



Rapid Self-Assessment of Concurrent Enrollment Quality Practices New Standards NACEP Accreditation Institute

Purpose

These worksheets 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. These worksheets do 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.

The worksheets are intended to be used by teams of representatives from a single college or university discussing the topics together. If you are attending alone or in a small team, you should discuss the topics with individuals who likewise are attending alone – sharing practices from your institution and gaining insights into strategies used at other colleges.

Curriculum and Assessment Standards

NACEP

<u>Standard</u>	<u>Is the CEP Practice/Policy currently in practice and documented?</u>	<u>Yes</u>
A1	Processes are in place to ensure that grading scales and assessment methods are the same for CEP courses as on campus sections.	<input type="checkbox"/>
C1	Every course taught through the CEP is in the college/university course catalog and have the same course title, number, designation, credits, and course description as those appearing in the college course catalog.	<input type="checkbox"/>
C2	Processes are in place to ensure that Faculty can affirm that CEP courses reflect the overall learning objectives, pedagogical and philosophical approach of college course/discipline.	<input type="checkbox"/>
C3	Site visits are conducted by Faculty Liaisons 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 Appropriate college/university academic leadership approve CEP instructors prior to their teaching a college/university class. ☐
- The CEP, with the academic departments, has published criteria for accepting CEP instructors as adjunct or equivalent status.
- F2 Course-specific training is provided to each new CEP instructor prior to his or her teaching the college's course. ☐
- F3 The postsecondary institution offers required discipline-specific professional development activities (at least annually) led or approved by faculty and tracks CEP instructor participation. ☐
- F4 There is a policy and procedures guide that includes clear consequences for non-compliance for all instructors. There is administrative orientation for new instructors. ☐

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?

Student Standards

- 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 CEP students are advised about topics such as student conduct polices, transferability, FERPA, SAP, ADA, and implications of taking college courses. ☐
- S4 CEP students are aware of and have access to Learning Resources and Student Support Services, which support student course success. ☐

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?

Partnership Standards

- P1

CEP program fits within the college/university’s mission and or strategic plan structure.

☐
- The college devotes faculty resources for academic oversight for concurrent enrollment courses.
- P2

CEP engages in deeper collaboration with its high school partners beyond merely offering a course.

☐
- P2

Processes are in place to show how partnership agreements come about.

☐

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?

Program Evaluation Standards

- E1 Students complete end-of-course evaluations for each CEP course, 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 does ongoing evaluations of its effectiveness for program improvement. Some target groups to consider: ☐
- a. CEP current students and alumni
 - b. Participating high school instructors, principals and guidance counselors

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?