



## SELF-STUDY ASSESSMENT WORKSHEET FOR ACCREDITATION CONCURRENT ENROLLMENT PROGRAM ENDORSEMENT (CEP)

### SELF-STUDY PREPARATION:

A concurrent enrollment program intending to apply for NACEP initial accreditation or re-accreditation should conduct a self-study one to two years in advance of submitting an accreditation application. A self-study provides an opportunity for concurrent enrollment programs to become more innovative, strengthen policies and practices, and institute greater transparency and consistency. The self-study concludes once the concurrent enrollment program is able to ensure and document that all NACEP standards are being met.

During the self-study, programs typically assemble a team of individuals involved in concurrent enrollment from a variety of perspectives, such as, program staff, college faculty, registrar's and processing offices, academic affairs, institutional research, high school partners, etc., to analyze how the program ensures they meet NACEP standards. Throughout the study, the concurrent enrollment program documents how it implements the practices and policies described in all of NACEP's CEP standards and identifies the evidence and documentation necessary to complete the accreditation application.

### UTILIZE THESE RESOURCES:

- *Accreditation Guide for Peer Reviewers and Applicants (CEP)* includes the NACEP standards, required evidence, standard commentary, the range of acceptable practices, frequently asked questions, and guidance for assembling an organized accreditation application. **The use of this guide is imperative for the self-study.**
- Attending an Accreditation Institute, NACEP National Conference, or webinars related to content regarding NACEP standards for CEP or viewing archived conference sessions and webinars via the NACEP membership dashboard.
- Collecting documentation, resources, and examples of best practices from national peer practitioners via the NACEP members-only listserv.
- Refer and review in its entirety, the "Accreditation" menu on NACEP's webpage for resources, such as guides, issue briefs, and step by step information regarding accreditation under the "Application Process & Resources" tab. Also, under the "Accreditation" menu refer to the *Evaluation Resources Toolkit tab*.
- Access the *Resource Center* via the "Resources" menu on NACEP's webpage.

## PROGRAM DESCRIPTION (CEP)

While not a standard, this provides applicants the opportunity to concisely introduce their program, describe its history and scope, and define unique features and terminology. Explain how the program fits into your institution as a whole; provide a framework for understanding the depth and breadth of the program, and any relevant state policies, regulations, statutes, and laws.

PROGRAM DESCRIPTION REQUIRED EVIDENCE:			
1.	Institution: _____ Program Name: _____  Provide the total number of: a. Disciplines: _____ b. Faculty Liaisons: _____ c. Unduplicated Students: _____ d. CEP Instructors: _____ e. CEP Courses Offered: _____ f. CEP Course Sections: _____ g. High Schools: _____ h. Credit Hours Awarded: _____ i. Average CEP Class Size: _____	YES	NO
2.	A list of disciplines, the titles of courses offered in each discipline, and the names of faculty liaisons assigned to each course, using the template available under the "Accreditation" menu, "Application Process & Resources" section of the NACEP website. If also applying for CPF endorsement, provide a separate discipline list.	YES	NO
3.	Designate which NACEP Endorsement your institution is applying for: <b>a. <u>Concurrent Enrollment Program (CEP)</u></b> High school instructors are defined as full time employees of partner high schools. Paying high school instructors, a stipend, does not change the model of endorsement. <b>b. <u>College Provided Faculty Model (CPF)</u></b> College provided faculty are part-time or full-time faculty members of the institution who are not employed by a secondary partner.	YES	NO
4.	A narrative describing (at a minimum): a. Program history and development, b. Whether mixed classes are allowed, c. Any restrictions placed on such classes, d. Geographic extent, e. Who pays for courses (student, school, district, college, and/or state), f. Student admission criteria if program is not open admission, and g. Any relevant state policies, regulations, statutes, and laws.	YES	NO
<b>WHAT SUCCESSFUL STRATEGIES ARE IN PLACE AT OUR COLLEGE?</b>			

