



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

NACEP Accreditation Institute

Program Evaluation Breakout

Current Program Evaluation 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

***New* Program Evaluation Standards**

Evaluation Standard	Who	How Often	Essential Questions	Use of Results
E1	CEP students	Each course	No	Shared with instructor and appropriate faculty
E2	CEP alumni (various sources/methods)	Every year	Not required	Shared with College & School; CEP Improvement Plan

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 process used to administer the survey and share student course evaluation results** with CE instructors and faculty liaisons, as well as any follow-up actions that the concurrent enrollment program may take based on the results.

E1: End of Course Evaluations

Tips and Ideas

- Consider using the tool or delivery method your college uses
- Survey Instrument: Paper or Online (e.g. SurveyMonkey)
- No required NACEP questions – surveys can vary by discipline
- Consider questions that help you understand CE course and students
- For e-surveys, post link on CEP website and email to students
- Captive audience
 - administer during class
- Prep instructors in advance

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: Program/Student Outcomes Evaluations

Required Evidence

- 1. Provide a detailed report describing a research study or set of evaluations that the CEP conducted within the last two academic years prior to applying.**
- 2. Describe how the results and any improvement plans are being communicated** with the college and school leadership, as well as how the program tracks whether the improvement plan is yielding beneficial results.
- 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.

Expectations for the E2 Report

- **Abstract** – “the highlights”– key findings
- **Introduction** – the purpose of the study
- **Methodology** – research design, qualified researcher, how data was collected, follow-ups & response rates (for any surveys)
- **Results** – summary of the data using charts/tables as needed to visualize the findings
- **Discussion** – implications of the results for the CEP, College, schools, students; improvement plan
- Include any research instruments (e.g., survey, focus group questions)

Some Examples of E2 Resources and Methods

- Alumni surveys (of students one-year out and 4 years out of HS)
- National Student Clearinghouse (NSC)
- State Education Department or University System
- Internal data on CEP students who have matriculated
- Focus groups of CEP alumni
- Survey of current CEP seniors

Check out NACEP conference sessions and
webinars on research strategies!

Tips for increasing survey response rates

- Will rise if the culture of taking evaluations is strengthened
- Over time users become familiar with system and process
- Motivate students to provide feedback
- Use multiple methods of outreach – mail, phone, email (with accurate addresses), social media, school mailing
- Provide frequent reminders



