NACEP QUALITY STANDARDS &

PANDEMIC

DISRUPTION

A Resource for Programs Navigating

Accreditation & Reaccreditation

NACEP

*Advancing Quality College
Courses For High School Students*

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[PURPOSE OF THIS RESOURCE]

Concurrent Enrollment Programs (CEPs) are facing unprecedented disruption and much uncertainty in the months ahead. We know that program quality is the number one priority for our members and their programs. Changes to established practices for programs raise concerns about how adaptations may impact a program's ability to provide evidence of meeting NACEP accreditation standards.

NACEP provides a variety of resources to assist programs preparing for accreditation. Given the challenges facing colleges, universities, and high schools nationwide, we wanted to assist accredited programs and candidates preparing for accreditation with some guidance that recognizes the shifting conditions programs may be required to adapt to.

This guide assumes that colleges and districts will have to shift services and resources at some point in the **year.** As CEPs prepare and collect documentation for accreditation and reaccreditation, we want to ensure that programs include the collection of evidence helpful to reconstruct the context surrounding their practices during a disrupted school year.

USING THIS RESOURCE

NACEP is providing this visual guide to our quality standards and their susceptibility to disruption due to the pandemic so that members may quickly assess areas which may be problematic and prepare accordingly.

- Each of the NACEP standards are assigned a rating of low, moderate, or high potential for disruption of the standard or the associated evidence.

- Standards at moderate and high risk for disruption have additional discussion outlining challenges and guidance to assist programs with planning for the fall and beyond.

We recognize that this general guidance may not address the nuances of some situations, as program situations may vary. We welcome questions on specifics for your program as we navigate the situation. While the primary focus of this resource is NACEP accredited programs and their documentation of practices as part of the accreditation process, there is useful information for all concurrent enrollment programs as they keep quality at the center of their adjustments to current conditions.

NACEP ACCREDITATION STANDARDS

PARTNERSHIP
- P1 Commitment to Partnership
- P2 Ongoing Collaboration

FACULTY
- F1 Instructor Parity
- F2 Instructor Training
- F3 Annual Discipline-Specific Professional Development
- F4 Policy Administration

ASSESSMENT
- A1 Parity in Standards and Assessment

CURRICULUM
- C1 Course Parity
- C2 Content Parity
- C3 Faculty Site Visits

STUDENTS
- S1 Enrollment Parity
- S2 Prerequisite Parity
- S3 Student Advising
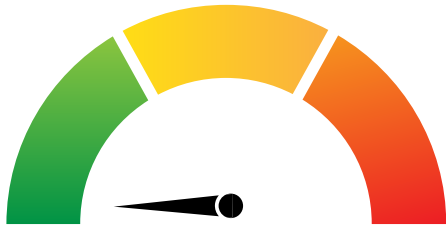- S4 Student Support and Resources

PROGRAM EVALUATION
- E1 Course Evaluation
- E2 Program evaluation

[PARTNERSHIP STANDARDS]

PARTNERSHIP 1 (P1)

The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.

PARTNERSHIP 2 (P2)

The concurrent enrollment program has ongoing collaboration with secondary school partners.

DISRUPTION:
PARTNERSHIP 2

The concurrent enrollment program has ongoing collaboration with secondary school partners.

CHALLENGE

- The pandemic has disrupted several elements of standard program activities including hosting in-person meetings, events, trainings and other activities often included as evidence of partnership. Additionally, the unpredictability in the workday and the need to be responsive to elements of the crisis has disrupted availability of program staff, leadership, and other stakeholders.

GUIDANCE

- The rapid shut down of college and high school campuses in spring 2020 necessitated increased communication and collaboration between partners to ensure that students, parents, and instructors were informed and supported as changes to instruction occurred. Your program may have increased communication and collaboration as a result. While the mode of collaboration may have changed, the commitment to partnership remains. **As always, documentation is essential.** Document how your program has adapted and including examples that demonstrate how the partnership activities met the standard.

FACULTY STANDARDS

FACULTY 1 (F1)

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.
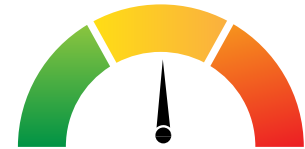
FACULTY 2 (F2)

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.
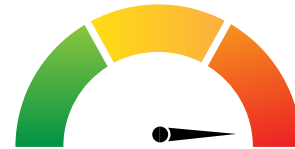
FACULTY 3 (F3)

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.

FACULTY 4 (F4)

The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

DISRUPTION:
FACULTY 2

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.