**PROGRAM DESCRIPTION (CEP) continued**

**WHAT NEEDS TO BE DONE MORE REGULARLY & INSTITUTIONALIZED COLLEGE-WIDE?**

**WHERE ARE THE GAPS IN MEETING THESE STANDARDS?**

## P1: PARTNERSHIP STANDARD (CEP)

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

P1 REQUIRED EVIDENCE:			
1.	Organization chart that shows how and where the concurrent enrollment program fits into the organization.	YES	NO
2.	Description of concurrent enrollment staff structure, including services provided by other departments of the college/university.	YES	NO
3.	A listing of all faculty liaisons by discipline and a description of faculty liaison role, including comprehensive faculty liaison procedures and practice guide or handbook.	YES	NO
4.	College/university mission statement, strategic plan or other guiding document and description of how the concurrent enrollment program aligns. Both Program Director and Chief Academic Officer will sign the NACEP Partnership Form or provide a letter that both individuals sign.	YES	NO
WHAT SUCCESSFUL STRATEGIES ARE IN PLACE AT OUR COLLEGE?			
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WHERE ARE THE GAPS IN MEETING THESE STANDARDS?			

**P2: PARTNERSHIP STANDARD (CEP)**

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

<b>P1 REQUIRED EVIDENCE:</b>			
<b>1.</b>	A description of the ongoing collaboration between partners and the roles and responsibilities of each stakeholder. Include evidence that supports the collaboration, such as event materials, stakeholder survey results, partner meeting minutes, or advisory board feedback.	YES	NO
<b>2.</b>	A sample Memorandum of Understanding (MOU) or partnership agreement, if available, between the college/university and district or high school. If not available, description of the process under which a school/district leadership and concurrent enrollment program establish a partnership and the extent of the relationship.	YES	NO
<b>WHAT SUCCESSFUL STRATEGIES ARE IN PLACE AT OUR COLLEGE?</b>			
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<b>WHERE ARE THE GAPS IN MEETING THESE STANDARDS?</b>			

## **F1: FACULTY STANDARD (CEP)**

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.

<b>F1 REQUIRED EVIDENCE:</b>			
1.	Description of the process and timeline for appointing, approving, or denying concurrent enrollment instructors, and how the process is publicized or made available to high school partners.	YES	NO
2.	Listing of minimum instructor credentials by course or discipline and a description of the process by which those qualifications are established by the institution's academic leadership.	YES	NO
3.	Three completed samples of concurrent enrollment 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.	YES	NO
<b>WHAT SUCCESSFUL STRATEGIES ARE IN PLACE AT OUR COLLEGE?</b>			
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## **F2: FACULTY STANDARD (CEP)**

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.

<b>F2 REQUIRED EVIDENCE:</b>			
1.	For each discipline, a sample of course-specific training materials and agenda for new concurrent enrollment instructor training.	YES	NO
2.	For each of these examples, a description written by the faculty liaison of how new instructors are trained. Include a description on how the materials provided for evidence are used.	YES	NO
3.	Attendance tracking report documenting the date each new concurrent enrollment instructor received initial course-specific training.	YES	NO
<b>WHAT SUCCESSFUL STRATEGIES ARE IN PLACE AT OUR COLLEGE?</b>			
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### **F3: FACULTY STANDARD (CEP)**

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.

<b>F3 REQUIRED EVIDENCE:</b>			
1.	Provide all seminar descriptions, materials, event minutes, conference reports, or individualized meeting summaries utilized from each discipline's annual professional development activity.	YES	NO
2.	For each discipline a description written by the faculty liaison 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.	YES	NO
3.	Procedures and/or policy describing how the concurrent enrollment program ensures and tracks professional development participation, and follows up with those who do not attend. A tracking report documenting when each concurrent enrollment instructor most recently participated in annual professional development.	YES	NO

#### **WHAT SUCCESSFUL STRATEGIES ARE IN PLACE AT OUR COLLEGE?**

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#### **WHAT NEEDS TO BE DONE MORE REGULARLY & INSTITUTIONALIZED COLLEGE-WIDE?**

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#### **WHERE ARE THE GAPS IN MEETING THESE STANDARDS?**

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#### **F4: FACULTY STANDARD (CEP)**

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

<b>F4 REQUIRED EVIDENCE:</b>			
<b>1.</b>	A comprehensive concurrent enrollment instructor procedures and practice guide.	YES	NO
<b>2.</b>	A description of the concurrent enrollment program's administrative orientation for new instructors, including agenda, materials, and format.	YES	NO
<b>3.</b>	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.	YES	NO
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## A1: ASSESSMENT STANDARD (CEP)

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

<b>A1 REQUIRED EVIDENCE:</b>			
<b>1.</b>	A Statement of Equivalency written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.	YES	NO
<b>2.</b>	Paired student assessment tools from on-campus and concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).	YES	NO
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### C1: CURRICULUM STANDARD (CEP)

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

<b>C1 REQUIRED EVIDENCE:</b>			
<b>1.</b>	A publicly available list of all courses offered through the concurrent enrollment program with descriptions that are linked to the college/ university course catalog.	YES	NO
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## **C2: CURRICULUM STANDARD (CEP)**

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.

