



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP Accreditation Institute

Partnership & Evaluation Breakout

Partnership Standards

Partnership Standard 1 (P1)

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

Partnership Standard 2 (P2)

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



Program Evaluation Standards – Current Standards

Evaluation Standard	Who	How Often	Essential Questions	Summary Report
E1	CEP students	Every section	No	Yes, disaggregated by instructor
E2	CEP alumni, one year out	Every year	Yes	Yes
E3	CEP alumni, four years out	Every three years	Yes	Yes
E4	Instructors, Principals, Guidance Counselors	Every three years	Yes	Yes, disaggregated by role

Program Evaluation Standards – 2017 Standards

Evaluation Standard	Who	How Often	Essential Questions	Summary Report
E1	CEP students	Each course	No	Yes, provided to instructor
E2	At a minimum, CEP alumni	Every year	No	Yes

E1: End of Course Evaluations - Standard

Intent: To provide instructors with student feedback regarding the course.

	Who	How Often	Summary Report
Current Standard	CEP students	Every section	Yes, disaggregated by instructor
New 2017 Standard	CEP students	Every course	Provided to instructor

E1: End of Course Evaluations

Required Evidence

- 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 instructors receive** regarding the college/university course. If there is variation among departments, submit one sample of each type of evaluation report used.
- 3.Description of methodology and process** used to report back to CEP instructors.

E1: End of Course Evaluations

Tips and Ideas

- Follow your university's process – get to know your OIR!
- Survey Instrument: Paper or Online (e.g. SurveyMonkey/Qualtrics)
- No required NACEP questions – surveys can vary by discipline
- Captive audience – administer during one of the final classes
- Prep instructors in advance
- Avoid message overload
- Accurate email addresses

Open-ended questions:

Q12: What was the most difficult topic?

Q13: What topic received too much class time?

Q14: What topic received too little class time?

Q15: What did or did not convince you this was a college course?

E2: Alumni1-Year Out Survey

Intent:

- 1) To determine transfer credit recognition and track student college matriculation.
- 2) To inform and guide program improvement
- 3) To gauge student satisfaction

Who	How Often	Essential Questions	Summary Report
Alumni, one year after HS graduation	Every year	Yes	Yes

E3: Alumni 4-Year Out Survey

Intent: To determine long range benefits to students of CEP participation.

Who	How Often	Essential Questions	Summary Report
Alumni, four years after HS graduation	Every three years	Yes	Yes

E4: Partner Survey/Impact Study

Intent:

- 1) To determine instructor, counselor, and principal perspectives.
- 2) To inform and guide program improvement.

Who	How Often	Essential Questions	Summary Report
Instructors, Counselors, Administrators	Every three years	Yes	Yes

Tips for increased response rate

- Will rise if the culture of taking evaluations is strengthened
- Over time users become familiar with system and process
- Motivate students to provide feedback – instructor request
- Provide class time to do evaluations
- Provide all information needed to take evaluations clearly
- Provide frequent reminders to students and partners



Tips for Reports

Explain the survey's methodology

- Who was surveyed?
- How? (format, timing)
- What was the response rate?
- Include the survey instrument

Provide the results

- How are the results used/shared?
- For alumni & impact surveys - draw conclusions

Common Accreditation Issues

- Not working with qualified researcher
- Incorrect survey frequency
- Lack of follow-up with non-respondents
- Very low response rates
- Limited analysis in summary report
- Lack of evidence that survey results prompted any reflection on possible program improvement

