



NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

Evaluation Standard 2 Guidelines

The intent of this standard is for the college/university to study the overall success of the concurrent enrollment program through continuous quality improvement. The research should guide program improvement.

Please make sure to include and describe:

- Method of program evaluation
- How often it occurs/timeline
- The results and how the results are used to inform program improvement plans
- How outcomes are tracked to achieve the goals of the concurrent enrollment program
- How is the information communicated to relevant college/university and secondary leadership
- Copies of surveys or other research instruments

Samples of evaluations but not limited to:

- Analysis of student course, instructor, and program evaluations
- Student performance and matriculation into subsequent courses
- Transfer credit recognition
- Impact of matriculation
- Impact on degree completion
- Impact on school partners (If using partner surveys in E2, these surveys cannot be used as evidence in the Partnership Standard)
- Impact of program and processes on student success
- Grade distributions comparison
- Comparison of student success by delivery methods
- Impact of concurrent enrollment on high school graduation rates
- Overall student satisfaction

**Please note, Professional Development and Orientation evaluations cannot be used here*

Samples of data sources but not limited to:

- National Student Data Clearinghouse
- State or System-wide databases
- Internal data
- Survey or Focus groups of current students and alumni, partners, faculty liaisons, etc
- Data from transfer institutions that accept CEP credits

Please note that programs are still able to use the NACEP survey templates. If utilizing the 4-year out survey questions, please feel free to use at 3 years out if the information gathered is more beneficial for your program



NATIONAL ALLIANCE OF CONCURRENT ENROLLMENT PARTNERSHIPS

Peer Reviewer's Rubric

The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

1. The evaluation can be based on a current focus area for the program or be a regular and ongoing evaluation of the program.
2. Methodology and impact metrics identified. Impact metrics may vary depending on the type of study.
3. If appropriate, analyses are disaggregated by student subpopulations of interest to assess differential impact (e.g., high school, gender, ethnicity, concurrent course title)
4. There is a formal communication system in place to disseminate findings to relevant secondary and post-secondary stakeholders.
5. There are evaluation questions that are driving research investigations into the concurrent enrollment program—its structures, processes, and outcomes.
6. There is evidence of continuous quality program improvement.