	71
No	10.1%	8
Answered question		79
Skipped question		135

37. Does the Career Academy create experiential components like field trips, mentoring, or guest speakers?

	Response Percent	Response Count
Yes	92.2%	71
No	7.8%	6

Answered question	77
Skipped question	137

38. Does the Career Academy collect student achievement data?

	Response Percent	Response Count
Yes	64.4%	47
No	35.6%	26
Answered question		73
Skipped question		141

39. Does the Career Academy analyze the student achievement data collected?

	Response Percent	Response Count
Yes	67.1%	47
No	32.9%	23
Answered question		70
Skipped question		144

**40. Which of the following measures does the Career Academy use to evaluate student achievement?
(check all that apply)**

	Response Percent	Response Count
Attendance	64.0%	48
Retention	21.3%	16

Credits Earned	58.7%	44
GPA	53.3%	40
Test Scores	49.3%	37
Graduation Rates	26.7%	20
College-Going Rates	26.7%	20
Matriculation into a Postsecondary Program of Study (of the same nature as the career academy)	26.7%	20
Employment upon graduation	20.0%	15
None of the above	12.0%	9
Answered question		75
Skipped question		139

41. Are both academic and technical student knowledge evaluated?

	Response Percent	Response Count
Yes	89.2%	66
No	10.8%	8
Answered question		74
Skipped question		140

42. Does the Career Academy report student performance data to stakeholders?

	Response Percent	Response Count
Yes	66.7%	50
No	33.3%	25
Answered question		75
Skipped question		139

Appendix III: Full survey summary results (continued)

d. Postsecondary career academy survey

Note: This survey was distributed to the chief academic officer of each Nebraska community college via email. The email directed them to the survey via a link to surveymonkey.com, a commonly used online survey tool. A follow-up email was sent to every chief academic officer a week after the initial email.

1. By beginning this survey, you are acknowledging that you have read this information and agree to participate in this survey, with the knowledge that you are free to withdraw your participation at any time without penalty.

	Response Percent	Response Count
I agree to participate in this survey	100.0%	6
I do not wish to participate in this survey	0.00%	0
Answered question		6
Skipped question		0

2. Please identify which postsecondary institution you represent.

	Response Percent	Response Count
Central Community College	16.7%	1
Metropolitan Community College	16.7%	1
Mid-Plains Community College	16.7%	1
Northeast Community College	16.7%	1
Southeast Community	16.7%	1

College		
Western Nebraska Community College	16.7%	1
Answered question		6
Skipped question		0

3. Does your institution participate in a Career Academy as identified in the paragraph above?

	Response Percent	Response Count
Yes	100.0%	6
No	0.00%	0
Answered question		6
Skipped question		0

4. Which school districts and/or Educational Service Units does your institution coordinate Career Academies with?

1. ESUs 7, 9, 10, 11 Alma Amherst Anselmo Merna Cedar Rapids Centura Clarkson Columbus Cross County David City Doniphan Trumbul Elm Creek Greeley / Wolbach Gibbon Giltner Hampton Holdrege Lawrence / Nelson Loomis Minden Ord Osceola Palmer Pleasanton Ravenna Sandy Creek Shelby Shelton Spalding St. Edward Sutton Wilcox / Hildreth Wood River
2. ESU 13 Scottsbluff Public Schools Chadron Public Schools Gering Public Schools Bayard Public Schools
3. ESU 1, ESU 2, ESU 8, ESU 17, Norfolk High School, and South Sioux City High School.
4. ESU #16 North Platte Public Schools Paxton Public Schools Hershey Public Schools Mullen Public Schools Medicine Valley Public Schools Broken Bow Public Schools Dundy County Public Schools Ansley Public Schools
5. Ashland Greenwood, Bruning-Davenport, Cedar Bluffs, Centennial, Crete, Deshler, Elmwood-Murdock, Exeter-Milligan, Fairbury, Fillmore Central, Freeman, Friend,

Heartland, Malcom, Mead, Meridian, Milford, Norris, Raymond Central, Seward, Shickley, Southern, Thayer Central, Tri-County, Wahoo, Waverly, Weeping Water, Wilber-Clatonia, York, Diller-Odell, McCool Junction

6. ESU 19, 2, 3, All high schools in Dodge, Douglas, Washington, and Sarpy counties

5. Does the Career Academy that your institution participates in have a well-defined mission and goals?

	Response Percent	Response Count
Yes	100.0%	6
No	0.00%	0
Answered question		6
Skipped question		0

