



2017 National Concurrent Enrollment Partnership Standards Adopted May 2017

This document includes draft language of the evidence required for the accreditation applications, which the Accreditation Commission welcomes feedback on by email to accreditation@nacep.org by June 28.

Partnership Standards

Partnership 1 (P1)	<p>The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Organization chart that shows how and where the CEP fits into the institution 2. Description of CEP staff structure, including services provided by other departments of the college/university. 3. Description of Faculty Liaison role, including comprehensive faculty liaison procedures and practice guide or handbook. 4. College/university mission statement, strategic plan or other guiding documents and description of how the concurrent enrollment program fits within the structure. Both Program Director and Chief Academic Officer will sign off on documentations.
Partnership 2 (P2)	<p>The concurrent enrollment program has ongoing collaboration with secondary school partners.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description of the ongoing collaboration between partners and the roles and responsibilities of each stakeholder. Include evidence that supports the collaboration (ex. Event materials, survey results, meeting minutes, advisory board feedback, etc...) 2. A description of the process by which school leaders inform the concurrent enrollment program about student learning needs, such as an advisory board or joint leadership meetings. 3. MOU or partnership agreement, if available, between the college/university and district/school. If not available, description of sign-off requirements by school/district leadership.

Faculty Standards

Faculty 1 (F1)	<p>All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Description of the process and timeline for appointing, approving, or denying concurrent enrollment program instructors, and how the process is publicized or made available to high school partners. 2. Listing of minimum instructor credentials by course or discipline and a descriptions of the process by which those qualifications are established by the institution's academic leaderships. 3. Three completed samples of concurrent enrollment program instructor applications, representing varied departments, that include documents required by the concurrent enrollment program (with secure information removed) and corresponding approval/appointment letters listing course/s for which instructor is approved.
Faculty 2 (F2)	<p>Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. For each discipline, a sample of course-specific training materials and agenda for new CEP instructors. 2. For each of these examples, a description written by the faculty liaison of how new instructors are mentored during their first year. 3. Attendance tracking report documenting the date/s that each new concurrent enrollment program instructor received course-specific training.
Faculty 3 (F3)	<p>Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. For each discipline a description of how the example of the concurrent enrollment program's annual professional development further enhances course-content and delivery knowledge and/or addresses research and development in the field. This description should include the format, delivery method, frequency, and an explanation of how annual professional development is distinct from new instructor training. 2. An example from the professional development activities of each discipline (such as a seminar description and materials, events minutes, conference report, individualized meeting summary, etc.). 3. Procedures and/or policy describing how the concurrent enrollment program ensures and tracks professional development participations, and follows up with those who do not attend.
Faculty 4 (F4)	<p>The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A comprehensive concurrent enrollment program instructor procedures and practice guide. 2. Description of the administrative orientation, including timeline, materials, format, etc. 3. A copy of the procedures for instructor non-compliance. If you have had a non-compliant instructor/s, please provide documentation of the process followed.

Assessment Standard

Assessment 1 (A1)	<p>The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.</p> <p>Required Evidence:</p> <ol style="list-style-type: none">1. For each discipline, a narrative provided by a faculty liaison describing the processes and implementation used to measure student proficiency of learning outcomes and assessment methodology in an equivalent way to on campus sections in the Curriculum and Assessment Statement of Equivalency.2. For three disciplines, provide a set of paired student assessment materials (at least 4 items) from both concurrent enrollment sections and on campus sections. Each set of materials should include at least one graded assessment.3. For each other discipline, one paired student assessment from concurrent enrollment and on campus sections (e.g. final exam, lab exercise, essay assignment and grading rubric).
-------------------	--

Curriculum Standards

Curriculum 1 (C1)	<p>Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A college/university catalog or a link to an online college/university catalog. 2. A comprehensive list of all courses offered through the concurrent enrollment program with descriptions that are publicly available from the college/university.
Curriculum 2 (C2)	<p>The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Paired syllabi from on campus and concurrent enrollment program sections from one course per discipline, with the learning objectives highlighted. 2. Curriculum and Assessment Statement of Equivalency customized by each discipline's departmental chairperson, coordinator or faculty liaison. A standard response is not appropriate. Response should include the following: a detailed description of regular processes and implementations used to assure learning objectives are the same in the concurrent enrollment program and on campus sections for the same course; a detailed description of how faculty liaisons review syllabi prior to a concurrent instructor teaching for the first time; frequency of syllabi review for veteran instructors; and approval process for syllabi change.
Curriculum 3 (C3)	<p>Faculty Liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description of what happens during a typical site visit and an explanation of how site visits are used to provide feedback from college/university faculty to concurrent enrollment program instructors. 2. A description of how site visits are tracked by the concurrent enrollment program and an explanation of the concurrent enrollment program-defined site visit frequency of (1) first time instructors and (2) veteran instructors. 3. Provide tracking documentation that lists the most recent site visit date for each instructor and the name of the site visitor and title. 4. One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline.

Student Standards

Student 1 (S1)	<p>Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Official letter from the college/university registrar verifying compliance with the standard. 2. Sample student transcript with identifying information redacted. 3. Registration calendar for concurrent enrollment, with comparisons of registration, add/drop, and withdrawal timeframes compared with those for on-campus students.
Student 2 (S2)	<p>The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Published registration instructions, sample application, and description of process provided to students and schools. 2. If not provided in C1 in the course descriptions, any prerequisites for each college/university course administered through the concurrent enrollment program. 3. Description of process used to implement any prerequisite requirements.
Student 3 (S3)	<p>Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Provide example materials addressing topics including, but not limited to: <ul style="list-style-type: none"> • College/university student conduct policies such as academic integrity, consequences of plagiarism and academic dishonesty; • Advising issues such as college programs of study, prerequisites, pre-testing, course load and grading standards; credit transferability • enrollment processes such as course cancellations, registration • Legal rights under FERPA and ADA; and • Impact on future financial aid. 2. Description of the process of advising students (format, delivery method, timeline, who is conducting, what is being provided)
Student 4 (S4)	<p>The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. A description and documented evidence of the learning resources available to concurrent enrollment students, and how they are informed. 2. A description and documented evidence of the student support services available to concurrent enrollment students, and how they are informed.

Program Evaluation Standards

Evaluation 1 (E1)	<p>The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used. 2. Sample of an evaluation report that instructors receive regarding the college/university course. If there is variation among departments, submit one sample for each type of evaluation report used. 3. Description of methodology and process used to report back to concurrent enrollment program instructors.
Evaluation 2 (E2)	<p>The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.</p> <p>Required Evidence:</p> <ol style="list-style-type: none"> 1. Provide a detailed report describing a research study or set of evaluations that the concurrent enrollment program has undertaken. This report should include abstract, introduction, methodology, results, and discussion sections. Provide the research instrument, as appropriate. 2. Describe how the results and any improvement plans are being communicated with the college and school leadership, as well as how will the program continue to track whether the improvement plan is yielding beneficial results. Include an overall explanation of the frequency and types of program evaluations being conducted by the concurrent enrollment program.