



Rapid Self-Assessment of Concurrent Enrollment Quality Practices

Chicago Accreditation Institute | October 2014

Purpose

This worksheet will familiarize you with some of the core practices identified in NACEP's quality standards for concurrent enrollment partnerships (CEPs). NACEP has observed that consistent implementation of these practices distinguishes high quality programs. This worksheet does not directly cite the standards. Instead it paraphrases and identifies some of the ways the standards are operationalized and key areas where programs encounter difficulty during accreditation reviews.

Instructions

1. You will have no more than 5 minutes to work on each standard.
2. For the next 30 minutes, each table will discuss the results together. Your facilitator will ask you to report one thing your program is doing well and one thing your program needs to improve upon. Further discussion will focus on sharing ideas to address the most commonly identified areas of concern.

Curriculum Standards

NACEP

<u>Standard</u>	<u>Is the CEP Practice/Policy currently in practice and documented?</u>	<u>Yes</u>
C1	Every course taught through the CEP is in the college/university course catalog and is taught regularly on campus.	<input type="checkbox"/>
C1	CEP courses have the same course title, number, designation, credits, and course description as those appearing in the college course catalog.	<input type="checkbox"/>
C2	Faculty can affirm that CEP courses reflect the overall pedagogical and philosophical approach of college course/discipline.	<input type="checkbox"/>
C3	Faculty site visits are conducted to CEP instructor classrooms in each discipline to verify delivery of the college course (content, pedagogy, assessment, etc.) and site visits are tracked and documented.	<input type="checkbox"/>

What successful strategies are already in place at our college?	Where do they need to be done more regularly and institutionalized college-wide?	Where does our college have the furthest to go in meeting these Standards?

Faculty Standards

- | | | |
|----|---|--------------------------|
| F1 | Academic departments review applications to teach and accept CEP instructors prior to their teaching a college/university class. | <input type="checkbox"/> |
| F1 | The CEP, with the academic departments, has published criteria for accepting CEP instructors as adjunct or equivalent status. | <input type="checkbox"/> |
| F2 | Course-specific orientation is provided to each new CEP instructor prior to his or her teaching the college's course. | <input type="checkbox"/> |
| F3 | The postsecondary institution offers required discipline-specific professional development activities (at least annually) led or approved by faculty and tracks CEP instructor participation. | <input type="checkbox"/> |
| F4 | There is a policy with clear consequences for non-compliance with CEP program expectations (IE, non-participation in PD or site visits, failure to maintain course alignment, etc.). | <input type="checkbox"/> |

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Student Standards

- S1 Enrollments and grades in a CEP course are recorded on students' official college transcripts as they are for students taking the course on campus. ☐
- S1 CEP registration, withdrawal, grading, and transcript policies are as consistent as possible with on-campus practices. ☐
- S2 The same course prerequisites and placement test scores, as described in the college course catalog or elsewhere, apply to CEP students. ☐
- S3 A CEP student handbook, guide, or equivalent is provided to students with information about registration procedures, services provided, academic conduct and responsibilities, and credit transfer guidelines. ☐

What successful strategies are already in place at our college?	Where do they need to be done more regularly and institutionalized college-wide?	Where does our college have the furthest to go in meeting these Standards?

Assessment Standards

- A1 / A3 Campus faculty review syllabi and assessments used in CEP courses to be certain of consistency in learning expectations and outcomes with on campus sections of these courses. ☐
- A3 Student work in CEP courses is assessed using the same methods (e.g. problem sets, papers, lab work, exams, etc.) as student work in on campus sections of the same course. ☐
- A2 / A3 Processes are in place to ensure that grading scales and assessment methods are the same for CEP courses as on campus sections. ☐

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Program Evaluation Standards

- E1 Students complete end-of-course evaluations for each section of CEP courses, every time it is taught. The college reports findings to instructors. CEP evaluations are generally the same content and are conducted similarly to on campus evaluations. ☐
- E2 The institution or program surveys former CEP students and high school partners to guide program improvement, including the following:
- E3
- E4
- a. CEP alumni one year out of high school
 - b. CEP alumni four years out of high school
 - c. Participating high school instructors, principals and guidance counselors
- ☐

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