6. The mission and goals of the Career Academy are made available to which of the following? (check all that apply)

	Response Percent	Response Count
Administrators at the postsecondary institution	100.0%	6
Administrators at the partnering high school	100.0%	6
Teachers	66.7%	4
Faculty	83.3%	5
Students	83.3%	5
Parents	66.7%	4
Advisory Boards	66.7%	4
Others	33.3%	2

Answered question	6
Skipped question	0

1. Educational Service Units
2. Educational Service Units

7. Does the Career Academy focus on a specific career or Career Cluster?

	Response Percent	Response Count
Yes	100.0%	6
No	0.00%	0
Answered question		6
Skipped question		0

8. On which of the following career clusters does your career academy focus? (check all that apply)

	Response Percent	Response Count
Agriculture, Food and natural Resources	33.3%	2
Architecture and Construction	33.3%	2
Arts, A/V Technology and Communications	0.0%	0
Business Management and Administration	66.7%	4
Education and Training	66.7%	4
Finance	16.7%	1

Government and Public Administration	0.0%	0
Health Sciences	100.0%	6
Hospitality and Tourism	0.0%	0
Human Services	0.0%	0
Information Technology	50.0%	3
Law, Public Safety, Corrections and Security	33.3%	2
Manufacturing	33.3%	2
Marketing	16.7%	1
Science, Technology, Engineering and Math	0.0%	0
Transportation, Distribution and Logistics	16.7%	1
Other	16.7%	1
Answered question		6
Skipped question		6

1. Energy Operations

9. On which of the following outcomes does the Career Academy focus? (check all that apply)

	Response Percent	Response Count
Raising Student Aspirations	83.3%	5
Increasing Student Achievement	66.7%	4
Career Exploration	100.0%	6
Career Preparation	100.0%	6

Early College Access	100.0%	6
Recruitment Strategy for Postsecondary Programs	66.7%	4
None of the Above	0.0%	0
Other	0.0%	0
Answered question		6
Skipped question		0

10. Does the Career Academy have a defined leadership structure?

	Response Percent	Response Count
Yes	100.0%	6
No	0.00%	0
Answered question		6
Skipped question		0

11. The Career Academy leadership structure incorporates the views of which of the following stakeholders? (check all that apply)

	Response Percent	Response Count
Parents	33.3%	2
Students	66.7%	4
Business/Industry Representatives	83.3%	5
High school Counselors	83.3%	5
High school Administrators	100.0%	6

Postsecondary Administration	100.0%	6
Board of Education Representatives	16.7%	1
Postsecondary Governing Board Members	16.7%	1
None of the Above	0.0%	0
Answered question		6
Skipped question		0

12. Does the Career Academy have an advisory board?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2
Answered question		6
Skipped question		0

13. Who is included on the Career Academy advisory board? (check all that apply)

	Faculty	Admin.	Counselors	Advisory	Parents	Students	Others
Secondary	50.0%	100.0%	50.0%	25.0%	0.0%	25.0%	50.0%
	(2)	(4)	(2)	(1)	(0)	(1)	(2)
Postsecondary	50.0%	100.0%	50.0%	50.0%	0.0%	25.0%	25.0%
	(2)	(4)	(2)	(2)	(0)	(1)	(1)

14. Are Business and Industry Representatives included on the Career Academy advisory board?

	Response Percent	Response Count
Yes	40.0%	2
No	60.0%	3
Answered question		5
Skipped question		1

15. Are Postsecondary Program Advisory Council Members included on the Career Academy Advisory Board?

	Response Percent	Response Count
Yes	20.0%	1
No	80.0%	4
Answered question		5
Skipped question		1

16. Are there at least annual meetings of the Career Academy advisory board?

	Response Percent	Response Count
Yes	80.0%	4
No	20.0%	1
Answered question		5
Skipped question		1

17. Does the Career Academy have a well-defined operating structure?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

18. Is there a defined recruitment process for Career Academy students?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2
Answered question		6
Skipped question		0

19. What criteria does your institution require for a student to take a dual-credit course?

	Response Percent	Response Count
GPA	50.0%	3
Class rank	50.0%	3
Asset/Compass score	100.0%	6
ACT cut score	83.3%	5
Counselor/teacher recommendation/referral	83.3%	5

Year in school	83.3%	5
Other	33.3%	2
Answered question		6
Skipped question		0

20. Are there defined exit procedures for students from the Career Academy?

	Response Percent	Response Count
Yes	33.3%	2
No	66.7%	4
Answered question		6
Skipped question		0

21. Which type of educational entity administers the Career Academy?

	Response Percent	Response Count
High School District	0.0%	0
Community College	100.0%	6
Educational Service Unit	0.0%	0
Other	0.0%	0
Answered question		6
Skipped question		0

