NACEP 2020-21 Annual Report

Introduction

Please complete this survey with data from the 2020-21 academic year.

Summary data from this report aggregated across institutions will be available to NACEP members and selected aggregated data summaries may be used for research and to promote concurrent enrollment. Program overview data provided in the Annual Report will be reported publicly by NACEP on each accredited program.

For Accredited Programs, accreditation-related information will be reviewed by NACEP staff, who will report to the Accreditation Commission any noteworthy trends across multiple programs. If staff identify specific concerns in the Annual Report regarding an individual program's continued adherence to the NACEP standards, staff will inquire further with the program and report to the Commission. Based on its review of the staff report, the Accreditation Commission may request that the program provides further information on the identified policies and/or procedures.

Unless otherwise requested, provide information only about concurrent enrollment courses as defined by NACEP: college-credit bearing courses taught to high school students by college approved high school teachers. A few sections will ask you about other dual enrollment courses taught by regular college faculty, these will be clearly labeled as such.

* 1. Person Completing the Survey

Name	
Title	
Email	

* 2. Institutional Information

Institution Name:	
Program Name:	
Program Website:	

3. Do you offer other types of dual enrollment besides the concurrent enrollment model? If yes, please list.

○ Yes

○ No

○ Other (please specify)

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Partnership Standards

P1: The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.

P2: The concurrent enrollment program has ongoing collaboration with secondary school partners.

* 4. Does the concurrent enrollment program align with the college/university mission statement?

○ Yes

○ No

If yes, please provide a brief description to explain alignment to the college/university mission.

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5. If no, how does it differ? (please specify)

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6. Please share one example of the concurrent enrollment program "best practice" for ongoing collaboration with secondary partners.

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Faculty Standards 1 & 2

F1: 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.

F2: 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.

7. Is the approval process for concurrent enrollment instructors aligned with the on-campus faculty, using the same minimum institutional qualifications?

◯ Yes

◯ No

If no, please explain.

8. How many new concurrent enrollment instructors did the college/university approve for the 2020-21 academic year?

9. How many of the new concurrent enrollment instructors were provided course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to teaching the course?

F3: 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.

F4: The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

10. During the 2020-21 academic year how many concurrent enrollment instructors taught concurrent enrollment through the college/university at a secondary partner high school?

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11. During the 2020-21 academic year, how many concurrent enrollment instructors participated in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance pedagogy and breadth of knowledge?

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12. Please select discipline-specific Professional Development activities the concurrent enrollment program offers (select all that apply):

☐ Face-to-Face

☐ Online Resources

☐ Content Area Guest Speaker(s)

☐ Blog/Webinar

13. Are the concurrent enrollment policies and procedures shared with all current active concurrent enrollment instructors?

○ Yes

○ No

14. If no, please explain

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15. Does the concurrent enrollment program policies and procedures have a non-compliance policy for concurrent enrollment instructors?

○ Yes

○ No

16. If no, please explain

17. Please provide the URL website published link for the CEP program policies and procedures (if applicable)

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Assessment Standard

A1: The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

18. Who is responsible for alignment of concurrent enrollment learning outcomes and assessment tools? (select all that apply)

☐ Program Director

☐ Academic Dean

☐ Faculty Liaison

☐ Other (please specify)

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Curriculum Standards

C1: Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.

C2: 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.

C3: 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.

19. Are all concurrent enrollment program courses administered through the college/university cataloged with the same departmental designations, course descriptions, numbers, titles, credits and etc.?

○ Yes

○ No

If no, please explain.

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20. Are all of the concurrent enrollment program courses aligned to the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline?

○ Yes

○ No

If no, please explain.

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21. What percentage of faculty teaching during the 2020-21 academic year were observed by a faculty liaison?

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22. If less than 100%, please explain.

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23. During the Faculty Liaison conducted Site Visits during the 2020-21 academic year, what was observed and/or reported? (select all that apply)

☐ Curriculum Alignment   ☐ Textbook Alignment

☐ Lab Equipment   ☐ Syllabi

☐ Student Interactions

☐ Other (please specify)

[   ]

Student Standards

S1: Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.

S2: The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.

S3: Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.

S4: The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

24. Does the concurrent enrollment program follow registration and transcripting processes listed in current college/university policies and procedures?

◯ Yes

◯ No

If no, how does it differ? (please specify)

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25. Does the concurrent enrollment program require pre-requisites have been met prior to course enrollment?

○ Yes

○ No

If no, please explain.

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26. Does the concurrent enrollment student obtain advisement about the benefits and implications of taking college courses, as well as the college's policies and expectations?

○ Yes

○ No

If no, please explain.

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27. Do concurrent enrollment students have access to student support services and learning resources?

○ Yes

○ No

If no, please explain.

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28. Select student support services and learning resources available for concurrent enrollment students? (select all that apply)

☐ Library   ☐ Accessibilities/Disabilities

☐ Tutoring   ☐ Mentoring

☐ Advising   ☐ Student Activities

☐ Other (please specify)

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Program Evaluation Standards

E1: The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.

E2: The college/university conducts and reports regular and ongoing evaluations of the Concurrent Enrollment Program effectiveness and uses the results for continuous improvement.

29. Was an end-of-term evaluation for all concurrent enrollment courses conducted for the 2020-21 academic year?

◯ Yes

◯ No

If no, please explain.

30. Does your college/university conduct and report regular and ongoing evaluations of the concurrent enrollment program?

◯ Yes

◯ No

If no, please explain.

31. Does the college/university share evaluation information with concurrent enrollment stakeholders?

◯ Yes

◯ No

If no, please explain.

32. As a result of reports and ongoing evaluations, were any changes made to the concurrent enrollment program?

◯ Yes

◯ No

33. If yes, check all that apply:

☐ Institutional Changes

☐ Program Modifications

☐ Student Outcomes

☐ Other (please specify)