<b>C2 REQUIRED EVIDENCE:</b>			
<b>1.</b>	Paired syllabi from on campus and concurrent enrollment sections from one course per discipline, with the learning objectives highlighted.	YES	NO
<b>2.</b>	A Statement of Equivalency for each discipline written by each discipline's faculty liaison that follows the NACEP Statement of Equivalency Guidelines. A standard response is not appropriate.	YES	NO

### **WHAT SUCCESSFUL STRATEGIES ARE IN PLACE AT OUR COLLEGE?**

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### **C3: CURRICULUM STANDARD (CEP)**

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.

<b>C3 REQUIRED EVIDENCE:</b>			
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.	YES	NO
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.	YES	NO
3.	Provide tracking documentation that lists the most recent site visit date for each instructor and the name of the site visitor and title.	YES	NO
4.	One site visit report representing each discipline performed by a faculty member with content knowledge of the discipline.	YES	NO

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### **S1: STUDENT STANDARD (CEP)**

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

<b>S1 REQUIRED EVIDENCE:</b>			
1.	Official letter from the college/university registrar verifying compliance with the standard.	YES	NO
2.	Sample student transcript from the college/university with identifying information redacted.	YES	NO
3.	Registration calendar(s) for concurrent enrollment, with explanations of any notable differences in registration, add/drop, and withdrawal timeframes compared with those for on-campus students.	YES	NO
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## S2: STUDENT STANDARD (CEP)

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

S2 REQUIRED EVIDENCE:			
1.	Published outline of registration process and sample application provided to students and schools, including any prerequisites for each college/university course offered for concurrent enrollment.	YES	NO
2.	Description of process used to verify that students meet prerequisites.	YES	NO
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### S3: STUDENT STANDARD (CEP)

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

S3 REQUIRED EVIDENCE:			
1.	Provide example materials addressing topics including, but not limited to: <ul style="list-style-type: none"><li>h. College/university student conduct policies such as academic integrity, consequences of plagiarism, and academic dishonesty;</li><li>i. Advising issues such as college programs of study, prerequisites, pre-testing, course load, grading standards, and credit transferability;</li><li>j. Enrollment processes such as course cancellations and registration;</li><li>k. Legal rights under FERPA and ADA; and</li><li>l. Impact on future financial aid.</li></ul>	YES	NO
2.	Description of the process of advising students, including format, delivery method, timeline, who conducts advising, and what information is provided.	YES	NO
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### **S4: STUDENT STANDARD (CEP)**

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

<b>S4 REQUIRED EVIDENCE:</b>			
<b>1.</b>	A description and documented evidence of the learning resources available to concurrent enrollment students, and how they are informed.	YES	NO
<b>2.</b>	A description and documented evidence of the student support services available to concurrent enrollment students, and how they are informed.	YES	NO
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## **E1: EVALUATION STANDARD (CEP)**

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

<b>E1 REQUIRED EVIDENCE:</b>			
<b>1.</b>	Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used.	YES	NO
<b>2.</b>	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.	YES	NO
<b>3.</b>	Description of process used to share student course evaluation results with concurrent enrollment instructors and faculty liaisons, as well as any follow-up actions that the concurrent enrollment program may take based on the results.	YES	NO
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## E2: EVALUATION STANDARD (CEP)

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

E2 REQUIRED EVIDENCE:			
1.	Provide a detailed report describing a research study or set of evaluations that the concurrent enrollment program conducted within or in progress during the last two academic years prior to applying. This report should include an abstract or executive summary which includes why the study was needed (i.e. what question did it answer), introduction, methodology, results, and discussion sections. Provide the research instrument such as surveys and interview questions, as appropriate. Some studies will rely on data pulls from existing data systems and will not have a research instrument.	YES	NO
2.	Describe how the results and any improvement plans are communicated with the college/university and school leadership, as well as how the program continues to track whether the improvement plan is yielding beneficial results.	YES	NO
3.	Describe the types and frequency of program evaluation methods used by the program to assess student success, impact on school partners and/or other program goals.	YES	NO
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