22. The Career Academy has visible support from which of the following? (check all that apply)

	Response Percent	Response Count
Business/Industry Leadership	100.0%	6
Other Postsecondary institutions	33.3%	2
Partnering High School Districts	100.0%	6
Partnering Educational Service Units	83.3%	5
None of the above	0.0%	0
Answered question		6
Skipped question		0

23. The Career Academy has contractual/financial support from which of the following? (check all that apply)

	Response Percent	Response Count
Business/Industry Leadership	16.7%	1
Partnering Postsecondary Institutions	66.7%	4
Partnering High School Districts	66.7%	4
Partnering Educational Service Units	66.7%	4
None of the above	16.7%	1
Answered question		6

Skipped question	0
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24. Currently, the Career Academy is funded by which of the following? (check all that apply)

	Response Percent	Response Count
Local School District Funds	50.0%	3
Postsecondary Funds	83.3%	5
Perkins Basic Grant Funds	83.3%	5
Perkins Innovation Grant Funds	16.7%	1
Student Tuition	66.7%	4
Other	16.7%	1
Answered question		6
Skipped question		0

1. Student tuition is paid for the college credit class, but that tuition goes directly to the offering of that course. It does not go towards the career academy budget.

25. Are there school counselors, non-Career Academy teachers and/or non-Career Academy postsecondary faculty involved with the day-to-day operations of the Career Academy?

	Response Percent	Response Count
Yes	50.0%	3
No	50.0%	3
Answered question		6
Skipped question		0

26. Is there an identified leader of the Career Academy?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

27. Is there common planning time for Career Academy staff?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2
Answered question		6
Skipped question		0

28. Unique professional development opportunities are provided for which of the following? (check all that apply)

	Response Percent	Response Count
High school Career Academy Teachers	66.7%	4
Postsecondary Career Academy Teachers	66.7%	4
Career Academy	83.3%	5

Staff/Administration		
School District Staff/Administration	16.7%	1
Postsecondary Staff/Administration	0.0%	0
None of the above	16.7%	1
Answered question		6
Skipped question		0

29. The Career Academy provides an orientation for which of the following? (check all that apply)

	Response Percent	Response Count
Parents	66.7%	4
Students	66.7%	4
Postsecondary Advisors/Counselors	50.0%	3
Other Employees (not directly involved in the Career Academy)	16.7%	1
None of the above	33.3%	2
Answered question		6
Skipped question		0

30. Does the Career Academy offer a sequenced student curriculum?

	Response Percent	Response Count
Yes	100.0%	6

No	0.0%	0
Answered question		6
Skipped question		0

31. Does the Career Academy offer curriculum framed around state or national standards?

	Response Percent	Response Count
Yes	83.3%	5
No	16.7%	1
Answered question		6
Skipped question		0

32. Both core academic and career education are incorporated into the Career Academy by which of the following means?

	Response Percent	Response Count
Core Academic concepts are infused into Career Education courses	50.0%	3
Career Education concepts are infused into Core Academic courses	33.3%	2
Classes are team-taught by both career education and core academic faculty	0.0%	0
None of the above	16.7%	1
Answered question		6

Skipped question	0
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33. Does the Career Academy provide "real-world" work experiences using problem- or project-based teaching strategies?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

34. Do all of the Career Academy dual-credit courses delivered meet college-level rigor?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

35. Does the Career Academy provide a work-based learning component, such as internships, job shadowing, or entrepreneurship?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0

Answered question	6
Skipped question	0

36. Does the Career Academy award:

	Yes	No	Response Count
High School Credit	83.3% (5)	16.7% (1)	6
College Credit	100.0% (6)	0.0% (0)	6
Dual Credit (High School and College Credit Concurrently)	100.0% (6)	0.0% (0)	6
Answered question			6
Skipped question			0

37. Does the Career Academy collect student achievement data?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2
Answered question		6
Skipped question		0

38. Are the Career Academy postsecondary faculty certified by the Nebraska Department of Education (Dual Credit/Career Education Teaching Certifications)?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

39. Does the Career Academy analyze the student achievement data collected?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2
Answered question		6
Skipped question		0

**40. Which of the following measures does the Career Academy use to evaluate student achievement?
(check all that apply)**

	Response Percent	Response Count
Retention	66.7%	4
Credits Earned	100.0%	6
Grade Point Average	50.0%	3
Test Scores	50.0%	3

High School Graduation Rates	33.3%	2
College-Going Rates	33.3%	2
College/Postsecondary Graduation Rates	0.0%	0
Matriculation into a Postsecondary Program of study (of the same nature as the career academy)	33.3%	2
Employment Upon Graduation	33.3%	2
None of the above	0.0%	0
Answered question		6
Skipped question		0