CHALLENGE

- The pandemic has disrupted several elements of standard program activities including hosting in-person meetings, events, and trainings.

GUIDANCE

- NACEP standards do not prescribe the format a program uses to meet the standard, nor do they require a program to adhere to the previously used format. The expectation is whether the training is delivered in-person, on-line, synchronously, or asynchronously, the content and outcomes should meet the standard. **As always, documentation is essential**.

DISRUPTION:
FACULTY 3

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.
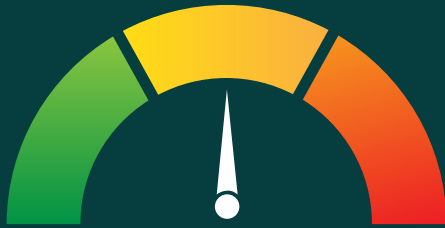
CHALLENGE

- The pandemic has disrupted several elements of standard program activities including hosting in-person meetings, events, and trainings.

GUIDANCE

- NACEP standards do not prescribe the format a program uses to meet the standard, nor do they require a program to adhere to the previously used format. This flexibility in how the program meets the standard allows for adaptation. The expectation is whether the content-specific annual professional development is delivered in-person, on-line, synchronously, or asynchronously, the content and outcomes should meet the standard.

- Changes to the mode by which ongoing, discipline-specific professional development is delivered should not impact the quality of the activity. As always, documentation is essential, and the **Accreditation Commission's guidance** and the required evidence and commentary for F3 in the **Accreditation Guide** provides detailed guidance for programs.

DISRUPTION: FACULTY 4

The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

CHALLENGE

- Rapid changes and shifts in some policies and procedures may result from pandemic disruption as colleges/universities and high schools may have to quickly pivot to adapt to changes.

GUIDANCE

- NACEP standards do not prescribe the format a program uses to meet the standard, nor do they require a program to adhere to the previously used format. This flexibility in how the program meets the standard allows for adaptation. Programs should assure that they are documenting how they inform CE instructors about changes in policy or procedure. As always, documentation is essential, and the **Accreditation Commission's guidance** and the required evidence and commentary for F4 in the **Accreditation Guide** provides detailed guidance for programs.
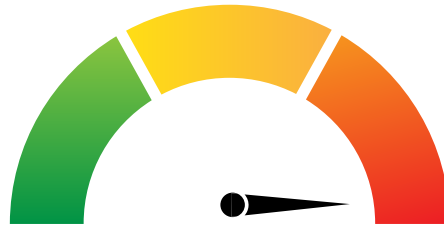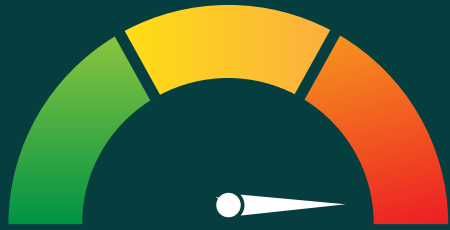
[ASSESSMENT STANDARD]

ASSESSMENT 1 (A1)

The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

DISRUPTION:
ASSESSMENT 1

The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

CHALLENGE

- The pandemic threatens to disrupt the continuity of education activities. Institutions may need to rapidly cease in-person instruction and move courses on-line. Changes to instructional format may drive changes in the types of assessment, making some methods impractical (labs, hands-on activities, projects, clinical hours, etc.). This may impact established assessment approaches creating challenges in collecting paired assessments, in particular. Additionally, shifts to alternative grading (binary), changes meant to hold students harmless as institution pivoted instructional models, may create misalignment in practices if one partner implemented binary grading and the other did not.

GUIDANCE

- Connect program staff, faculty liaisons, and CE instructors to discuss the standard ensuring common understanding and application of the standard in "normal' circumstances. Identify potential problem areas and develop shared program criteria for determining parity. Faculty liaisons are key partners in collecting paired assessments.

- Ensure that communications between partners include discussion of grading practices to ensure continuity.

- Be sure to document variances practices that impact grading and paired assessments as part of your work collecting evidence for the assessment standard. The **Accreditation Guide** commentary provides detailed guidance for programs.

CURRICULUM STANDARDS

CURRICULUM 1 (C1)

Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.

CURRICULUM 2 (C2)

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.
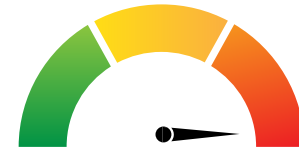
CURRICULUM 3 (C3)

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.

DISRUPTION:
CURRICULUM 3

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.

CHALLENGE

- Many programs conduct in-person site visits, the pandemic may disrupt the ability for this activity to be conducted in-person.