41. Are both academic and technical student knowledge evaluated?

	Response Percent	Response Count
Yes	83.3%	5
No	16.7%	1
Answered question		6
Skipped question		0

42. Does the Career Academy report student performance data to stakeholders?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0

Answered question	6
Skipped question	0

43. Is there a regular assessment of the Career Academy's mission?

	Response Percent	Response Count
Yes	50.0%	3
No	50.0%	3
Answered question		6
Skipped question		0

44. Which of the following groups are part of the Career Academy assessment process? (check all that apply)

	Response Percent	Response Count
Students	80.0%	4
Parents	40.0%	2
Career Academy Faculty	100.0%	5
Career Academy Staff	80.0%	4
Partnering Organizations/Stakeholders	60.0%	3
High School Administration	100.0%	5
External Evaluator	0.0%	0
Other	20.0%	1
Answered question		5

Skipped question	1
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1. College Administration

45. Is there a systematic review of the Career Academy's design and implementation?

	Response Percent	Response Count
Yes	33.3%	2
No	66.7%	4
Answered question		6
Skipped question		0

46. Are there planned refinements for the Career Academy?

	Response Percent	Response Count
Yes	100.0%	6
No	0.0%	0
Answered question		6
Skipped question		0

47. Do these refinements consider measurable outcomes based on data to address Career Academy strengths or weaknesses?

	Response Percent	Response Count
Yes	66.7%	4
No	33.3%	2

Answered question	6
Skipped question	0

48. Comments

- Our Career Academy model allows us to offer career academy classes to any high school within our service area, no matter the distance they are away from our college. We train the high school teachers to teach at least two of the career academy classes. This allows students the opportunity of experiencing a career academy no matter where they are located. It is exciting that we are able to allow students the opportunity to explore a career field in depth while in high school. We are giving them the advantage of possibly deciding upon or ruling out a career before they even set foot on a college campus. We also provide class trips which include hands on experience, for example our Health Science academy students visit the UNMC campus and Creighton Cadaver Lab. We provide a charter bus to take groups of students from across our service area to experience this together. Many of the students said it was an opportunity they wouldn't have had if they were not part of the career academy. Our career academy teachers get the opportunity to network and exchange classroom strategies, techniques, and ideas with one another. We have an Online Repository where academy teachers can continually access and post teaching tools and information. It provides them with a great opportunity to enhance their classroom teaching by learning from one another and sharing best practices. They are constantly adding and updating the information on this site and I am sure their students are benefiting as a result! One of the biggest challenges is the large geographic region that we serve. We have career academies spread out all across Northeast Nebraska, which makes it difficult to visit and offer professional development opportunities to each one equally. We can easily train high school teachers for the introductory high school credit only course, and for our articulated credit courses, but to find qualified dual-credit instructors to teach at the high school level the "capstone" college credit career academy course is a challenge. The Health Science Academy and Nurse Aide course was easy because we could pull qualified instructors from within the community. It is not as easy to find interested and qualified drafting or agriculture instructors within each community that has a career academy. So, many of our college credit only/dual credit course options have to be offered as online opportunities. Another challenge/concern is funding our career academy project. We currently utilize Perkin's funds for our budget, and we know these funds are decreasing and will not be around forever. We have a very sustainable career academy model, where we train high school teachers and give them the tools to teach the classes to their students. Once they attend training, they will be able to continue to offer that class to their students regardless of career academy funding. The problem of

no budget would be for ongoing professional development of current teachers and training of new teachers.

2. Challenges Providing college level courses on demand for a large rural service area. Variety of methods are available for the variety of schools. Programs are administered in two different time zones. Providing actual on-the-job training in small rural communities. Opportunities Provide career information and opportunities to students. Allow more students college credit options. Secondary students are able to get a jumpstart on their college career. Provides high schools to focus on career clusters that were not always available.
3. A lot of opportunities for students who in many ways would not have been granted the opportunities to explore a career but also to do so while possibly earning college credit that if they pursue that career will have credits toward their program of study. Challenges; common schedule, distances between schools, funding - we provide half tuition and the local school pays the other half which are times is a challenge for schools, understanding the importance of this initiative to everyone outside the schools, finding qualified teachers to teach college level courses on a part time basis throughout the area we serve, small schools versus large schools in terms of students able to participate, understanding that dual credit is not a high school course but rather a college course that the high school grants HS credit.
4. There are several career academies at MCC. They vary in structure and content. These questions are a bit difficult to answer because it feels like the questions are referring to a single academy rather than to multiple academies offered by one organization.