GUIDANCE

- NACEP standards do not prescribe the format a program uses to meet the standard, nor do they require a program to adhere to the previously used format. Programs may shift their site visits to an online format to observe the classroom or a course conducted online, so long as the program is confident in their ability to document and observe that class in a way that allows them to demonstrate parity. As always, documentation is essential and the **required evidence** outlines how programs should describe the site visit process.

STUDENT STANDARDS

STUDENT 1 (S1)

Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.

STUDENT 2 (S2)

The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.

STUDENT 3 (S3)

Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.

STUDENT (S4)

The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

DISRUPTION: **STUDENT 1**

Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.

CHALLENGE

- Rapid shifts in some policies and procedures may result from pandemic disruption as colleges/universities and high schools may have to quickly adapt to current conditions. This may impact standard registration processes and timelines.

GUIDANCE

- Changes to registration processes and timelines should mimic those on campus for standard students whenever possible. One element of the S1 **required evidence** is a registration calendar for CEP's. Programs should provide explanations of any "notable differences" in registration and drop/add/withdraw deadlines that deviate from those from on-campus students. Additional documentation of the situation around the deviation (college/university policy, state guidance, school district policy) can help contextualize the situation for reviewers.

DISRUPTION:
STUDENT 2

The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
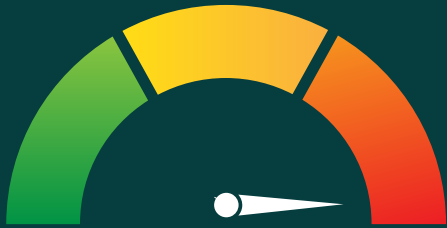
CHALLENGE

- The pandemic has disrupted a variety of practices used by institutions to determine student eligibility to participate. A lack of access to standardized testing, changes to student grades including GPA's, class rank, and binary grading have the potential to impact standard practice in a CEP.

GUIDANCE

- It is important that programs denote their process for ensuring students meet course pre-requisites including changes or variances allowed in policy as a response to the pandemic. State, higher education system, and/or school district guidance can provide important context to assist reviewers in understanding the situation.

DISRUPTION:
STUDENT 4

The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

CHALLENGE

- Programs where student access is connected to physical presence on a college or high school campus may have problems maintaining that access with campus and school closures.

GUIDANCE

- NACEP standards do not prescribe the format a program uses to meet the standard, nor do they require a program to adhere to the previously used format. Campuses changing from in-person to online resource access should document the availability of the resources online including the way in which students and high school partners are informed.

PROGRAM EVALUATION STANDARDS
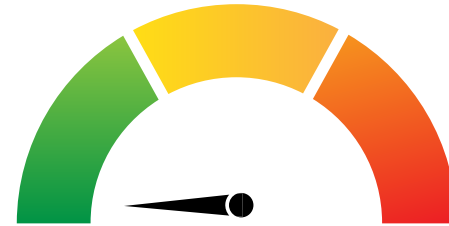
EVALUATION 1 (E1)

The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
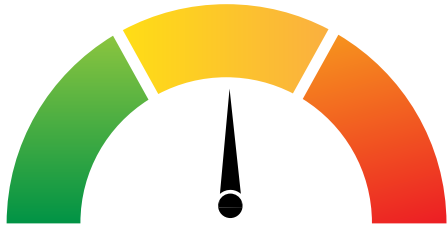
EVALUATION 2 (E2)

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

DISRUPTION:
PROGRAM EVALUATION 1

The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.

CHALLENGE

- The pandemic may drive changes in timing and procedures for end of course activities. This may include disruption of survey distribution and/or sharing of findings with CEP instructors.

GUIDANCE

- Programs should reconfigure as possible to meet the standard. When issues are encountered and adjustments made, programs should document the reasons for changes to provide peer-review teams context to understand changes.

[FINAL THOUGHTS]

As programs plan for accreditation or reaccreditation they are asked to provide a wide variety of evidence to demonstrate the program's policies and practices. This resource aims to help programs preemptively identify areas where disruption may occur and provides basic guidance for CEPs to consider in gathering supporting or additional documentation for their application. Supporting documentation explaining the program changes and the context around those changes should be compiled contemporaneously and in a way that conveys the context surrounding the changes to future application reviewers. Action preemptively will help CEP to avoid the added burden of trying to retroactively reconstruct the situation and at a later date when changes in staff, policy updates, and the elapsed time could create challenges.

STILL HAVE QUESTIONS?
Just reach out to us at:
accreditation@NACEP.org.